

NSU

Florida

College of Psychology
**NOVA SOUTHEASTERN
UNIVERSITY**

Doctoral Program in School Psychology

Policies and Procedures

Handbook

2021-2022

*Supplemental to Nova Southeastern University Student Conduct Handbook
https://www.nova.edu/studentconduct/10-11-2020-20NOM_NSU_Student_HBK_Web.pdf

College of Psychology
(800) 541-6682, ext. 25826
(954) 262-5826
<http://psychology.nova.edu>

Rev. July 2021

Nova Southeastern University

New Policy Statements

I. Force Majeure

NSU's duties and obligations to the student shall be suspended immediately, without notice, during all periods that the university is closed or ceases or curtails operations because of force majeure events including, but not limited to, any fire or any casualty, flood, earthquake, lightning, explosion, strikes, lockouts, prolonged shortage of energy supplies, riots or civil commotion, act(s) of God, hurricane, war, governmental action, act(s) of terrorism, epidemic, pandemic, or any other event beyond the university's control. If such an event occurs, NSU's duties and obligations to the student will be postponed until such time as the school, in its sole discretion, may safely reopen or resume operations. Under no circumstances, except as otherwise required by Federal or State statute, will NSU be obligated to refund any portion of tuition, housing, meal plans, fees, or any other cost or charge attributable to any location or service affected by any such force majeure event.

II. NSU Student Service Fee

NSU offers to all students—on campus, online, clinical or hybrid—the same quality education and many opportunities for student benefits depending on the student's choice of educational modality. Therefore, the University sets the overall student fees on an aggregate, student-centric basis for the entire student body. The overall costs exceed the amount collected from student fees charged to all students. These student fees are blended together to create 1NSU with high-tech systems, student activities, and many other essential student services that make a complete, integrated university. This mission transcends the development and ultimate determination of the amount of student fees for all students, irrespective of their choice of learning modality.

III. Image Use Statement

As part of the Student Enrollment Agreement (SEA), which students must complete with their first registration each academic year, students are required to agree with the following Image Use Statement:

I permit and authorize Nova Southeastern University (NSU) and its employees, agents, representatives, contractors, and personnel, who are acting on behalf of NSU at any NSU-related event(s) or at any public area(s) on NSU's property, to take and/or obtain and use my photograph, name, alias, a video and/or audio recording, or other likeness of myself (hereinafter collectively referred to as "my likeness"). I grant NSU permission to take and use my likeness for purposes related to the educational mission of NSU— including instructional and/or educational purposes, as well as publicity, marketing, promotion, or other commercial ventures for NSU and its various programs—without compensation to me. I understand my likeness may be copied/reproduced and distributed in any media format. I further understand that my likeness may be subject to reasonable modification and/or editing. I acknowledge that NSU has the right to make one or more reproductions of my likeness in any media. I waive any right to inspect or approve the finished product or material in which NSU may eventually use my likeness. I acknowledge that NSU owns

all rights to my likeness. I understand that, although NSU will endeavor to use my likeness in accordance with standards of good judgment, NSU cannot warrant or guarantee that any further dissemination of my likeness will be subject to NSU's supervision or control. Accordingly, I release NSU from any and all liability related to the dissemination, reproduction, distribution, and/or display of my likeness in any media format, and any alteration, distortion, or illusionary effect of my likeness, whether intentional or otherwise, in connection with said use. I also understand that I may not withdraw my permission for use of my likeness, which was granted.

IV. **Religious Holiday Policy**

See the *NSU Student Handbook*, Religious Holidays Policy section. Visit nova.edu/studentconduct/religious-holiday-policy.html for more information. A student with a personal religious belief, requesting to be excused from class or an educational activity for a work-restricted religious holiday, shall notify the NSU Assistant Dean for Student Development at mmichell@nova.edu or (954) 262-7281 within three (3) calendar days after the start of the semester.”

V. **Class Recording Policy**

NSU recognizes that recordings of live class content can be a valuable tool in enhancing the academic experience for students and in supporting the University's goals in improving the delivery of education. As such, course instructors are permitted to record their live class content (e.g. lectures, presentations, student participation, etc.) and make it available for review utilizing the tools provided by NSU and subject to the requirements of this policy. Students, faculty, staff, and visitors should not have an expectations of privacy while they are in recordable spaces at NSU, such as classroom/lecture halls (including online participants), common areas, or other spaces that are generally open to members of the NSU community. Any course where class content may be recorded should include a syllabus statement detailing the terms and conditions associated with such recordings, such as statement included in this policy detailed below.

Recordings depicting personally identifiable information of students (such as images, audio recordings, or documents) are considered education records subject to the Family Educational Records Privacy Act (“FERPA”). As such, student access to recorded class content will be limited to those students registered to participate in the live offering of the class, regardless of a student's section, discipline, or if they are participating online. (*Some class lectures/content may be delivered to students form separate courses, colleges, or disciplines, in a single classroom setting. For purposes of this policy, all students registered to participate in the class, including those participating online, will be permitted to access and review the recorded course content.*) Faculty members seeking to grant access to or share recordings of class content with students or third parties who were not registered to participate in the live offering of the class must obtain written approval from their college's Dean or designee before doing so. If approved, the faculty member must make the following steps before making the recording available to students or third parties who were not registered to participate in the liver offering of the class:

1. Review the lecture recording for any personally identifiable student information and remove or redact any such information from the recording (e.g. blurring the student's image, altering the student's voice, removing sections of the recording featuring student information, etc.); or
2. Obtain written consent from any student whose personally identifiable information appears in the recording (including video, audio, or student documentation) using the Distribution Student Recording Classroom Consent Form. The college must provide a copy of the signed form to the NSU Registrar's Office to be maintained in accordance with the student's educational records. Faculty members cannot compel or require students to give consent to the release of their information.
3. Nothing in this policy restricts access to or disclosure of classroom recordings where in such access or disclosure is otherwise permissible in accordance with the Family Educational Rights and Privacy Act ("FERPA").

Students are prohibited from recording audio or video or taking photographs in classrooms in all modalities (including online classes) without prior written permission from the instructor or pursuant to an approved disability accommodation. Students are further prohibited from reproducing, sharing, or disseminating class content recordings, or any portion thereof with individuals who are not registered for the class. Engaging in such activities will be considered a breach of the Student Code of Conduct and subject to disciplinary action.

Individuals seeking guidance on issues related to student consent and FERPA should contact Nova Southeastern University's Office of the University Registrar at (954) 262-7263 or nsuregistrar@nova.edu.

CORONAVIRUS (COVID-19)

Due to the evolving nature of COVID-19, updates to academic and safety protocols will be reflected on the following web page: <https://nova.edu/coronavirus>.

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NOVA SOUTHEASTERN UNIVERSITY

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

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

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

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

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

Vision 2025

By 2025, NSU will be recognized as a preeminent, professional-dominant, doctoral-research university that provides competitive career advantages to its students and produces alumni who serve and lead with integrity.

Mission Statement

The mission of NSU—a selective, doctoral-research university—is to deliver innovative academic programs in a dynamic, lifelong learning and research environment fostering integrity, academic excellence, leadership, and community service through engaged students and faculty and staff members.

Core Values

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

(The Vision 2025 Statement, Mission Statement, and Core Values were adopted by the NSU Board of Trustees on March 29, 2021.)

Notices of Accreditation

Nova Southeastern University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate's, baccalaureate, master's, educational specialist, doctorate, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Nova Southeastern University.

Nondiscrimination Statement

Consistent with all federal and state laws, rules, regulations, and/or local ordinances (e.g., Title VII, Title VI, Title III, Title II, Rehab Act, ADA, Title IX, and the Florida Civil Rights Act), it is the policy of Nova Southeastern University not to engage in any discrimination or harassment against any individuals because of race, color, religion or creed, sex, pregnancy status, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, gender, gender identity, military service, veteran status, or political beliefs or affiliations, and to comply with all federal and state nondiscrimination, equal opportunity, and affirmative action laws, orders, and regulations. Any such acts are unacceptable and strictly prohibited by the university.

In addition, the law prohibits retaliation against an individual for opposing any practices forbidden under this policy, for bringing a complaint of discrimination or harassment, for assisting someone with such a complaint, for attempting to stop such discrimination or harassment, or for participating in any manner in any investigation or resolution of a complaint of discrimination or harassment. This nondiscrimination policy applies to admissions; enrollment; scholarships; loan programs; athletics; employment; and access to, participation in, and treatment in all university centers, programs, and activities. NSU admits students of any race, color, religion or creed, sex,

pregnancy status, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, gender, gender identity, military service, veteran status, or political beliefs or affiliations, to all the rights, privileges, programs, and activities generally accorded or made available to students at NSU, and does not discriminate in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

Nova Southeastern University Board of Trustees (*As of May 7, 2021*)

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NSU President's Message



Welcome to Nova Southeastern University! As the president of NSU, it is my honor to welcome you into our Shark family.

Our goal is to provide you with a quality education that will prepare you for a rewarding future in your career, your community, and your life. Within all our programs, you will learn from the expertise of our diverse faculty. Your hands-on, immersive program will challenge you in new ways that you have not experienced before. Over time, you will grow academically and personally as you work with professors and your peers. You will push past any limits you have set for yourself as you learn the skills that will allow you to dominate your chosen profession.

There is much more to life at NSU than going to class, so I encourage you to explore your interests with our on-campus clubs, organizations, and internship opportunities. Your course at NSU is yours to chart, and I am confident that you will make the best choices and have enriching experiences.

This moment represents the start of a new journey, and I would like to remind you that the journey is as important as the destination. Soon enough, you will be completing your degree, and I assure you, by the time you finish, with the knowledge and experience you gleaned at NSU, you will have unleashed your potential to be a leader.

Go Sharks, and FINS UP!

Sincerely,

A handwritten signature in blue ink that reads "George Hanbury".

George L. Hanbury II, Ph.D.
President and CEO
Nova Southeastern University

College of Psychology Dean's Message

I am pleased to extend you a warm welcome to Nova Southeastern University and the College of Psychology. Our goal is to guide you through a rich and transformative journey where you will grow personally, academically, and socially on the road to becoming major contributors to our global society. We strive to provide students with the support and opportunities necessary to develop skills needed to impact institutions and quality of life for individuals, families, and communities.


Our College offers a wide range of degree programs, including bachelor's programs in psychology and neuroscience, as well as graduate programs in counseling, clinical, school, experimental, forensic, and general psychology. In addition, the College has doctoral internship and postdoctoral residency programs, and offers continuing education to professionals. Our Psychology Services Center provides training opportunities and offers an array of therapy and assessment services to the community. Students in every program, from first year undergraduates to final year doctoral candidates, benefit from the instruction and mentorship of experienced faculty who reach beyond the classroom to model professional success in the lab, clinic, and community.

The scope of psychology, counseling, neuroscience, and related fields is expansive, as our disciplines describe and explain the effects of psychological processes from the level of individual brain cells to the scale of complex social interactions. The areas of expertise our faculty collectively possess are similarly diverse. Regardless of the specific field or subfield of study, however, our students benefit from the greater involvement that small classes provide and from the related opportunities for research collaborations and experiential placements in community settings.

While the lasting memories of one's years at a university surely include many events beyond the confines of the classroom, one's day-to-day enjoyment while enrolled as a university student depends largely on his or her chosen field of study and engagement with its particular subject matter. The College of Psychology is proud to house engaging undergraduate majors, an array of highly regarded graduate programs and related training opportunities, and a clinic that serves our community. We hope that these opportunities will figure positively in the memories our students have of their university experience.

On behalf of myself and the faculty of the College of Psychology, I encourage you to explore everything the College has to offer, and look forward to working with you as you harness the best within yourself and take full advantage of the NSU Edge!

Sincerely,



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

Department of Clinical and School Psychology

Chair's Message

As Chair of the Department of Clinical and School Psychology, it is my pleasure to welcome you to our programs for the 2021-2022 academic year. We are part of the College of Psychology that offers bachelor's degrees in psychology and behavioral neuroscience and graduate programs in clinical psychology, school psychology, counseling, experimental psychology, forensic psychology and general psychology.

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

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

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

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



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

SCHOOL PSYCHOLOGY PROGRAMS

ACADEMIC CALENDAR 2021-2022

Fall 2021 – Full Semester	
Monday, August 23	Fall semester classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, August 29	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, September 5	End of 75% refund
Monday, September 6	Labor Day – university offices closed
Sunday, September 12	End of 50% refund
Sunday, September 19	End of 25% refund Last day for dropping classes with refund
Sunday, November 21	Last day to withdraw from classes (no refund)
Thursday, November 25 Friday, November 26	Thanksgiving – university offices closed
Sunday, December 12	Fall semester classes end
TBA	Winter Holiday – university offices closed * Subject to university president's discretion and approval

Fall I 2021 (8-Week / Intensive Weekend Format)	
Monday, August 23	Fall I classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, August 29	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, September 5	End of 75% refund
Monday, September 6	Labor Day – university offices closed
Sunday, September 12	End of 50% refund
Sunday, September 19	End of 25% refund Last day for dropping classes with refund
September 24, 24, 26	Intensive weekend-format class meeting
Sunday, September 26	Last day to withdraw from classes (no refund)
October 15, 16, 17	Intensive weekend-format class meeting
Sunday, October 17	Fall I classes end
Fall II 2021 (8-Week / Intensive Weekend Format)	
Monday, October 18	Fall II classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, October 24	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, October 31	End of 75% refund
Sunday, November 7	End of 50% refund
November 12, 13, 14	Intensive weekend-format class meeting
Sunday, November 14	End of 25% refund Last day for dropping classes with refund
Sunday, November 21	Last day to withdraw from classes (no refund)
Thursday, November 25 Friday, November 26	Thanksgiving – university offices closed
December 10, 11, 12	Intensive weekend-format class meeting
Sunday, December 12	Fall II semester classes end

Winter 2022 – Full Semester	
TBA	Winter Holiday – university offices closed * Subject to university president's discretion and approval
Monday, January 3	Winter semester classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, January 9	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, January 16	End of 75% refund
Monday, January 17	Martin L. King, Jr. Day – university offices closed
Sunday, January 23	End of 50% refund
Sunday, January 30	End of 25% refund Last day for dropping classes with refund
February 28 – March 4	Spring Break
Sunday, April 10	Last day to withdraw from classes (no refund)
Sunday, May 1	Winter semester classes end

Winter I 2022 (8-Week / Intensive Weekend Format)	
Monday, January 3	Winter I classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, January 9	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, January 16	End of 75% refund
Monday, January 17	Martin L. King, Jr. Day – university offices closed
Sunday, January 23	End of 50% refund
January 28, 29, 30	Intensive weekend-format class meeting
Sunday, January 30	End of 25% refund Last day for dropping classes with refund
Sunday, February 6	Last day to withdraw from classes (no refund)
February 25, 26, 27	Intensive weekend-format class meeting
Sunday, February 27	Winter I classes end
Winter II 2022 (8-Week / Intensive Weekend Format)	
Monday, March 7	Winter II classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, March 13	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, March 20	End of 75% refund
Sunday, March 27	End of 50% refund
April 1, 2, 3	Intensive weekend-format class meeting
Sunday, April 3	End of 25% refund Last day for dropping classes with refund
Sunday, April 10	Last day to withdraw from classes (no refund)
April 29, 30, May 1	Intensive weekend-format class meeting
Sunday, May 1	Winter II semester classes end

Summer 2022 – Full Semester	
Monday, May 9	Summer semester classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, May 15	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, May 22	End of 75% refund
Sunday, May 29	End of 50% refund
Monday, May 30	Memorial Day – university offices closed
Sunday, June 5	End of 25% refund Last day for dropping classes with refund
Monday, July 4	Independence Day – university offices closed
Sunday, July 24	Last day to withdraw from classes (no refund)
Sunday, August 14	Summer semester classes end

Summer I 2022 (8-Week / Intensive Weekend Format)	
Monday, May 9	Summer I classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, May 15	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, May 22	End of 75% refund
Sunday, May 29	End of 50% refund
Monday, May 30	Memorial Day – university offices closed
June 3, 4, 5	Intensive weekend-format class meeting
Sunday, June 5	End of 25% refund Last day for dropping classes with refund Last day to withdraw from classes
June 24, 25, 26	Intensive weekend-format class meeting
Sunday, June 26	Summer I classes end
Summer II 2022 (8-Week / Intensive Weekend Format)	
Monday, June 27	Summer II semester classes begin Last day for completing regular registration Late registration fee of \$50 will be charged after this date
Sunday, July 3	End of 100% refund Last day for completing late registration Last day for adding classes
Monday, July 4	Independence Day – university offices closed
Sunday, July 10	End of 75% refund
Sunday, July 17	End of 50% refund
July 22, 23, 24	Intensive weekend-format class meeting
Sunday, July 24	End of 25% refund Last day for dropping classes with refund Last day to withdraw from classes
August 12, 13, 14	Intensive weekend-format class meeting
Sunday, August 14	Summer II semester classes end

Specialist & Doctoral Programs in School Psychology 8-Week / Intensive Weekend Classes Meeting Dates

Fall 2021
Session I: August 23 – October 17 September 24, 25, 26 October 15, 16, 17
Session II: October 18 – December 12 November 12, 13, 14 December 10, 11, 12
Winter 2022
Session I: January 3 – February 27 January 28, 29, 30 February 25, 26, 27
Session II: March 7 – May 1 April 1, 2, 3 April 29, 30, May 1
Summer 2022
Session I: May 9 – June 26 June 3, 4, 5 June 24, 25, 26
Session II: June 27 – August 14 July 22, 23, 24 August 12, 13, 14

Doctoral Program in School Psychology

The College of Psychology Doctoral Program in School Psychology (Psy.D.) is accredited by the Commission on Accreditation of the American Psychological Association. Questions related to the accredited status of the program should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979 / Email: apaaccred@apa.org
Web: <https://www.apa.org/ed/accreditation>

The doctoral program in school psychology holds the designation of National Recognition by the National Association of School Psychologists (NASP). The doctoral curriculum is designed to be consistent with the Florida state licensure requirements as both a school psychologist and a psychologist under Chapter 490, *Florida Statutes*.

The program is committed to a practitioner-informed-by-science training model. Candidates are prepared as highly competent problem-solvers who draw upon a strong foundation in core knowledge areas of school psychology to promote the educational and social-emotional competence of students. Moreover, candidates are prepared to offer a full continuum of empirically supported and innovative services, including prevention, consultation, assessment, and intervention. Graduate education builds upon the crucial base of scientific knowledge and develops the skills necessary for professional competence. It prepares candidates to be lifelong interpreters and utilizers of research through a mentorship in the process of scientific investigation. Candidates develop a capstone Directed Study that demonstrates their research interpretation and utilization proficiency. Intensive, sequential practica and course-specific tasks are designed to provide candidates with opportunities for the application and integration of methods of psychological assessment, consultation, and intervention under close supervision. Internship provides the culminating training experience in preparing the candidate as a health service provider. Additional supervised experience may be required for licensure as a psychologist. Candidates should carefully review state licensure and certification laws and rules to ensure adequate preparation for credentialing, including the number of internship hours which must be spent in schools.

The program recognizes the importance of delivering school psychological services within a collaborative framework. Candidates learn to view problems from a systems perspective, focusing on the roles of the student, family, school, community, and policy makers. Training emphasizes an awareness of, sensitivity to, and respect for multicultural and individual differences within the context of each of these diverse systems. Technological resources and competencies are similarly woven throughout the curriculum to train school psychologists to deliver services in the most efficient manner by utilizing contemporary tools and strategies.

Candidates benefit from the expertise of full-time faculty whose primary interests and expertise are in the field of school psychology, including two former NASP presidents. The college has 70 full-time faculty members who include nationally renowned professionals, as well as several core part-time and adjunct faculty who work as practitioners or administrators in the schools. Moreover,

the School-related Psychological Assessments and Clinical Interventions (SPACI) clinic, within the Psychology Services Center (PSC), serves many of the training needs of school psychology candidates. Individuals within the community regularly seek out the services delivered by this clinic for psychoeducational assessment, consultation, and intervention for individuals across the lifespan. As part of their regular practicum experiences, candidates in the program have the opportunity to link theory to practice by observing, consulting, assessing, and intervening with children, teachers, and parents at the Mailman Segal Center (MSC) for Human Development and the University School of NSU (USchool), both of which are part of the NSU community.

PROGRAM PHILOSOPHY

The doctoral program in school psychology embodies and supports the mission of Nova Southeastern University and of the College of Psychology. This is accomplished through quality education and training in psychology, provision of service to the community, and advancement of empirically-supported clinical findings. Training is guided by the integration of the sciences of psychology and education so as to promote the mental health, achievement, and well-being of all students and their families through the blending of traditional and innovative approaches to service delivery.

The program is committed to a practitioner-informed-by-science training model. Candidates are prepared to be highly competent problem-solvers who draw upon a strong foundation of core knowledge in the profession of psychology and the specialty area of school psychology to promote social-emotional and educational competence of all students.

To prepare candidates adequately to meet the current and future expectations of the field, the program faculty recognize the need for school psychologists who are leaders and who are accomplished in assessment, consultation, and intervention at the individual and systems levels. Assessment, linked to intervention for the purposes of both prevention and remediation of student difficulties, is an essential goal of training. Consequently, candidates are prepared to offer a broad continuum of innovative, as well as empirically-supported, group and individually-targeted services. Graduate education builds upon the crucial base of scientific knowledge to develop the skills necessary for professional competence. Program graduates are prepared to become health service providers, to engage in professional association activity, and to dedicate themselves to lifelong learning.

Intensive, sequential, field-based experiences are designed to provide candidates the opportunities to apply and to integrate methods of prevention, consultation, psychological assessment and intervention. The program emphasizes the importance of delivering school psychological services within a collaborative framework. Candidates are taught to deliver psychological services within a collaborative and interpersonal framework. Candidates also learn to view problems from a systems perspective, focusing on the dynamic interrelationships among learners, families, schools, communities, and policy makers. Training emphasizes an awareness of, sensitivity to, and respect for diversity and individual differences within the context of each of these systems. Awareness of these unique differences is emphasized in every domain of practice. They recognize the critical importance of public policy advocacy and use these skills to advance human rights and the specialty

area. Development of technological competencies is similarly woven throughout the curriculum to train school psychologists to deliver services in the most efficient and student-centered manner.

PROGRAM AIM

The aim of the doctor of psychology (Psy.D.) program in school psychology is to prepare health service psychologists to meet the educational, behavioral, social, and emotional needs of the individuals, families, and educational personnel they serve. The program focuses on addressing, assessing, and evaluating attainment of the Profession-Wide Competencies (PWC) and Discipline-Specific Knowledges (DSK) as outlined by the Standards of Accreditation (SoA) of the American Psychological Association (APA) through the lens of the practitioner-informed-by-science-training model.

Accordingly, the aim of the doctoral program in school psychology is to train health service psychologists who demonstrate the following knowledges and competencies:

Benchmark I. The breadth of scientific psychology through foundations in the Discipline-Specific Knowledge (DSK) areas, including:

- Category 1. History and Systems of Psychology;
- Category 2. Basic Content Areas in Scientific Psychology;
- Category 3. Integrative Knowledge in Scientific Psychology; and
- Category 4. Research Methods, Statistical Analysis, and Psychometrics

Benchmark II. The foundations of practice in health service psychology, within school psychology. This includes the following four indicators:

- 1) ethical and legal standards;
- 2) individual and cultural diversity;
- 3) professional values and attitudes; and
- 4) communication and interpersonal skills.

Benchmark III. Broad and general competencies necessary for effective work in practitioner-informed-by-science roles, including the following four indicators:

- 1) assessment,
- 2) intervention,
- 3) supervision, and
- 4) consultation and interprofessional/interdisciplinary skills

Benchmark IV. The ability to apply research and statistics to inform professional practice.

Consistent with doctor of psychology (Psy.D.) training, our program prepares graduates for entry-level practice as health service psychologists who will be lifelong consumers of research. Following degree conferral, our graduates are eligible for national certification as a school psychologist and licensure as a psychologist. They are well-prepared to practice in a wide-range of health service psychology settings, including schools, independent practice, community mental health agencies, and hospitals.

Note: The Minimum Level of Achievement (MLA) for all assessments of competency is 80%. The reader is referred to the Program Remediation Policy for information regarding support for and remediation of candidates who fail to attain the MLA.

I. Profession-Wide Competencies

The Standards of Accreditation (SoA) of the American Psychological Association (APA) recognize nine **Profession-Wide Competencies**, which serve as the foundation of health service psychology.

1. Research: Substantive knowledge of scientific methods, procedures, and practices.

Candidates are expected to demonstrate competency as follows:

- Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Conduct research or other scholarly activities.
- Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

2. Ethical and legal standards: Responds professionally in demonstrating ethical and legal standards in increasingly complex situations with a greater degree of independence across all levels of training.

Candidates are expected to demonstrate competency as follows:

- Be knowledgeable of and act in accordance with each of the following:
 - the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
 - relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
 - relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

3. Individual and cultural diversity: Demonstrates knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal backgrounds and characteristics.

Candidates are expected to demonstrate competency as follows:

- Understand how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.

- Have knowledge regarding the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities, including research, training, supervision/consultation, and service.
- Demonstrate competency in integrating awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the application of a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and application of this approach effectively in their professional work.

4. Professional values and attitudes: Responds professionally in demonstrating professional values and attitudes in increasingly complex situations with a greater degree of independence across all levels of training.

Candidates are expected to demonstrate competency as follows:

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and to improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

5. Communication and interpersonal skills: Responds professionally in demonstrating communication and interpersonal skills in increasingly complex situations with a greater degree of independence across all levels of training.

Candidates are expected to demonstrate competency as follows:

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

- 6. Assessment:** Responds professionally in demonstrating competence in conducting evidence-based assessment consistent with the scope of health service psychology.

Candidates are expected to demonstrate competency as follows:

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal, and cultural).
- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- Select and apply assessment methods that draw from the best available empirical literature and that reflect:
 - the science of measurement and psychometrics
 - collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment
 - relevant diversity characteristics of the service recipient
- Interpret assessment results:
 - following current research and professional standards and guidelines
 - to inform case conceptualization, classification, and recommendations
 - guarding against decision-making biases
 - distinguishing the aspects of assessment that are subjective from those that are objective
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

- 7. Intervention:** Implements evidence-based interventions with a wide variety of theoretical orientations or approaches and directed at the individual, family, group, and system levels.

Candidates are expected to demonstrate competency as follows:

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision-making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

- 8. Supervision:** Supervision is grounded in science and integral to the activities of health service psychology.

Candidates are expected to demonstrate competency as follows:

- Demonstrate knowledge of supervision models and practices.

- 9. Consultation and interprofessional/interdisciplinary skills:** Consultation and interprofessional/interdisciplinary skills as integral to the activities of health service psychologists to collaboratively address a problem, seek or share knowledge, or promote effectiveness in professional activities.

Candidates are expected to demonstrate competency as follows:

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Demonstrates knowledge of consultation models and practices.

II. Discipline-Specific Knowledge

The Standards of Accreditation (SoA) of the American Psychological Association (APA) recognizes four categories of **Discipline-Specific Knowledge** integral to the training of health service psychologists.

Note: A final grade of 80% or higher is needed in order to pass the course and establish that a student has met the required minimal level of achievement (MLA) for attainment of the Discipline-Specific Knowledge.

Category 1: History and Systems of Psychology

The first category of discipline-specific knowledge must result in substantial knowledge in:

- History and Systems of Psychology, including the origins and development of major ideas in the discipline of psychology.

Category 2: Basic Content Areas in Scientific Psychology

The second category of discipline-specific knowledge must result in substantial knowledge in:

- Affective Aspects of Behavior, including topics such as affect, mood, and emotion.
- Biological Aspects of Behavior, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior.
- Cognitive Aspects of Behavior, including topics such as learning, memory, thought processes, and decision-making.
- Developmental Aspects of Behavior, including transitions, growth, and development across an individual's lifespan.
- Social Aspects of Behavior, including topics such as group processes, attributions, discrimination, and attitudes.

Category 3: Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas

The third category of discipline-specific knowledge must result in substantial understanding and competence in the following areas:

- Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas, including graduate-level scientific knowledge that entails integration of multiple basic discipline-specific content areas identified in Category 2 (i.e., integration of at least two of: affective, biological, cognitive, social, or developmental aspects of behavior).

Category 4: Research Methods, Statistical Analysis, and Psychometrics

The fourth category of discipline-specific knowledge must result in substantial understanding and competence in the following areas:

- Research Methods, including topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, descriptive, and experimental research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; meta-analysis; and quasi-experimentation.
- Statistical Analysis, including topics such as quantitative, mathematical modeling and analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null-hypothesis testing and its alternatives, power, and estimation.
- Psychometrics, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

Admission Requirements

MINIMUM REQUIREMENTS FOR ADMISSION

All candidates, regardless of their route to admission will be selected based upon the evaluation of the following criteria:

1. A bachelor's degree from a regionally accredited institution (must be awarded prior to beginning the doctoral program). Applicants with a specialist degree(s) in school psychology will only be considered if they are graduates from the specialist program in school psychology at NSU's College of Psychology to ensure consistency in the attainment of the program aims as well as the profession-wide and discipline specific competencies.
2. A minimum 3.0 undergraduate grade point average on a 4.0 scale OR a 3.5 graduate grade point average on a 4.0 scale based on a minimum of 18 semester hours that must be completed by the end of the fall semester prior to beginning the doctoral program.
3. Eighteen semester hours of coursework in psychology or a score of 600 or higher on the Graduate Record Examination, Psychology Test. The GRE Psychology test is recommended, but not required.
4. Three credit hours in statistics (examples of acceptable statistics courses include: Introduction to Statistics, Probability and Statistics, Statistical Methods in Psychology, Inferential Statistics, and Quantitative Psychology). A course in research methods/design will not satisfy this requirement.
5. The general Graduate Record Examination (GRE), including the verbal, quantitative, and analytical writing scores. A combination score greater than 297 on the revised scoring scale for GRE verbal and quantitative is preferred.
6. A writing sample stating professional goals.
7. Official transcripts from all colleges/universities attended and/or agency evaluation of foreign degree for determination of U.S. equivalence (including Canadian transcripts).
8. Curriculum vitae/resume.
9. Three academic or professional letters of reference.
10. Prospective students who meet the above requirements must also be selected to be interviewed in order to determine appropriateness for the program.

The standards required for admission reflect concern for the safety and well-being of clients whom its graduates will eventually serve in clinical/school situations. Candidates for the degree must possess, with or without reasonable accommodation, multiple abilities and skills including

intellectual, conceptual, integrative, and quantitative abilities. Moreover, intrapersonal, communication, behavioral, and personal attributes including empathy, emotional self-awareness, and emotional maturity are similarly crucial for success. The above pre-requisites are necessary for an applicant to be considered for a doctoral program. Higher GPA and GRE scores indicating greater potential to complete doctoral-level work, will enhance an application. Other factors considered include: (1) previous courses taken, (2) previous clinical and research experience, (3) evidence of interest in psychology, (4) the applicant's personal statement, and (5) letters of recommendation.

Routes to Admission

The Psy.D. program requires a minimum of a three-year, full-time academic residency (or the equivalent thereof). The doctoral program has three routes to admission. Candidates may apply:

- 1) following completion of a bachelor's or master's degree;
- 2) following completion of all of the coursework (73 credit hours) with the exception of internship in the specialist program in school psychology at the College of Psychology; or
- 3) following completion of the specialist program in school psychology at the College of Psychology.

It is important to note that specialist students and doctoral students share many of the same courses required for state of Florida certification as a school psychologist and national standards consistent with the National Association of School Psychologists (NASP). Given the considerable overlap within the curriculum, **grade point average and academic standing is cumulative across the programs.** Regardless of the route to admission, all candidates must complete at minimum two years of doctoral coursework at the institution and one year of doctoral internship. A sample model curriculum for each route to admission is provided in this handbook.

Provisional Admission

Candidates 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 candidate will not be allowed to continue class attendance. Financial aid will not be disbursed to a provisional/conditional candidate until he or she has been fully admitted as a regular candidate (i.e., all admission requirements have been approved by the college/program admissions office). Candidates who have an unpaid balance 30 days from the start of the term will be assessed a \$100 fee.

The University welcomes applications from all qualified candidates. Applications are reviewed after all required documents have been received. No waivers of the admission policies stated above will be offered.

TOEFL Requirement

Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL). A minimum test score of 550 is required for applicants taking the written examination; a minimum test score of 213 is required for applicants taking the computer-based examination. A minimum test score of 79-80 is required for applicants taking the IBT examination. Proficiency in English may also be demonstrated by a minimum score of 500 of the GRE verbal test or a 40th percentile score on the MAT. For application forms, write to TOEFL, Educational Testing Services, Princeton, New Jersey 08540. Additional procedures are required for admission of nonresident alien students. Contact the international student advisor at (945) 262-7240.

Foreign Coursework

Undergraduate and/or graduate coursework taken at a foreign institution must be evaluated for U.S. institutional equivalency and also include a listing of all courses and grades, and an overall GPA (on a 4.0 scale). It is the applicant's responsibility to have coursework evaluated using any National Association of Credential Evaluation Services member listed on www.naces.org.

Transfer of Credits

The transfer of a maximum of 15 credit hours of doctoral level coursework from an APA accredited program taken in the last five years will be allowed upon approval from the department chair. Please refer to detailed transfer information in this handbook.

Curriculum and Degree Completion Requirements

The **Doctoral Program in School Psychology** is a program of study typically requiring the successful completion of four years of post-baccalaureate study, including a 2000-hour doctoral internship. On average, candidates will enroll in 15 credit hours per semester.

A candidate must complete all courses for the degree with a grade point average of at least 3.0. **The Doctoral Program in School Psychology requires 118 semester hours of graduate credit, including three years of practica, a capstone research project (the Directed Study), and a 2000-hour doctoral internship.** All candidates must pass the comprehensive examinations as well as the research requirement as part of their degree completion requirements. A candidate is expected to complete and to graduate from the doctoral program within no more than seven years from the date of first enrollment.

Candidates who are not certified teachers and wish to obtain certification as a school psychologist may need to complete additional course work or to submit documentation as required by their respective state. Prior to degree conferral, candidates must complete and pass the Florida Teacher Certification Examination – Subject Area (SAE) Test in School Psychology, the PRAXIS School Psychologist Test (5402), and any additional course work/examinations identified during the continued program accreditation process. As state mandates are subject to change, candidates should expect changes or modifications to the curriculum and degree requirements.

Certification/Licensure

The curriculum of the doctoral program in school psychology (Psy.D.) meets the credentialing requirements of the Florida Department of Education (DOE) for certification in school psychology, as well as the criteria for licensure as a school psychologist and as a psychologist within the state of Florida, as delineated in Chapters 490 and 491 of the *Florida Statutes*. Certification allows graduates to be employed in the public or private schools, while licensure allows for independent practice or employment in hospitals and community agencies.

Please be advised that in accordance with state and federal regulations, NSU is required to provide the following information to applicants and students completing their coursework outside of the state of Florida, including field experiences (e.g., internships, practica, clinical placements), when their program of study customarily leads to professional licensure.

Nova Southeastern University, College of Psychology, Doctoral Program in School Psychology program meets the credentialing requirements of the Florida Department of Education (FDOE) and the National Association of School Psychologists (NASP) National Certification in School Psychology (NCSP). In addition, the curriculum meets the criteria for licensure as a school psychologist and as a psychologist within the state of Florida, as delineated in Chapters 490 and 491 of the *Florida Statutes*. Certification allows graduates to be employed in the public or private schools, while licensure allows for independent practice or employment in hospitals and community agencies.

Certification and licensure requirements for school psychologists vary by state and these requirements can change frequently and often without notice. At this time, the College of

Psychology cannot confirm whether its Doctor of Psychology in School Psychology degree meets all of the licensure and certification requirements in a student's state of residence. Students should refer to their state licensing and certification body for further information.

We advise you to contact your state's credentialing body to ensure the degree will meet requirements for certification and/or licensure in the state in which you seek to be licensed or certified. School psychology credentialing requirements by state may be found on the NASP website through the following link: <https://www.nasponline.org/standards-and-certification/state-school-psychology-credentialing-requirements>. Information regarding licensure to practice psychology by state may be found on the Association of State and Provincial Boards (ASPPB) and through the following link: <https://www.asppb.net/page/ReqPsych>.

If you have trouble obtaining the information you need, or if you have any other questions, please contact Dr. Sarah Valley-Gray at (954) 262-5826.

The Psy.D. curriculum is developed and monitored on an ongoing basis by school psychology faculty to:

- 1) Be consistent with DOE, NASP, and APA accreditation requirements, and
- 2) Prepare graduates for the professional practice of school psychology.

The College of Psychology cannot guarantee that the curriculum completed will meet all states' and Canadian provinces' eligibility requirements for licensure at the time of your application, as each state requirements are subject to change. As a result, the curriculum is subject to change in response to modifications to accreditation/certification standards.

Coursework

The curriculum of the program is presented on the next several pages, including a model course sequence. While the courses will generally be offered in the sequences shown, exceptions do occur. The candidate should, therefore, not regard the sequence as inviolable. The candidate should exercise care to ensure that all prerequisites are met and should seek advisement from the appropriate administrator or faculty member as needed. **The candidate is responsible for ensuring that all coursework has completed prior to the initiation of internship.**

Dissemination of Research Competency

Candidates must demonstrate the competency to evaluate and to disseminate research or other scholarly activity via at least one peer-reviewed publication as first author or a professional presentation as first presenter at the local (within the university), state, national, or international level. All candidates must submit a proposal as the primary presenter of a paper session, poster session, or symposium at a psychology conference. Publications as first author in a peer-reviewed journal or other peer-reviewed publication will serve to meet this criterion.

It is strongly encouraged that each candidate present at one or more of the following conference: the Florida Association of School Psychologists (FASP), the National Association of School Psychologists (NASP), the American Psychological Association (APA), or the International School Psychology Association (ISPA). If the candidate seeks to present at a different conference, he or she must submit information regarding the conference to the program director. The director,

in collaboration with the core school psychology faculty, will make a determination as to whether the conference is appropriate, and if deemed appropriate, will be included on a list of approved conferences for the purpose of meeting this dissemination requirement for future candidates.

If a candidate does not present at one of these approved conferences and is not first author on a peer-reviewed publication, she or he may schedule a session to conduct a research-based presentation at the School-related Psychological Assessments and Clinical Interventions (SPACI) clinic weekly didactic seminar or a similar College of Psychology venue. The candidate should present the results of his or her Directed Study and include any major conclusions and recommendations. The rubric that will be utilized by the SPACI clinic directors and/or other faculty members can be found in the *Directed Study Guidelines* handbook.

En-Route Master of Science in School Psychology

Candidates enrolled in the Psy.D. program in school psychology may earn as an intermediate degree, the master of science in school psychology. The curriculum for this degree consists of all courses (or their equivalents) including practicum and supervision in the first two years of the model doctoral curriculum (minimum of 73 credit hours). Courses transferred into Nova Southeastern University's doctoral program do not count toward this degree.

Graduates with this degree will not have met the educational requirements for certification or licensure in the State of Florida and should not expect to provide psychological services as an independent practitioner. Rather, this degree should be utilized by the Psy.D. candidate to demonstrate master's level achievement in psychology or to qualify for a master's level of employment. Candidates completing the above requirements may complete a degree application form and pay the required fee; however, they may not participate in the master's graduation ceremony.

En-Route Specialist Degree in School Psychology

Candidates admitted to and enrolled in the Psy.D. program in school psychology who have completed 73 credit hours in the Specialist Program (Psy.S.) in School Psychology at Nova Southeastern University may earn, as an intermediate degree, the specialist degree in school psychology. The curriculum for this degree consists of all courses (or their equivalents) in the specialist program in school psychology, additional requirements as listed in the *Specialist Program in School Psychology Policies and Procedures Handbook*, and the successful completion of six (6) school psychology internship credits and a minimum of 1200 hours in a PK-12 school setting.

Comprehensive Examinations

To demonstrate mastery of subject area competencies in school psychology and as part of the degree requirements, all doctoral candidates must sit for and earn passing scores on the following written comprehensive examinations:

1. Florida Teacher Certification Examination – Subject Area Test in School Psychology (SAE) (required for certification in the state of Florida)
(Complete during the Fall semester of Year 3)
2. Praxis School Psychologist Examination (5402) (required for school psychology licensure in the state of Florida and NCSP certification)
(Complete during internship)

Passing scores are required on all the above listed examinations in order to graduate. A minimum score of 147 is required on the Praxis (5402) Subject Area Exam. Further information will be provided to candidates at the appropriate time in their curriculum.

NOTE: All candidates, regardless of their route to admission (i.e., following completion of the bachelor's degree, 73 credit hours in the specialist program, or following completion of the specialist degree), are required to complete the Florida Teacher Certification Examination – Subject Area Test in School Psychology (SAE) and the Praxis School Psychologist Examination (5402) **during matriculation** in the school psychology doctoral program.

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY

Program Curriculum*

Course #	Course Title	Credits
HISTORY AND SYSTEMS OF PSYCHOLOGY		Total: 18
BASIC CONTENT AREAS IN SCIENTIFIC PSYCHOLOGY		
PSY 8100	Development: Child and Adolescent	1.5
PSY 8105	Development: Adult and Older Adult	1.5
PSY 8120	Cognitive/Affective Aspects of Behavior	3
PSY 8125	History and Systems of Psychology	3
PSY 8220	Biological Aspects of Behavior	3
PSY 8225	Social Aspects of Behavior	3
PSY 8305	Diversity Considerations in School Psychology	3
PSYCHOLOGICAL FOUNDATIONS		Total: 7.5
PSY 8110	Psychology of Exceptional and At-Risk Children	3
PSY 8115	Child and Adolescent Psychopathology	3
PSY 8117	Adult Psychopathology	1.5
EDUCATIONAL FOUNDATIONS		Total: 9
PSY 8135	Organization and Operation of Schools	3
PSY 8176	Academic/Behavioral Prevention and Intervention Strategies	3
PSY 8230	Instructional Strategies for Students with Diverse Learning Needs	3
INTERVENTIONS AND SPECIALIZED TECHNIQUES		Total: 15
PSY 4442	Evidence-Based Treatment of Emotional and Behavioral Disorders in Children and Adolescents	3
PSY 8150	Counseling Theories and Techniques with Lab	3
PSY 8165	Applied Behavioral Assessment and Intervention	3
PSY 8255	School Consultation Skills	3
PSY 8360	Contemporary Clinical Interventions for the School Psychologist	3
PROFESSIONAL SCHOOL PSYCHOLOGY		Total: 8
PSY 8190	Practicum in School Psychology: Foundations I (160 practicum hours + Seminar)	2
PSY 8270	Ethical, Legal, & Professional Issues for School Psychologists	3
PSY 8350	Advanced Professional Skills: Supervision and Teaching with Practicum	3
PSYCHOEDUCATIONAL ASSESSMENT		Total: 16
PSY 8182	Cognitive Assessment I: Theory, Research, & Practice with Lab	4
PSY 8184	Cognitive Assessment II: Linking Assessment to Intervention	3
PSY 8280	Academic Assessment for Intervention	3
PSY 8286	Assessment of Personality and Social-Emotional Functioning for Intervention	3
PSY 8292	Comprehensive Data-Based Assessment: Integrated Report	3
RESEARCH METHODS, STATISTICAL ANALYSIS, AND PSYCHOMETRICS		Total: 10.5
PSY 8140	Intermediate Statistics with Lab	3
PSY 8145	Issues and Techniques in Research Design & Program Evaluation	3
PSY 8147	Theories of Measurement	3
PSY 8206	Directed Study	1.5

Course #	Course Title	Credits
PRACTICA AND INTERNSHIP		Total: 25
PSY 8195	Practicum in School Psychology: Foundations II (<i>160 hours</i>)	2
PSY 8197	Practicum in School Psychology: Foundations III (<i>160 hours</i>)	2
PSY 8290	Practicum in School Psychology: School-Based I (<i>225 hours</i>)	3
PSY 8295	Practicum in School Psychology: School-Based II (<i>225 hours</i>)	3
PSY 8390	Practicum in School Psychology: Advanced Assessment and Interventions I (<i>240 hours</i>)	3
PSY 8392	Practicum in School Psychology: Advanced Assessment and Interventions II (<i>240 hours</i>)	3
PSY 8394	Practicum in School Psychology: Advanced Assessment and Interventions III (<i>240 hours</i>)	3
PSY 8400	Internship in School Psychology (<i>2000 hours</i>)	6
ELECTIVES		Total: 9
	Elective I	3
	Elective II	3
	Elective III	3
Total Credits Required for Degree		118

**Curriculum is subject to change.*

COLLEGE OF PSYCHOLOGY

<http://psychology.nova.edu>

Doctoral Program (Psy.D.) in School Psychology

NSU ID#:	FALL 2021	Home #:	
Name:	Traditional Candidate	Work #:	
Address:		Email:	

Entrance Requirements

- 1) Complete the admission application packet and submit a \$50.00 non-refundable fee (U.S. dollars) made payable to Nova Southeastern University (NSU).
- 2) Official transcripts from **all** previously attended academic institutions. An official transcript indicating conferral of a bachelor's degree from a regionally accredited institution is required.
- 3) A minimum **3.0** undergraduate GPA on a 4.0 scale, or a **3.5** graduate GPA on a 4.0 scale based upon a minimum of 18 semester hours that must be completed by the fall semester prior to the beginning of the doctoral program.
- 4) Eighteen semester hours of coursework in psychology or score of 600 or higher on the GRE Psychology Test.
- 5) Completion of the Graduate Record Examination (GRE) including verbal, quantitative, and analytical writing. A combination score greater than 297 for GRE verbal and quantitative score is preferred.
- 6) Completion of 3 credit hours of statistics.
- 7) Three academic or professional letters of reference.
- 8) Application essay stating professional goals.
- 9) Curriculum vita/resume.

Coursework Sequence

	Prefix & No.	Course Title	Credits	Yr/Sem
HISTORY AND SYSTEMS OF PSYCHOLOGY				Total: 18
BASIC CONTENT AREAS IN SCIENTIFIC PSYCHOLOGY				
1	PSY 8100	Development: Child and Adolescent	1.5	
2	PSY 8105	Development: Adult and Older Adult	1.5	
3	PSY 8120	Cognitive/Affective Aspects of Behavior	3	
4	PSY 8125	History and Systems of Psychology	3	
5	PSY 8220	Biological Aspects of Behavior	3	
6	PSY 8225	Social Aspects of Behavior	3	
7	PSY 8305	Diversity Considerations in School Psychology	3	
PSYCHOLOGICAL FOUNDATIONS				Total: 7.5
8	PSY 8110	Psychology of Exceptional and At-Risk Children	3	
9	PSY 8115	Child and Adolescent Psychopathology	3	
10	PSY 8117	Adult Psychopathology	1.5	
EDUCATIONAL FOUNDATIONS				Total: 9
11	PSY 8135	Organization and Operation of Schools	3	
12	PSY 8176	Academic/Behavioral Prevention and Intervention Strategies	3	
13	PSY 8230	Instructional Strategies for Students with Diverse Learning Needs	3	
INTERVENTIONS AND SPECIALIZED TECHNIQUES				Total: 15
14	PSY 8150	Counseling Theories and Techniques with Lab	3	
15	PSY 8165	Applied Behavioral Assessment and Intervention	3	
16	PSY 8255	School Consultation Skills	3	
17	PSY 8360	Contemporary Clinical Interventions for the School Psychologist	3	

18	PSY 4442	Evidence-Based Treatment of Emotional and Behavioral Disorders of Children and Adolescents	3	
	Prefix & No.	Course Title	Credits	Yr/Sem
PROFESSIONAL SCHOOL PSYCHOLOGY				Total: 8
19	PSY 8190	Practicum in School Psychology: Foundations I (<i>160 practicum hours</i>)	2	
20	PSY 8270	Ethical, Legal, & Professional Issues for School Psychologists	3	
21	PSY 8350	Advanced Professional Skills: Supervision and Teaching with Practicum	3	
PSYCHOEDUCATIONAL ASSESSMENT				Total: 16
22	PSY 8182	Cognitive Assessment I: Theory, Research, & Practice with Lab	4	
23	PSY 8184	Cognitive Assessment II: Linking Assessment to Intervention	3	
24	PSY 8280	Academic Assessment for Intervention	3	
25	PSY 8286	Assessment of Personality and Social-emotional Functioning for Intervention	3	
26	PSY 8292	Comprehensive Data-Based Assessment: Integrated Report	3	
RESEARCH METHODS, STATISTICAL ANALYSIS, AND PSYCHOMETRICS				Total: 10.5
27	PSY 8140	Intermediate Statistics with Laboratory	3	
28	PSY 8145	Issues & Techniques in Research Design and Program Evaluation	3	
29	PSY 8147	Theories of Measurement	3	
30	PSY 8206	Directed Study	1.5	
PRACTICA AND INTERNSHIP				Total: 25
31	PSY 8195	Practicum in School Psychology: Foundations II (<i>160 hours</i>)	2	
32	PSY 8197	Practicum in School Psychology: Foundations III (<i>160 hours</i>)	2	
33	PSY 8290	Practicum in School Psychology: School-Based (<i>225 hours</i>)	3	
34	PSY 8295	Practicum in School Psychology: School-Based (<i>225 hours</i>)	3	
35	PSY 8390	Practicum in School Psychology: Advanced Assessment and Interventions I (<i>240 hours</i>)	3	
36	PSY 8392	Practicum in School Psychology: Advanced Assessment and Interventions II (<i>240 hours</i>)	3	
37	PSY 8394	Practicum in School Psychology: Advanced Assessment and Interventions III (<i>240 hours</i>)	3	
38	PSY 8400	Internship in School Psychology (<i>2000 hours</i>)	6	
APPROVED SPECIALIZATION ELECTIVES				Total: 9
39		Elective I	3	
40		Elective II	3	
41		Elective III	3	
		Total Credits Required for Degree		118

Additional Requirements	
1	FTCE Subject Area (School Psychology) YEAR THREE – Passing Score Required
2	Praxis School Psychologist Test (5402) YEAR FOUR – Passing Score Required
3	Directed Study
4	Residency Requirement: All candidates must complete a minimum of two of the three years of residency at the institution. Candidates are considered to be full-time if they complete at least 6 credit hours each semester. During the internship year, candidates are considered full-time if enrolled for the required 6 credits.

5	Research Dissemination Competency Requirement: Prior to leaving for internship.
Benchmarks	
<ol style="list-style-type: none"> 1. Successfully pass the Florida Teacher Certification Examination – Subject Area (School Psychology) test prior to degree conferral. 2. Successfully pass the Praxis School Psychologist Test (5402) (score of <u>147</u> is required for graduation) prior to degree conferral. 3. Maintain a 3.0 cumulative GPA. 4. Successfully complete or be enrolled in the following courses to be eligible for Practicum in School Psychology: School Based I, II: <i>Prerequisites/Co-requisites: PSY, 8100, 8110, 8115, 8135, 8150, 8165, 8176, 8190, 8195, 8197, 8255, 8270, 8280</i> 5. Successfully complete the following courses to be eligible for Practicum in School Psychology: Advanced Assessment and Interventions I, II, III: <i>Prerequisites/Co-requisites: PSY 8182, 8184, 8286, 8290, 8292, 8295</i> 6. Successfully complete all coursework including <i>PSY 8206 Directed Study</i> to be eligible for Internship in School Psychology. 7. First authorship of a peer-reviewed paper, poster, or article. 8. Successfully complete a pre-doctoral internship consisting of a minimum of 2000 clock hours in approved setting. For all initial certification candidates, a minimum of 600 hours of internship must be in an elementary and/or secondary school setting. 	

Exit Requirements	
<ol style="list-style-type: none"> 1. Satisfactory completion of all course requirements including earning the minimum level of achievement (MLA) on the profession-wide and discipline-specific competencies, passing scores on required examinations, and completion of the <i>Directed Study</i>. 	

COLLEGE OF PSYCHOLOGY
<http://psychology.nova.edu>
Doctoral Program (Psy.D.) in School Psychology

NSU ID#:	Fall 2021	Home #:	
Name:	Psy.S. Coursework Completed	Work #:	
Address:		Email:	

Entrance Requirements

- 1) Complete the admission application packet and submit a \$50.00 non-refundable fee (U.S. dollars) made payable to Nova Southeastern University (NSU).
- 2) Official transcripts from **all** previously attended academic institutions. An official transcript indicating conferral of a bachelor's degree from a regionally accredited institution is required.
- 3) A minimum **3.0** undergraduate GPA on a 4.0 scale, or a **3.5** graduate GPA on a 4.0 scale based upon a minimum of 18 semester hours that must be completed by the fall semester prior to the beginning of the doctoral program.
- 4) Eighteen semester hours of coursework in psychology or score of 600 or higher on the GRE Psychology Test.
- 5) Completion of the Graduate Record Examination (GRE) including verbal, quantitative, and analytical writing. A combination score greater than 297 for GRE verbal and quantitative score is preferred.
- 6) Completion of 3 credit hours of statistics.
- 7) Three academic or professional letters of reference.
- 8) Application essay stating professional goals.
- 9) Curriculum vita/resume.

Coursework Sequence

	Prefix & No.	Course Title	Credits	Yr/Sem
HISTORY AND SYSTEMS OF PSYCHOLOGY				Total: 10.5
BASIC CONTENT AREAS IN SCIENTIFIC PSYCHOLOGY				
1	PSY 8100	Development: Child and Adolescent	1.5	PSY 700
2	PSY 8105	Development: Adult and Older Adult	1.5	
3	PSY 8120	Cognitive/Affective Aspects of Behavior	3	
4	PSY 8125	History & Systems of Psychology	3	
5	PSY 8220	Biological Aspects of Behavior	3	
6	PSY 8225	Social Aspects of Behavior	3	
7	PSY 8305	Diversity Considerations in School Psychology	3	PSY 705
PSYCHOLOGICAL FOUNDATIONS				Total: 1.5
8	PSY 8110	Psychology of Exceptional and At-Risk Children	3	PSY 710
9	PSY 8115	Child and Adolescent Psychopathology	3	PSY 715
10	PSY 8117	Adult Psychopathology	1.5	
EDUCATIONAL FOUNDATIONS				Total: 0
11	PSY 8135	Organization and Operation of Schools	3	PSY 735
12	PSY 8176	Academic/Behavioral Prevention and Intervention Strategies	3	PSY 776
13	PSY 8230	Instructional Strategies for Students with Diverse Learning Needs	3	PSY 730
INTERVENTIONS AND SPECIALIZED TECHNIQUES				Total: 3
14	PSY 8150	Counseling Theories and Techniques	3	PSY 750
15	PSY 8165	Applied Behavioral Assessment and Intervention	3	PSY 765
16	PSY 8255	School Consultation Skills	3	PSY 755
17	PSY 8360	Contemporary Clinical Interventions for the School Psychologist	3	PSY 760

18	PSY 4442	Evidence-Based Treatment of Emotional and Behavioral Disorders of Children and Adolescents	3	
	Prefix & No.	Course Title	Credits	Yr/Sem
PROFESSIONAL SCHOOL PSYCHOLOGY				Total: 3
19	PSY 8190	Practicum in School Psychology: Foundations I (<i>160 practicum hours</i>)	2	PSY 798 & PSY 800
20	PSY 8270	Ethical, Legal, & Professional Issues for School Psychologists	3	PSY 770
21	PSY 8350	Advanced Professional Skills: Supervision and Teaching with Practicum	3	
PSYCHOEDUCATIONAL ASSESSMENT				Total: 0
22	PSY 8182	Cognitive Assessment I: Theory, Research, & Practice with Lab	4	PSY 782
23	PSY 8184	Cognitive Assessment II: Linking Assessment to Intervention	3	PSY 784
24	PSY 8280	Academic Assessment for Intervention	3	PSY 780
25	PSY 8286	Assessment of Personality and Social-emotional Functioning for Intervention	3	PSY 786
26	PSY 8292	Comprehensive Data-Based Assessment: Integrated Report	3	PSY 792
RESEARCH METHODS, STATISTICAL ANALYSIS, AND PSYCHOMETRICS				Total: 7.5
27	PSY 8140	Intermediate Statistics with Laboratory	3	
28	PSY 8145	Issues & Techniques in Research Design and Program Evaluation	3	PSY 745
29	PSY 8147	Theories of Measurement	3	
30	PSY 8206	Directed Study	1.5	
PRACTICA AND INTERNSHIP				Total: 23
31	PSY 8195	Practicum in School Psychology: Foundations II (<i>160 hours</i>)	2	PSY 800 & PSY 805
32	PSY 8197	Practicum in School Psychology: Foundations III (<i>160 hours</i>)	2	
33	PSY 8290	Practicum in School Psychology: School-Based (<i>225 hours</i>)	3	
34	PSY 8295	Practicum in School Psychology: School-Based (<i>225 hours</i>)	3	
35	PSY 8390	Practicum in School Psychology: Advanced Assessment and Interventions I (<i>240 hours</i>)	3	
36	PSY 8392	Practicum in School Psychology: Advanced Assessment and Interventions II (<i>240 hours</i>)	3	
37	PSY 8394	Practicum in School Psychology: Advanced Assessment and Interventions III (<i>240 hours</i>)	3	
38	PSY 8400	Internship in School Psychology (<i>2000 hours</i>)	6	
APPROVED SPECIALIZATION ELECTIVES				Total: 9
39		Elective I	3	
40		Elective II	3	
41		Elective III	3	
		Total Credits Required for Degree		60.5

* Course numbers above refer to the courses completed in the Specialist Program in School Psychology (Psy.S) at the College of Psychology.

Additional Requirements	
1	FTCE Subject Area (School Psychology)
2	Praxis School Psychologist Test (5402) – Passing Score Required
3	Directed Study
4	Residency Requirement: All candidates must complete a minimum of two of the three years of residency at the institution. Candidates are considered to be full-time if they complete at least 6 credit hours each semester. During the internship year, candidates are considered full-time if enrolled for the required 6 credits.
5	Research Dissemination Competency Requirement: Prior to leaving for internship.

Benchmarks	
1.	Successfully pass the Florida Teacher Certification Examination – Subject Area (School Psychology) test prior to degree conferral.
2.	Successfully pass the Praxis School Psychologist Test (5402) (score of <u>147</u> is required for graduation) prior to degree conferral.
3.	Maintain a 3.0 cumulative GPA.
4.	Successfully complete or be enrolled in the following courses to be eligible for Practicum in School Psychology: School Based I, II: <i>Prerequisites/Co-requisites: PSY, 8100, 8110, 8115, 8135, 8150, 8165, 8176, 8190, 8195, 8197, 8255, 8270, 8280</i>
5.	Successfully complete the following courses to be eligible for Practicum in School Psychology: Advanced Assessment and Interventions I, II, III: <i>Prerequisites/Co-requisites: PSY 8290, 8295, 8182, 8184, 8286, 8292</i>
6.	Successfully complete all coursework including <i>PSY 8206 Directed Study</i> to be eligible for Internship in School Psychology.
7.	First authorship of a peer-reviewed paper, poster, or article.
8.	Successfully complete a pre-doctoral internship consisting of a minimum of 2000 clock hours in approved setting. For all initial certification candidates, a minimum of 600 hours of internship must be in an elementary and/or secondary school setting.

Exit Requirements	
1.	Satisfactory completion of all course requirements including earning the minimum level of achievement (MLA) on the profession-wide and discipline-specific competencies, passing scores on required examinations, and completion of the <i>Directed Study</i> .

COLLEGE OF PSYCHOLOGY

<http://psychology.nova.edu>

Doctoral Program (Psy.D.) in School Psychology

NSU ID#:	FALL 2021	Home #:	
Name:	Psy.S. Graduate	Work #:	
Address:		Email:	

Entrance Requirements

- 1) Complete the admission application packet and submit a \$50.00 non-refundable fee (U.S. dollars) made payable to Nova Southeastern University (NSU).
- 2) Official transcripts from **all** previously attended academic institutions. An official transcript indicating conferral of a bachelor's degree from a regionally accredited institution is required.
- 3) A minimum **3.0** undergraduate GPA on a 4.0 scale, or a **3.5** graduate GPA on a 4.0 scale based upon a minimum of 18 semester hours that must be completed by the fall semester prior to the beginning of the doctoral program.
- 4) Eighteen semester hours of coursework in psychology or score of 600 or higher on the GRE Psychology Test.
- 5) Completion of the Graduate Record Examination (GRE) including verbal, quantitative, and analytical writing. A combination score greater than 297 for GRE verbal and quantitative score is preferred.
- 6) Completion of 3 credit hours of statistics.
- 7) Three academic or professional letters of reference.
- 8) Application essay stating professional goals.
- 9) Curriculum vita/resume.

Coursework Sequence

	Prefix & No.	Course Title	Credits	Yr/Sem
HISTORY AND SYSTEMS OF PSYCHOLOGY				Total: 10.5
BASIC CONTENT AREAS IN SCIENTIFIC PSYCHOLOGY				
1	PSY 8100	Development: Child and Adolescent	1.5	PSY 700
2	PSY 8105	Development: Adult and Older Adult	1.5	
3	PSY 8120	Cognitive/Affective Aspects of Behavior	3	
4	PSY 8125	History & Systems of Psychology	3	
5	PSY 8220	Biological Aspects of Behavior	3	
6	PSY 8225	Social Aspects of Behavior	3	
7	PSY 8305	Diversity Considerations in School Psychology	3	PSY 705
PSYCHOLOGICAL FOUNDATIONS				Total: 1.5
8	PSY 8110	Psychology of Exceptional and At-Risk Children	3	PSY 710
9	PSY 8115	Child and Adolescent Psychopathology	3	PSY 715
10	PSY 8117	Adult Psychopathology	1.5	
EDUCATIONAL FOUNDATIONS				Total: 0
11	PSY 8135	Organization and Operation of Schools	3	PSY 735
12	PSY 8176	Academic/Behavioral Prevention and Intervention Strategies	3	PSY 776
13	PSY 8230	Instructional Strategies for Students with Diverse Learning Needs	3	PSY 730
INTERVENTIONS AND SPECIALIZED TECHNIQUES				Total: 3
14	PSY 8150	Counseling Theories and Techniques	3	PSY 750
15	PSY 8165	Applied Behavioral Assessment and Intervention	3	PSY 765
16	PSY 8255	School Consultation Skills	3	PSY 755
17	PSY 8360	Contemporary Clinical Interventions for the School Psychologist	3	PSY 760

18	PSY 4442	Evidence-Based Treatment of Emotional and Behavioral Disorders of Children and Adolescents	3	
	Prefix & No.	Course Title	Credits	Yr/Sem
PROFESSIONAL SCHOOL PSYCHOLOGY				Total: 3
19	PSY 8190	Practicum in School Psychology: Foundations I (<i>160 practicum hours</i>)	2	PSY 798 & 800
20	PSY 8270	Ethical, Legal, & Professional Issues for School Psychologists	3	PSY 770
21	PSY 8350	Advanced Professional Skills: Supervision and Teaching with Practicum	3	
PSYCHOEDUCATIONAL ASSESSMENT				Total: 0
22	PSY 8182	Cognitive Assessment I: Theory, Research, & Practice with Lab	4	PSY 782
23	PSY 8184	Cognitive Assessment II: Linking Assessment to Intervention	3	PSY 784
24	PSY 8280	Academic Assessment for Intervention	3	PSY 780
25	PSY 8286	Assessment of Personality and Social-emotional Functioning for Intervention	3	PSY 786
26	PSY 8292	Comprehensive Data-Based Assessment (Integrated Report)	3	PSY 792
RESEARCH METHODS, STATISTICAL ANALYSIS, AND PSYCHOMETRICS				Total: 7.5
27	PSY 8140	Intermediate Statistics with Laboratory	3	
28	PSY 8145	Issues & Techniques in Research Design and Program Evaluation	3	PSY 745
29	PSY 8147	Theories of Measurement	3	
30	PSY 8206	Directed Study	1.5	
PRACTICA AND INTERNSHIP				Total: 15
31	PSY 8195	Practicum in School Psychology: Foundations II (<i>160 hours</i>)	2	PSY 800 & 805
32	PSY 8197	Practicum in School Psychology: Foundations III (<i>160 hours</i>)	2	PSY 810
33	PSY 8290	Practicum in School Psychology: School-Based (<i>225 hours</i>)	3	PSY 810
34	PSY 8295	Practicum in School Psychology: School-Based (<i>225 hours</i>)	3	PSY 810*
35	PSY 8390	Practicum in School Psychology: Advanced Assessment and Interventions I (<i>240 hours</i>)	3	
36	PSY 8392	Practicum in School Psychology: Advanced Assessment and Interventions II (<i>240 hours</i>)	3	
37	PSY 8394	Practicum in School Psychology: Advanced Assessment and Interventions III (<i>240 hours</i>)	3	
38	PSY 8400	Internship in School Psychology (<i>2000 hours</i>)	6	
APPROVED SPECIALIZATION ELECTIVES				Total: 10.5
39		Elective I **	3	
40		Elective II **	3	
41		Elective III	3	
42		Elective IV	1.5	
Total Credits Required for Degree				54

* Course numbers above refer to the courses completed in the Specialist Program in School Psychology (Psy.S) at the College of Psychology.

** Elective courses I and II must include elective Advanced Assessment and Interventions practica.

Additional Requirements	
1	FTCE Subject Area (School Psychology)
2	Praxis School Psychologist Test (5402) – Passing Score Required
3	Directed Study
4	Residency Requirement: All candidates must complete a minimum of two of the three years of residency at the institution. Candidates are considered to be full-time if they complete at least 6 credit hours each semester. During the internship year, candidates are considered full-time if enrolled for the required 6 credits.
5	Research Dissemination Competency Requirement: Prior to leaving for internship.

Benchmarks	
9.	Successfully pass the Florida Teacher Certification Examination – Subject Area (School Psychology) test prior to degree conferral.
10.	Successfully pass the Praxis School Psychologist Test (5402) (score of <u>147</u> is required for graduation) prior to degree conferral.
11.	Maintain a 3.0 cumulative GPA.
12.	Successfully complete or be enrolled in the following courses to be eligible for Practicum in School Psychology: School Based I, II: <i>Prerequisites/Co-requisites: PSY, 8100, 8110, 8115, 8135, 8150, 8165, 8176, 8190, 8195, 8197, 8255, 8270, 8280</i>
13.	Successfully complete the following courses to be eligible for Practicum in School Psychology: Advanced Assessment and Interventions I, II, III: <i>Prerequisites/Co-requisites: PSY 8290, 8295, 8182, 8184, 8286, 8292</i>
14.	Successfully complete all coursework including <i>PSY 8206 Directed Study</i> to be eligible for Internship in School Psychology.
15.	First authorship of a peer-reviewed paper, poster, or article.
16.	Successfully complete a pre-doctoral internship consisting of a minimum of 2000 clock hours in approved setting. For all initial certification candidates, a minimum of 600 hours of internship must be in an elementary and/or secondary school setting.

Exit Requirements	
2.	Satisfactory completion of all course requirements including earning the minimum level of achievement (MLA) on the profession-wide and discipline-specific competencies, passing scores on required examinations, and completion of the <i>Directed Study</i> .

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY

Sample 4-Year Curriculum Course Sequence

			Credits
1st Year Fall	PSY 8182	Cognitive Assessment I: Theory, Research, & Practice with Lab	4
	PSY 8100	Development: Child and Adolescent	1.5
	PSY 8105	Development: Adult and Older Adult	1.5
	PSY 8110	Psychology of Exceptional and At-Risk Children	3
	PSY 8135	Organization and Operation of Schools	3
	PSY 8190	Practicum in School Psychology Foundations I	2
	Total Semester Credits:		15
1st Year Winter	PSY 8165	Applied Behavioral Assessment & Intervention	3
	PSY 8140	Intermediate Statistics with Lab	3
	PSY 8115	Child and Adolescent Psychopathology	3
	PSY 8150	Counseling Theories and Techniques	3
	PSY 8195	Practicum in School Psychology: Foundations II	2
	Total Semester Credits:		14
1st Year Summer	PSY 8176	Academic/Behavioral Prevention and Intervention Strategies	3
	PSY 8280	Academic Assessment for Intervention	3
	PSY 4442	Evidence-Based Treatment of Emotional and Behavioral Disorders of Children and Adolescents	3
	PSY 8305	Diversity Considerations in School Psychology	3
	PSY 8197	Practicum in School Psychology: Foundations III	2
	Total Semester Credits:		14
2nd Year Fall	PSY 8145	Issues & Techniques in Research Design and Evaluation	3
	PSY 8184	Cognitive Assessment II: Linking Assessment to Intervention	3
	PSY 8255	School Consultation Skills	3
	PSY 8270	Ethical, Legal, and Professional Issues for School Psychologists	3
	PSY 8290	Practicum in School Psychology: School-Based I	3
	Total Semester Credits:		15
2nd Year Winter	PSY 8292	Comprehensive Data-Based Assessment: Integrated Report	3
	PSY 8286	Assessment of Personality and Social-Emotional Functioning for Intervention	3
	PSY 8117	Adult Psychopathology	1.5
	PSY 8220	Biological Aspects of Behavior	3
	PSY 8295	Practicum in School Psychology: School Based II	3
	Total Semester Credits:		15

2nd Year Summer	PSY 8230	Instructional Strategies for Students with Diverse Learning Needs	3
	PSY 8350	Advanced Professional Skills: Supervision and Teaching with Practicum	3
	PSY 8120	Cognitive/Affective Bases of Behavior	3
	PSY 8390	Practicum in School Psychology: Advanced Assessment and Interventions I	3
	Total Semester Credits:		12
3rd Year Fall	PSY 8392	Practicum in School Psychology: Advanced Assessment and Interventions II	3
	PSY 8225	Social Bases of Behavior	3
	PSY 8147	Theories of Measurement	3
	PSY 8206	Directed Study	1.5
		Approved Elective(s)	3
	Total Semester Credits:		10.5-13.5
3rd Year Winter	PSY 8360	Contemporary Clinical Interventions for School Psychologist	3
	PSY 8394	Practicum in School Psychology: Advanced Assessment and Intervention III	3
	PSY 8125	History & Systems of Psychology	3
		Approved Elective(s)	3
	Total Semester Credits:		7.5-10.5
3rd Year Summer		Approved Electives	0-6
	Total Semester Credits:		0-6
4th Year	PSY 8400	Internship in School Psychology	6
Total Degree Credits			118

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY

Sample 5-Year Curriculum Course Sequence

			Credits
1st Year Fall	PSY 8182	Cognitive Assessment I: Theory, Research, & Practice with Lab	4
	PSY 8100	Development: Child and Adolescent	1.5
	PSY 8105	Development: Adult and Older Adult	1.5
	PSY 8110	Psychology of Exceptional and At-Risk Children	3
	PSY 8135	Organization and Operation of Schools	3
	PSY 8190	Practicum in School Psychology Foundations I	2
		<i>Total Semester Credits:</i>	15
1st Year Winter	PSY 8165	Applied Behavioral Assessment & Intervention	3
	PSY 8140	Intermediate Statistics with Lab	3
	PSY 8115	Child and Adolescent Psychopathology	3
	PSY 8150	Counseling Theories and Techniques	3
	PSY 8195	Practicum in School Psychology: Foundations II	2
		<i>Total Semester Credits:</i>	14
1st Year Summer	PSY 8280	Academic Assessment for Intervention	3
	PSY 8176	Academic/Behavioral Prevention and Intervention Strategies	3
	PSY 4442	Evidence-Based Treatment of Emotional and Behavioral Disorders of Children and Adolescents	3
	PSY 8305	Diversity Considerations in School Psychology	3
	PSY 8197	Practicum in School Psychology: Foundations III	2
		<i>Total Semester Credits:</i>	14
2nd Year Fall	PSY 8145	Issues & Techniques in Research Design and Evaluation	3
	PSY 8184	Cognitive Assessment II: Linking Assessment to Intervention	3
	PSY 8255	School Consultation Skills	3
	PSY 8270	Ethical, Legal, and Professional Issues for School Psychologists	3
	PSY 8290	Practicum in School Psychology: School-Based I	3
		<i>Total Semester Credits:</i>	15
2nd Year Winter	PSY 8292	Comprehensive Data-Based Assessment: Integrated Report	3
	PSY 8286	Assessment of Personality and Social-emotional Functioning for Intervention	3
	PSY 8125	History & Systems of Psychology	3
	PSY 8295	Practicum in School Psychology: School Based II	3
		<i>Total Semester Credits:</i>	12

			Credits
2 nd Year Summer	PSY 8230	Instructional Strategies for Students with Diverse Learning Needs	3
	PSY 8390	Practicum in School Psychology: Advanced Assessment and Intervention I	3
	Total Semester Credits:		6
3 rd Year Fall	PSY 8392	Practicum in School Psychology: Advanced Assessment and Interventions II	3
	PSY 8147	Theories of Measurement	3
	PSY 8225	Social Bases of Behavior	3
	Total Semester Credits:		7.5
3 rd Year Winter	PSY 8360	Contemporary Clinical Interventions for School Psychologist	3
	PSY 8220	Biological Aspects of Behavior	3
	PSY 8294	Practicum in School Psychology: Advanced Assessment and Intervention III	3
	Total Semester Credits:		9
3 rd Year Summer	PSY 8350	Advanced Professional Skills: Supervision and Teaching with Practicum	3
	PSY 8120	Cognitive/Affective Bases of Behavior	3
	Total Semester Credits:		6
4 th Year Fall	PSY 8206	Directed Study	1.5
	Elective Internship		1.5
	Elective Practicum (or other elective)		3
	Total Semester Credits:		6
4 th Year Winter	Elective Internship		1.5
	Elective Practicum (or other elective)		3
	PSY 8117	Adult Psychopathology	1.5
	Total Semester Credits:		6
4 th Year Summer	None or if beginning internship		
	PSY 8400	Internship in School Psychology	0-1
	Total Semester Credits:		1
5 th Year Fall/Winter	PSY 8400	Internship in School Psychology	2+2
	Total Credits:		2+2
5 th Year Summer	PSY 8400	Internship in School Psychology (or none)	0-2
	Total Credits:		0-2
Total Degree Credits			118

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY

Sample Advanced Standing Curriculum Course Sequence

			Credits
1st Year	PSY 8197	Practicum in School Psychology: Foundations III	2
Summer	PSY 4442	Evidence-Based Treatment of Emotional and Behavioral Disorders of Children and Adolescents	3
		<i>Total Semester Credits:</i>	<i>5</i>
1st Year	PSY 8105	Development: Adult and Older Adult	1.5
Fall	PSY 8225	Social Aspects of Behavior	3
	PSY 8290	Practicum in School Psychology: School Based I	3
		Optional: Approved Elective(s)	3
		<i>Total Semester Credits:</i>	<i>7.5–10.5</i>
1st Year	PSY 8125	History & Systems of Psychology	3
Winter	PSY 8140	Intermediate Statistics with Lab	3
	PSY 8295	Practicum in School Psychology: School Based II	3
		Optional: Approved Elective(s)	3
		<i>Total Semester Credits:</i>	<i>9–12</i>
2nd Year	PSY 8120	Cognitive/Affective Aspects of Behavior	3
Summer	PSY 8350	Advanced Professional Skills: Supervision and Teaching with Practicum	3
	PSY 8390	Practicum in School Psychology: Advanced Assessment and Interventions I	3
		Optional: Approved Elective(s)	3
		<i>Total Semester Credits:</i>	<i>9–12</i>
2nd Year	PSY 8147	Theories of Measurement	3
Fall	PSY 8206	Directed Study	1.5
	PSY 8392	Practicum in School Psychology: Advanced Assessment and Interventions II	3
		Optional: Approved Elective(s)	3
		<i>Total Semester Credits:</i>	<i>7.5–10.5</i>
2nd Year	PSY 8117	Adult Psychopathology	1.5
Winter	PSY 8394	Practicum in School Psychology: Advanced Assessment and Interventions III	3
		Optional: Approved Elective(s)	3
		<i>Total Semester Credits:</i>	<i>4.5–7.5</i>

			Credits
3 rd Year Summer	Optional: Approved Elective(s)		3–6
	Total Semester Credits:		3–6
3 rd Year Fall/Winter	PSY 8400	Internship in School Psychology	6
	Total Credits:		6
Total Degree Credits			57.5

DOCTORAL PROGRAM (Psy.D.) IN SCHOOL PSYCHOLOGY COURSE DESCRIPTIONS

HISTORY AND SYSTEMS OF PSYCHOLOGY BASIC CONTENT AREAS IN SCIENTIFIC PSYCHOLOGY

PSY 8100 – Development: Child and Adolescent (1.5 credits)

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

PSY 8105 – Development: Adult and Older Adult (1.5 credits)

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

PSY 8120 – Cognitive/Affective Aspects of Behavior (3 credits)

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

PSY 8125 – History and Systems of Psychology (3 credits)

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

PSY 8220 – Biological Aspects of Behavior (3 credits)

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

PSY 8225 – Social Aspects of Behavior (3 credits)

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

PSY 8305 – Diversity Considerations in School Psychology (3 credits)

This course addresses research and principles related to diversity factors that influence learning, behavior, and mental health, including family strengths, needs, and culture. The focus builds upon student understanding of individual differences, abilities, disabilities, and other diverse characteristics to enhance school psychology service provision by addressing evidence-based assessment and intervention strategies for children, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts. The course also examines the manner in which diversity factors impact family, school and community partnerships and focuses on developing skills to engage families and to address the needs of children.

PSYCHOLOGICAL FOUNDATIONS**PSY 8110 – Psychology of Exceptional and At-Risk Children (3 credits)**

This course addresses the history, laws, policies, and practices in exceptional student education. Included are the definitions, prevalence, causes, and assessment techniques utilized with the various exceptionalities within special education.

PSY 8115 – Child and Adolescent Psychopathology (3 credits)

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

PSY 8117 – Adult Psychopathology (1.5 credits)

This course will provide a comprehensive overview of contemporary developmental psychopathology with an emphasis on specific disorders and problematic psychological states in adults and older adults. Focus will be placed on the description, theoretical conceptualization, epidemiology, life-course, and etiology of psychological disorders. Areas of physical-motor, cognitive, social, and personality development will be examined. Strategies for prevention and intervention will be highlighted.

EDUCATIONAL FOUNDATIONS**PSY 8135 – Organization and Operation of Schools (3 credits)**

This course is designed to provide an overview of educational administration. Emphasis is placed on issues related to special education, school and community-based resources, and alternative service delivery systems. The role of the school psychologist as well as that of other support and itinerant staff is explored.

PSY 8176 – Academic/Behavioral Prevention and Intervention Strategies (3 credits)

This course will address content specific to research-based strategies and materials that can be implemented within a multi-tiered system of supports (MTSS). Academic (reading, writing, and mathematics) and behavioral (including social/emotional) strategies, programs, and supports will be reviewed at each of the three tiers: Tier 1 (prevention) and Tiers 2/3 (intervention). The research and/or evidence basis of the strategies will be discussed, as well as implementation considerations (e.g., training, time, feasibility). The information obtained in the course will provide the basis to appropriately recommend and/or select and implement academic and behavioral strategies for students within the school setting.

Prerequisite: PSY 8165

PSY 8230 – Instructional Strategies for Students with Diverse Learning Needs (3 credits)

This course covers the principles of curriculum development and related research as they apply specifically to students with various learning styles, exceptionalities, and achievement levels. Theory and research regarding teaching and instructional planning for at-risk and exceptional students with unique needs are emphasized.

INTERVENTIONS AND SPECIALIZED TECHNIQUES**PSY 4442 – Evidence-Based Treatment of Emotional and Behavioral Disorders of Children and Adolescents (3 credits)**

This course focuses on specific evidence-based strategies for child and adolescent disorders including Attention-Deficit/Hyperactivity Disorder, Disruptive Behavior Disorders, and Anxiety Disorders. Specific emphasis will be on the rationale and empirical support for selecting appropriate interventions, implementation of selected interventions, and assessment of treatment outcomes.

PSY 8150 – Counseling Theories and Techniques (3 credits)

This course surveys the major theories of counseling and psychotherapy and their application to school settings. Emphasis will also be placed upon developing a theoretical foundation upon which to base a counseling approach. The acquisition of skills related to empathy, therapeutic listening skills, the counselor-counselee relationship, and the establishment of a therapeutic alliance in the context of cultural diversity will similarly be addressed.

PSY 8165 – Applied Behavioral Assessment and Intervention (3 credits)

This course covers basic behavior analytic principles and methods in applied settings. The principles of learning and applied behavior management techniques within the classroom and school setting will be addressed. Particular emphasis is also placed on the functional assessment of behavior as well as techniques in counseling parents and relevant school personnel in behavioral intervention.

PSY 8255 – School Consultation Skills (3 credits)

This course focuses on developing specific techniques including communication and interpersonal skills necessary in effective consultation at the individual, group, and systems levels. Integration of the various aspects of school psychology consultation, including knowledge of behavioral, mental health, collaborative, and other consultation models and their application within the school setting are explored. Emphasis is placed upon team building. Case examples are discussed, and opportunities for skill development are provided through role-playing.

Prerequisite: PSY 8165 or permission of instructor & Program Director

PSY 8360 – Contemporary Clinical Interventions for the School Psychologist (3 credits)

The course focuses on an understanding of critical psychological issues when dealing with children, adolescents, and adults in school settings. Topics covered include substance abuse, suicide, violence, divorce, HIV/AIDS, and other contemporary clinical issues. Primary and secondary prevention strategies will be examined that promote the mental health and physical well-being of students. Short-term individual psychotherapy techniques as well as structured group therapy programs will be explored.

Prerequisite: PSY 8150

PROFESSIONAL SCHOOL PSYCHOLOGY**PSY 8190 – Practicum in School Psychology: Foundations I (2 credits)**

The purpose of this course is to introduce candidates to the field of school psychology from a historical and current perspective and to allow for an observational field-based experience to orient candidates to professional practice. The roles of school psychologists will be emphasized, along with an introduction to the expected competencies required of school psychologists by state and national accrediting bodies. Professional association involvement, ethics, and research and technology within the practice of school psychology will also be addressed.

PSY 8270 – Ethical, Legal, and Professional Issues for School Psychologists (3 credits)

This course covers standards for professional conduct in school psychology and educational law. Ethical and legal decisions that school psychologists must make, such as scope of professional competence, confidentiality, legal rights of students, duty to warn and protect, and value differences with students are discussed. Ethical use of computer generated reports as well as issues in report writing will be explored. Case examples, current regulations, standards on utilizing assessment data, and issues in counseling culturally diverse students are explored. Emphasis will similarly be placed on the role of advocacy in decision-making.

**PSY 8350 – Advanced Professional Skills: Supervision and Teaching with Practicum
(3 credits)**

This course will focus on the theoretical and practical aspects of supervision and teaching. Students will be introduced to the process of clinical supervision to prepare for future supervisory roles. Functional aspects of the supervisor-supervisee relationship will be examined through classroom discussion, readings, and supervisory or mentoring activities. Lastly, examination of models of course construction, teaching pedagogy, and assessment of learning within a university setting will be explored. Students will create an individual philosophy of teaching with a focus on identity development, both as a psychologist and educator. Students will be expected to be actively involved in the teaching/learning process as participants, presenters, and discussion facilitators.

PSYCHOEDUCATIONAL ASSESSMENT

PSY 8182 – Cognitive Assessment I: Theory, Research, and Practice with Lab (4 credits)

This course is designed to provide an in-depth overview of the theories, research, and practice in assessing the cognitive functioning of children, adolescents, and adults. Fundamentals of test construction, its psychometric properties, and the history and current status of cognitive theory will be examined. Students will be trained to administer, score (including computer scoring), interpret and communicate the results of cognitive assessment data to answer educationally relevant questions. Psychological issues in intelligence testing, as well as ethical and legal considerations will be explored. Emphasis is placed upon the principal aspects of interviewing, establishment of rapport, behavioral observation, interpretation, and report writing. Special emphasis will be placed upon developing foundational assessment skills that can be generalized to other measures.

PSY 8184 – Cognitive Assessment II: Linking Assessment to Intervention (3 credits)

This course explores the rationale for selection of cognitive measures based upon the referral question, as well as variables such as cultural and linguistic background, and/or handicapping conditions. Focus will be placed on interviewing, behavioral observations, test interpretation, and reporting assessment results, with the goal of linking assessment results to intervention.

Prerequisite: PSY 8182

PSY 8280 – Academic Assessment for Intervention (3 credits)

This course introduces students to the administration, interpretation, and communication of psychoeducational assessment results and the link to educational intervention. Emphasis is placed upon planning and conducting comprehensive assessment of learning problems. Focus will include integrating and presenting results verbally and within the context of a psychoeducational report. Students will identify appropriate data gathering methods (e.g. background information, checklists, record reviews, assessment instruments, interviews, behavioral observations, and curriculum-based assessments). Students will synthesize data from multiple sources to make appropriate recommendations and to determine response to evidence-based interventions via progress monitoring.

PSY 8286 – Assessment of Personality and Social-Emotional Functioning for Intervention (3 credits)

This course provides an introduction to the theory, administration, scoring, and interpretation of the major implicit or performance-based measures of personality and social-emotional functioning (including apperception, drawing, and sentence completion measures) as well as major explicit or self-report measures. The specific values of implicit/performance-based measures and explicit/self-report measures and associated research findings will be discussed. An introduction to integrating assessment materials into coherent case conceptualizations, evidence-based intervention plans, and the writing of psychological test reports that provide personalized, collaborative, culturally-informed, and highly involving test feedback to clients and families will be provided.

PSY 8292 – Comprehensive Data-Based Assessment: Integrated Report (3 credits)

The primary goal of this course is to teach the student how to write a well-integrated and meaningful psychoeducational report and to learn the art of providing feedback to the person being evaluated, parents, teachers, and other professionals as appropriate. Starting with basic data obtained through interview and developmental history; the student is guided through the process of clinical inference; learning to select appropriate data collection procedures; to examine and to analyze the data; to formulate integrative hypotheses; and to generate a synthesized, integrated, and meaningful psychoeducational report useful to all target audiences. Emphasis will also be placed on understanding the legal issues involved in psychoeducational report writing.

Prerequisites: PSY 8165, PSY 8182, PSY 8184, PSY 8280, PSY 8286

RESEARCH METHODS, STATISTICAL ANALYSIS, AND PSYCHOMETRICS

PSY 8140 – Intermediate Statistics with Lab (3 credits)

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

PSY 8145 – Issues and Techniques in Research Design and Program Evaluation (3 credits)

This course will focus on research methodology and scientific thought. Students will consider a variety of ways to conduct evaluation and critically evaluate data. Course material will examine basic experimental design (between and within groups), single subject experiments, group experimental design, non-experimental design (correlational research, case study, meta-analyses), and program evaluation. Validity issues in research (internal and external) and research ethics are emphasized. Focus will be placed upon the evaluation of research, translation of research into practice, and the ability to plan and conduct program evaluations for the improvement of service provision within the schools.

PSY 8147 – Theories of Measurement (3 credits)

This course examines the theories, techniques, and statistics of psychological measurement. Topics covered include a history and overview of measurement theory, scaling, individual differences and correlation, dimensionality, reliability and classical test theory, standard error of measurement, validity, test construction and refinement, and modern test theories.

PSY 8206 – Directed Study (1.5 credits)

This course is designed to assist students in preparing for the required professional research project which requires a systemic review of the existing literature in a specific scholarly area of applied psychology, an evaluation of a research based intervention project, or an original empirical study. Students are expected to summarize conceptual and methodological issues in the literature, to formulate a research problem derived from the literature, to derive research hypotheses and interpret data, and to write research in APA style.

PRACTICA AND INTERNSHIP**PSY 8195 – Practicum in School Psychology: Foundations II (2 credits)**

This 160-hour practicum is intended to build upon the foundational knowledge base of Foundations Practicum I in clarifying the role of the school psychologist in professional practice. Through field-based placement, candidates will increase their understanding of best practices in early childhood education and effective learning environments that support healthy development of children with diverse needs. Under close supervision, they begin to apply knowledge to collect behavioral and academic data, provide information to parents and teachers, complete assessment measures, and support intervention implementation in schools.

Prerequisite: PSY 8190

PSY 8197 – Practicum in School Psychology: Foundations III (2 credits)

This 160-hour practicum is the third in the sequence intended to clarify the role of the school psychologist in professional practice. Through field-based placement, candidates develop a further understanding of effective learning environments and multi-tiered systems of supports while assisting stakeholders in planning, implementing, monitoring, and evaluating educational interventions. In addition, consideration of continuous professional improvement within the context of the role of school psychologist is addressed.

Prerequisite: PSY 8195

PSY 8290 – Practicum in School Psychology: School Based I (3 credits)

This 450 hour, two semester practicum sequence is designed to assist candidates in developing consultation skills; gathering assessment data relevant to intervention planning; and developing, implementing, and evaluating interventions within school settings. The practicum is designed as an integrative experience to blend theory with practice in providing services to children and adolescents, as well as key stakeholders in their environments. Candidates will complete a minimum of 15 hours per week at (a) selected school(s).

Prerequisites: PSY 8100, PSY 8110, PSY 8115, PSY 8135, PSY 8150, PSY 8190, PSY 8195

PSY 8295 – Practicum in School Psychology: School Based II (3 credits)

See description of PSY 8290 – Practicum in School Psychology: School Based I.

Prerequisite: PSY 8290

**PSY 8390 – Practicum in School Psychology: Advanced Assessment and Interventions I
(3 credits)**

This 720 hour, three semester practicum sequence is designed for candidates to further develop competencies in the areas of assessment, consultation, and intervention with expanded populations in varied settings. The candidate is required to spend a minimum of 15 hours per week for 48 weeks at (a) selected school(s), agency(cies), or clinic(s).

*Prerequisites: PSY 8182, PSY 8184, PSY 8190, PSY 8195, PSY 8255, PSY 8270,
PSY 8280, PSY 8286, PSY 8292*

**PSY 8392 – Practicum in School Psychology: Advanced Assessment and Interventions II
(3 credits)**

See description of PSY 8390 – Practicum in School Psychology: Advanced Interventions I.

Prerequisite: PSY 8390

**PSY 8394 – Practicum in School Psychology: Advanced Assessment and Interventions III
(3 credits)**

See description of PSY 8390 – Practicum in School Psychology: Advanced Interventions I.

Prerequisite: PSY 8392

PSY 8400 – Internship in School Psychology (6 credits)

The student is required to complete a 2000-clock hour doctoral internship in an approved setting.

Prerequisites: All coursework, including PSY 8206 – Directed Study

ELECTIVES

PSY 4401 – Clinical Neuropsychology (3 credits)

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

PSY 4405 – Clinical Neuroanatomy (3 credits)

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

PSY 4406 – Behavioral Neuropathology (3 credits)

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

PSY 4409 – Pediatric Psychology (3 credits)

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

PSY 4414 – Behavioral Principles of Learning (3 credits)

This course provides a comprehensive review of the psychological principles of learning derived from experimental research and validated by applied experimental/empirical studies. General topics include the nature of learning, behavior without learning, learning without words, and learning with words. Specific topics covered include types of behavior, motivational influences on behavior, respondent behavior and conditioning, operant behavior and conditioning, stimulus control, schedule influences on behavior, observational learning, verbal behavior and rule-governed behavior, and behavioral accounts of language and cognition. The course is designed to give students a good grounding for assessment and intervention courses with a behavioral orientation.

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

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

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

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

PSY 4520 – Child Sexual Abuse Assessment (3 credits)

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

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

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

PSY 4603 – Play Therapy (3 credits)

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

PSY 4604 – Advanced Applied Behavior Analysis (3 credits)

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

PSY 4607 – Group Theory and Processes (3 credits)

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

PSY 4608 – Advanced Group Theory and Processes (3 credits)

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

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

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

PSY 4629 – Health Psychology (3 credits)

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

PSY 4630 – Existential Therapy (3 credits)

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

PSY 4631 – Humanistic Therapy (3 credits)

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

PSY 4635 – Psychodynamic Therapy I (3 credits)

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

PSY 4649 – Autism Spectrum Disorders: Assessment and Intervention (3 credits)

This course provides an in-depth study of evidence-based practice in assessment and intervention for individuals with autism spectrum disorders (ASD). Candidates will examine current best practice strategies for assessment and diagnosis of ASD, including use of autism-specific screening and evaluation tools addressing the core and supplemental domains of assessment. Emphasis will be placed on a comprehensive developmental approach to assessment and interpretation of assessment data, summarizing and reporting results to interdisciplinary teams, including families, in a systematic manner that leads directly to intervention and programmatic recommendations for individuals with ASD. Common co-occurring (comorbid) disorders will be reviewed. Course content will also include a focus on scientifically-based interventions in the areas of social-emotional, communication, cognitive, academic, sensory, and adaptive development.

PSY 4668 – Substance Use, Health, and Mental Health (3 credits)

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

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

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

PSY 4670 – Short Term Therapy (3 credits)

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

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

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

PSY 4679 – Abuse, Trauma, and Dissociation (3 credits)

This course is primarily designed to provide a comprehensive survey of knowledge and skills required to treat adult survivors of prolonged childhood abuse (PCA). Identification and treatment of the problems in adaptation and functioning commonly found among PCA survivors will be contrasted with forms of intervention more appropriate for survivors of other forms of trauma. There will be detailed coverage of interpersonal, behavioral, cognitive, emotional and experiential difficulties associated with PCA, and of strategies for addressing them.

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

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

PSY 4692 – Parent Focused Interventions (3 credits)

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

PSY 4699 – Positive Psychology (3 credits)

The present course will describe how the scope of psychology has recently been broadened beyond exclusive concern with identifying pathology and treating or preventing disorder. This course will provide an overview of the emerging field of ‘Positive Psychology.’ Students will be provided with opportunities to understand theory and research pertaining to the psychology of human strengths, assets, abilities and talents as well as the constructs of optimism, happiness, hope and resiliency. Students will be challenged to use their understanding of this theory and research to suggest opportunities for intervention with various populations.

PSY 8235 – Family/Systems Therapy (3 credits)

This course surveys current approaches to family systems theory and therapy with an emphasis on systemic conceptual models of family functioning and culturally sensitive therapeutic interventions. It is designed to develop specific intervention competencies.

PSY 8240 – Child and Adolescent Group Interventions (3 credits)

This course seeks to provide a comprehensive guide to counseling children and adolescents with a variety of problems in a group format designed to improve their emotional, behavioral, and social functioning. The focus is on both prevention and intervention with emphasis on beginning skills for conducting group interventions for students in schools. It encompasses both theoretical issues and practical applications with the latter including concerns pertaining to ethical standards and legal requirements. In addition, evidence based methods and programs will be taught. Issues related to group counseling with children and adolescents and implementation issues specific to school settings will be examined.

PSY 8330 – Public Policy, Advocacy, and Ethical Decision-Making (3 credits)

This course introduces students to contemporary educational and mental health policy issues and ethical principles that affect the practice of psychology. Candidates will review newly proposed legislation, develop fact sheets on relevant topics, critically evaluate legislative platforms, prepare speeches for committee hearings, contact legislators, and initiate lobbying efforts and letter-writing campaigns.

PSY 8396 – Elective Practicum in School Psychology: Advanced Assessment and Interventions (1-3 credits)

The candidate is required to spend a minimum of 20 hours per week for one semester at (a) selected school(s), agency(ies), or clinic(s).

PSY 8398 – Elective Internship in School Psychology (1-3 credits)

This 600-hour elective internship in school psychology is designed to meet the requirements for national certification in school psychology (NCSP). Candidates must complete a minimum of 600 hours in a school setting that serves the educational needs of P-12 students of diverse backgrounds, characteristics, abilities and needs, and provides the full range of school psychological services.

** Course descriptions are subject to change*

APPLIED TRAINING

Practica

The practicum sequence in the doctoral program is intended to provide the student with exposure to a broad range of school psychological service delivery models and closely supervised assessment and intervention experiences. Practicum settings include placements at the Mailman Segal Center (MSC), the University School and the School-related Psychological Assessments and Clinical Interventions Center on the NSU campus, the Summer Reading Explorers program, as well as in local school districts, clinics, and agencies. These practicum settings give candidates the opportunity to work with a diverse range of clients and problems. Faculty and administrators of the doctoral program will approve the candidate's readiness for practicum and will determine the candidate's practicum site placement based upon their annual review. **Candidates who do not meet the minimum requirements will be advised and remediated as appropriate.** To be eligible to register for practicum, candidates must have successfully completed or be co-enrolled in the following course work:

Pre-requisite/Co-Requisite Courses for the Doctoral Practica

Practicum in School Psychology: Foundations I, II, & III

- PSY 8100 – Development: Child and Adolescent
- PSY 8110 – Psychology of Exceptional and At-Risk Children
- PSY 8115 – Child and Adolescent Psychopathology
- PSY 8135 – Organization and Operation of Schools
- PSY 8150 – Counseling Theories and Techniques with Lab
- PSY 8165 – Applied Behavioral Assessment and Intervention
- PSY 8182 – Cognitive Assessment I: Theory, Research, and Practice with Lab
- PSY 8280 – Academic Assessment for Intervention

Practicum in School Psychology: School Based I & II

- PSY 8100 – Development: Child and Adolescent
- PSY 8110 – Psychology of Exceptional and At-Risk Children
- PSY 8115 – Child and Adolescent Psychopathology
- PSY 8135 – Organization and Operation of Schools
- PSY 8150 – Counseling Theories and Techniques with Lab
- PSY 8165 – Applied Behavioral Assessment and Intervention
- PSY 8182 – Cognitive Assessment I: Theory, Research, and Practice with Lab
- PSY 8190 – Practicum in School Psychology: Foundations I
- PSY 8195 – Practicum in School Psychology: Foundations II
- PSY 8197 – Practicum in School Psychology: Foundations III
- PSY 8255 – School Consultation Skills
- PSY 8270 – Ethical, Legal, and Professional Issues for School Psychologists
- PSY 8280 – Academic Assessment for Intervention

Practicum in School Psychology: Advanced Assessment and Interventions I, II, & III

PSY 8182 – Cognitive Assessment I: Theory, Research, and Practice with Lab

PSY 8184 – Cognitive Assessment II: Linking Assessment to Intervention

PSY 8280 – Academic Assessment for Intervention

PSY 8286 – Assessment of Personality and Social-Emotional Functioning for Intervention

PSY 8290 – Practicum in School Psychology: School-Based I

PSY 8295 – Practicum in School Psychology: School-Based II

PSY 8292 – Comprehensive Data-Based Assessment: Integrated Report

Three years of practicum courses are required to afford candidates an opportunity to work with a variety of students, parents, and teachers over time. Practicum responsibilities may include individual and small-group counseling and/or skills training, psychological assessment and intervention, consultation with parents, teachers, and/or other school personnel, teacher in-service, parent conferencing/training, progress monitoring, individual and large group testing, involvement in the exceptional student education process, and other experiences relevant to the practicum setting.

Practicum placement procedures vary depending on placement. Candidates must abide by the differing guidelines. **Certain sites may require students to complete a security clearance, which may include, but not be limited to, a background screening and fingerprinting.** Candidates are responsible for the cost of their own fingerprinting and background checks for practica and internships. Candidates with any concerns about this issue should seek advisement at the beginning of their program.

Candidates are ineligible for practicum if they have not completed prerequisite courses, have not passed or remediated all curricular requirements at 80% minimum level of achievement (MLA) associated with the prerequisite courses, are on academic probation, or have been deemed as not ready by the Director and/or the Professional Standing Committee (PSC). Such evaluation would follow written referral by members of the faculty or university staff, a determination of sufficient concern by clinical training to refer the case, and a finding by PSC as not ready for practicum. The finding may include needed remedial actions.

School psychology candidates may choose to complete a 600-hour or 1200-hour School Psychology Internship during their fourth year of graduate education in a school district under the supervision of a licensed psychologist. **All candidates are required to complete 600 hours in a PK-12 setting prior to graduation.**

School Psychology Internship

The culminating field based training experience of the doctoral program is the internship in school psychology. Candidates are required to complete a 2000-hour doctoral internship. See the *Handbook of Field-Based Training Experiences in School Psychology* for additional information. Candidates who do not hold a state credential in school psychology should consider completing at least 1,200 of the internship hours in a school-based setting. This may be accomplished during the formal internship or as an externship/elective internship during the fourth year of graduate education.

Pre-requisite Courses for the Doctoral Internship

Completion of all coursework, including *PSY 8206 Directed Study*, is required in order to begin internship. It is the candidate's responsibility to investigate and to apply for internship opportunities. Prior to submitting applications, candidates' eligibility must be reviewed. The Program Director will verify the candidate's eligibility to accept and subsequently begin an internship based upon the *Annual Review* form. Because of the competitive nature involved in the process of obtaining an internship, each candidate is required to apply to multiple settings as advised by faculty and administrators. The candidate is advised to review the *Internship Application Guidelines* and to attend all scheduled meetings to sufficiently prepare for the internship application process.

To accept an internship placement, a candidate must be in good academic standing and must have successfully completed all academic requirements as described above.

Eligibility for the Doctoral Internship

Candidates are eligible to apply for internship when they have:

- a) successfully completed or are projected to complete prior to start of internship all courses within the curriculum and have met the expected minimum levels of achievement (MLA);
- b) attained all profession-wide competencies (PWCs) with a score of 80% or higher;
- c) demonstrated successful progress in the completion of their directed study and are projected to complete and pass the project by December 1;
- d) passed the Florida Teacher Certification Examination (FTCE) School Psychology Subject Area Examination (SAE); and
- e) have demonstrated sound comportment by meeting all of the College of Psychology Core Performance Standards for Admissions and Progress.

Academic Regulations and Information

CALENDAR AND CLASSES

Academic Year

The academic calendar is outlined at the beginning of this handbook. The academic year of the doctoral program is divided into three semesters. Candidates are required to register for Fall, Winter, and Summer semesters while fulfilling the minimum residency requirement as outlined in the Residency and Full-Time Status section of this handbook. Summer semester offers courses that are semester-long or have the same amount of work condensed into the first or second half semester. All 1.5 and 3 credit courses meet 15 class hours per credit, regardless of scheduling format; 1.5 credit courses meet for 7.5 weeks, while 3 credit courses meet for 15 weeks.

Attendance

Candidates are required to attend all scheduled learning activities, including classes, lectures, seminars, examinations, and practicum meetings. Anticipated absences should be cleared in advance with the instructor. Absence from any part of 8-week format courses may necessitate a withdrawal from the course. Excessive absences from semester-length courses may result in a lower grade at the instructor's discretion or may necessitate a withdrawal from the course. Attendance at practicum and internship sites is governed by the site calendar, as opposed to the NSU academic calendar. Candidates are expected to abide by site requirements for attendance. Additionally, candidates are required to attend monthly doctoral meetings. If a candidate fails to attend these meetings, they will be required to provide documentation for absence to the Director of Training.

CANDIDATE ENROLLMENT

All candidates 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 candidate may receive. During the final internship year, candidates are considered full-time when enrolled in the internship seminar course and completing an approved full-time internship.

In order to maintain active student status, all candidates are to be in continuous registration until they receive their degree unless prior approval is received from the Program Office. **Continuous registration for a minimum of 1 credit hour must be maintained until the degree is awarded. Failure to remain in continuous registration will be considered formal withdrawal from the program. Candidates who do not complete courses for two (2) consecutive semesters will be considered not in continuous enrollment and will be reviewed by the program office.** If only the capstone research project remains to be completed, the candidate must enroll for 1 credit hour of continuing advisement.

Residency and Full-Time Status

Candidates are considered to be full-time if they complete nine (9) credit hours each semester. All candidates must complete a minimum of three full-time academic years within the program to be eligible for the doctoral degree. The final internship year requires completion of two (2) credit

hours each semester in order to maintain full-time status. Candidates receiving financial aid who are considering completing less than the scheduled credit hours in any given semester, should discuss this with the program office. **It is the responsibility of the candidate to seek advisement of options available for completing the doctoral program.**

For certain forms of financial aid, full-time and part-time status may be defined differently. Aid during the summer semester may require summer registration. Candidates applying for financial assistance MUST clarify this with the Office of Student Financial Assistance. The academic progress of students is reviewed annually by this office, and financial aid may be impacted if not deemed satisfactory. Only courses required by the degree program are eligible for financial aid.

Continuous registration for a minimum of one (1) credit during the fall and winter semesters must be maintained until the degree is awarded, with the exception of the internship year.

Leave of Absence

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

Candidates must apply in writing for a leave of absence to the Program Office. **If granted, the leave shall be for a stated period of time, not to exceed one year. A second year leave of absence will be granted only for extraordinary circumstances.** Additional leaves of absence will be granted only while securing an internship. Time spent on an approved leave of absence is not charged against the seven-year time limit. Candidates on leave of absence are not permitted to participate in any university related activity, including practicum or supervision. Candidates returning from a leave of absence must meet with the designated administrator and/or faculty to discuss readiness to resume studies and clinical activities. If a health reason (physical or mental) is involved, candidates must present a letter from the treating professional attesting to their readiness to return. If the designated administrator and/or faculty determine that there is sufficient concern about a candidate's readiness, the case will be referred to the Professional Standing Committee (PSC). The committee's deliberations may include an interview of the candidate. Findings may include a determination that the candidate is not ready to return and may specify needed remedial actions. Candidates returning from a leave of absence are governed by the policies and procedures in place on their return. They should contact the program office well in advance of their return to register for courses.

Candidates who interrupt their studies without a leave of absence will be assumed to have terminated their studies and will be administratively withdrawn from the program.

A Leave of Absence may impact a student's financial aid status. Candidates should discuss the impact of such a request with the Office of Financial Assistance.

Specialist Program in School Psychology

The schedules and practicum demands of the doctoral and the specialist programs are organized quite differently. In those instances in which doctoral candidates must work during the day, or have other life demands, they may choose to be considered for admission to the specialist program in school psychology. It is important to note that in order to be considered for readmission to the doctoral program, the candidate must reapply for admission either after completion of the coursework in the specialist program, or following completion of the specialist program in its entirety (completion of the 1200 clock-hour internship).

Time Limits

To assure that an awarded degree represents up-to-date knowledge, skills, and research, candidates are required to complete their program and be awarded a doctoral degree within seven years from the date of first enrollment. In the event that a matriculated candidate who has been in continuous enrollment does not complete all requirements within the time limit (excluding approved leaves of absence), he or she must enroll in the Doctoral Program and:

1. Maintain full-time status, minimum nine (9) credits per semester, excluding summer sessions.
2. Complete remaining degree requirements, which will include any course work that is more than seven (7) years old.
3. An additional six (6) credits may be taken during the summer; either three (3) credits of course work and three (3) credits of supervision, or six (6) credit of course work. Alternatively, these 6 credits may be taken as an additional 3 credits of course work during both fall and winter semesters.

Financial aid will not cover any courses beyond the model curriculum. The candidate is encouraged to consult with the Office of Financial Assistance in order to plan accordingly.

Failure to Register

In order to remain an active and matriculated candidate, 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 candidate's formal withdrawal from the program.** Such candidates must make formal application and go through the entire admission process if they wish to reenter the program at a later date. All other program, college, and university requirements will be in effect.

ADVISEMENT

Orientation

All new candidates are required to attend orientation before the start of the first semester. Candidates will be provided with needed information about the university, college, and program, as well as register for the first semester. Candidates will have an opportunity to meet with core and associated faculty members, as well as upper-level students enrolled in the program.

Academic Advisement

Administrators and faculty are accessible to candidates to assist with course planning and selection, appraisal of academic standing, review of university policies and procedures, and response to individual circumstances. The formal orientation program begins the advisement process. Candidates will be familiarized with the academic program and requirements, registration procedures, library and technology information, student rights and responsibilities, and other relevant programmatic issues. By February of the first year of graduate study, candidates should identify a faculty advisor/mentor. The purpose of the faculty advisor/mentor is to mentor candidates, to conduct annual reviews of their progress through the program, to ensure that candidates develop an understanding and appreciation of school psychology, and to facilitate the development of a Directed Study project. Candidates are referred to the *Doctoral Program in School Psychology Directed Study Guidelines* for specific information about development of the Directed Study.

It is possible to change the faculty advisor/mentor if the candidate believes that another member of the faculty would be more appropriate. To make the change, candidates are to put the request in writing and send the request to the program director.

Candidates are encouraged to contact faculty whenever there is a question regarding specific course requirements. Individual general advisement is offered through full-time and core school psychology faculty and the site manager. Candidates should meet with their academic advisor/mentor regularly.

All matters pertaining to a candidate's record, scheduling of classes, leaves of absence, class absences, etc. should be directed to the program administration office.

Peer Mentoring

Prior to orientation, each candidate will be assigned a mentor from among upper-level candidate cohorts. This mentor will be available to all first year students to provide support and peer advisement. This process is coordinated by the Graduate Association of School Psychology (GrASP) and monitored by the site manager.

ANNUAL REVIEW

Annual review is an important vehicle for monitoring student progress and must be completed during the Fall semester after years one and two, prior to embarking on internship after year three, and during each year that the candidate is enrolled in the doctoral program. Candidates are required to submit an Annual Student Self-Evaluation and Annual Student Survey prior to the annual review each academic year. Candidates are expected to document their progress in the completion of the *Doctoral Program in School Psychology Annual Survey* by providing information regarding their (a) performance in academic course work and attainment of at least a minimum level of achievement (MLA) of profession-wide and discipline-specific competencies, (b) passing scores on required competency examinations, (c) research and writing, (d) attendance at professional conferences and workshops, (e) professional presentations, (f) membership in professional associations, (g) teaching and research assistantships, (h) service delivery, (i) professional behavior, (j) other professional activities, (k) other work and community activities, (l) goals for the next academic year, and (m) a well-developed self-care plan. Within these areas, progress will be rated as “unsatisfactory,” “satisfactory,” or “exceptional.” Prior to the meeting with their faculty mentor, candidates will also submit (as appropriate) the Continuous Professional Improvement Plan developed in *PSY 8197 Practicum in School Psychology: Foundations III* or the Self Improvement Plan (SIP) which is developed in *PSY 8292 Comprehensive Data-Based Assessment: Integrated Report*. Candidates will be provided both oral and written feedback regarding their performance in these areas by their mentor. Strengths and areas for growth are identified and incorporated into the self-improvement plan for each candidate. If remediation is required, activities are further identified and a Competency Remediation Plan (CRP) is devised. Candidates who require additional support or who demonstrate deficiencies are reviewed more regularly and no later than six months after the annual review. At times, remediation may necessitate support at the level requiring the candidate to enroll in an independent study for 1 credit hour as outlined by the plan. Annual review information will be evaluated by the school psychology faculty and a copy of the review will be provided to the candidate.

Numerous other data points will be identified and evaluated within the context of the doctoral program. In addition to course-embedded examinations and work products, candidates will be required to complete case studies in their internship class which will be evaluated utilizing the program’s rubric. Furthermore, candidates will be required to pass the Florida Department of Education (DOE) Professional Examination in School Psychology (required for certification in the state of Florida) prior to embarking on internship. The Florida DOE school psychology specialty examination requires that candidates obtain a passing score of at least 68%. In addition, prior to graduation, candidates must obtain an 80% passing score (at least 147) on the National School Psychology Examination offered as the Praxis School Psychologist test (5402). Cohort data on these assessments will be aggregated and analyzed to inform curriculum development and modification. Finally, in order to obtain licensure as a psychologist, candidates are required to take the Examination for Professional Practice of Psychology (EPPP). Candidates are referred to the state in which they intend to be licensed for specific requirements.

Forms to be used for Annual Review are found in Appendices A – D.

GRADING POLICY

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

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

In all courses, a letter grade will be assigned based on the individual instructor's assessment and evaluation of the candidate's work. Some courses (e.g., Directed Study, internship) are assigned grades of Pass (P) or Fail (F).

A grade of **W** is assigned when a candidate withdraws from a course after the “last day to drop courses with refund,” as indicated in the Academic Calendar. A grade of **W** will appear on the official transcript. Candidates failing to officially withdraw before the specified date will be subject to grading as described in the course syllabus.

An **“IP”** (In Progress) grade indicates that clinical activities (e.g., practica and internship) are ongoing within the field-based sequence of training. At the end of the final semester of the training sequence either a letter grade or a grade of **P** must be issued. A grade of **“PR”** (Progress) is also used during the remediation process when a candidate fails to attain the minimal level of achievement (MLA) on a Profession-Wide Competency (PWC). The grade of **“PR”** may also be used for Directed Study in which a candidate continues to demonstrate progress toward the completion of said requirement.

A grade of **“I”** (Incomplete) indicates that the candidate has not completed some of 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 when students fail to complete the majority (at minimum 50%) of course requirements. Candidates cannot be assigned an **“I”** to finish extra credit work.

A candidate must request a grade of Incomplete from the instructor. If the instructor approves an Incomplete, a contract form is signed by the instructor and the candidate and submitted to the Program Office. The contract must specify the following:

1. The requirements to be completed by the candidate to remove the grade of Incomplete.
2. The time period within which the candidate 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 candidate will receive if the Incomplete is not satisfied by the conclusion of the specified time period.

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

A candidate will not be permitted to register for a sequential course when a grade lower than a B- or an "I" (incomplete) has been received in a prerequisite course.

Policy for Grading Disputes

Grade disputes shall be limited to concerns about the method(s) (i.e., error in calculation of grades) by which grades are determined. A candidate seeking to dispute a decision regarding a course grade and/or other evaluation should seek solutions through the following administrative channels by entering at the appropriate level and proceeding in the order stated:

- a. Course Instructor/Supervisor
- b. Director of Training
- c. Department Chair (final level of appeal).

A candidate seeking to resolve a grade problem or dispute through the administrative channels cited above must initiate such action in writing within five (5) business days (excluding official school holidays and weekends) from the date that the grade was recorded on Self Service Banner (SSB). The grade appeal should include a concise statement of the basis of the appeal and shall not exceed one (1) page. The candidate will then have five (5) 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 candidate receives notification of an unfavorable decision by the course instructor/supervisor, the candidate must proceed with his/her appeal to the program administrator within five days of said notification). Where a candidate fails to either initiate this process or proceed through this process within the specified time frame, the candidate will be deemed to have waived his/her right to dispute the grade in question.

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

ACADEMIC STANDING

All candidates must attain minimum levels of achievement (MLA) of 80% or higher on each competency assessment. Any candidate who obtains a score lower than 80% is required to engage in a remediation process to attain the MLA.

The academic standing policy for all graduate programs in the College of Psychology requires candidates to maintain a minimum cumulative grade point average of 3.0. In addition, other minimum requirements are in existence as outlined below. Failure to meet these requirements will result either in academic probation or dismissal.

Probation

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

1. The cumulative grade point average falls below 3.0;
2. A grade of “F” is earned;
3. Three concurrent incompletes “I” appear on the transcript.

The candidate, program faculty, and the Department Chair will be notified in writing of the candidate's probationary status by the Program Director.

If, while enrolled in practicum, a candidate is placed on probation, the Department Chair will decide whether the candidate will be eligible to begin or continue practicum or will be terminated from practicum. The candidate is allowed one year (two full semesters, excluding summer sessions and leaves of absence) to remove probationary status. While on probation, candidates must maintain full-time enrollment.

No candidate on probation will be permitted to apply for internship or to register for Directed Study credit.

Academic probation may affect the candidate's financial aid status.

Dismissal

Automatic dismissal from a doctoral program in the College of Psychology will occur when any of the following conditions exist:

1. Academic probation extends beyond one year.
2. More than 2 grades below “B-” are earned.
3. Two grades of “F” are earned.
4. A grade of Fail is earned during internship. Internship cannot be repeated.
5. Being dismissed from or having employment involuntarily ended on internship.

Grades below “B-” earned by candidates who are admitted from the specialist program will be counted as part of the total grade below B- toward dismissal.

NOTE: Candidates who are academically dismissed or are dismissed from NSU will not be considered for re-admission.

Record Retention Policy

The program maintains extensive records for each candidate documenting their performance and attainment of the minimum level of achievement (MLA) in the completion of coursework, practica, comprehensive examinations, annual review, and annual surveys. Hard copies of the files are maintained for ten years, after which time the files are converted to an electronic file. Paper copies are shredded and destroyed using a secure service for disposal of confidential information.

REMEDIATION POLICY

A candidate earning a grade of “F” in any course must repeat and successfully complete the course within one year (two full semesters, excluding summer sessions and leaves of absence). Both the initial and the remediation grade shall remain on the candidate's academic record and shall count toward an accumulation of below “B-” grades; however, only the higher of the two grades will be counted toward the candidate's grade point average.

A grade lower than “B-” in any course with the exception of an elective does not satisfy curriculum requirements, and the course must be repeated. If a grade lower than “B-” is earned in an elective course, the candidate has the option of repeating the course or taking another course that will satisfy the curriculum requirements. Both grades shall remain on the candidate's record and shall count toward accumulation of below “B” grades. If a course is repeated, only the higher of the two grades will be counted toward the candidate's grade point average; however, if an alternate elective is taken, both grades will be counted toward the candidate's grade point average.

As part of the Remediation Policy of the college, an instructor who gives a grade below B- indicates on a written form the reason for the grade and suggestions for remediation. The Program Director will review these suggestions and meet with the student's instructor for further remediation planning. Any student earning a grade below B- or placed on academic probation is required to meet with the Program Director for advisement, to determine the reasons for not making satisfactory progress, and to implement appropriate supports (e.g., a candidate who evidences difficulties in statistics may evidence an underlying mathematics deficit).

A grade lower than a “B-” in a practicum course reflects inadequate performance and requires the candidate to repeat the practicum and be evaluated by the program director as to fitness to continue in the practicum sequence. Dismissal from or otherwise being asked to leave a practicum likewise requires formal evaluation by the Program Director. At his/her discretion, the Program Director may include other members of the primary school psychology faculty in such determination. If reinstatement in the practicum sequence is judged to be feasible, successful completion of a remediation process may be required prior to such reinstatement. In addition, if a candidate is to be continued, the practicum is to be repeated (although not at the same practicum placement) and a grade of “B” must be achieved in the repeated practicum course.

Remediation Process for Practicum

If a candidate in a practicum evidences difficulties in knowledge acquisition and/or skill development or shows behavioral difficulties that interfere with his/her acquisition of the competencies needed to enter the profession, including but not limited to those pertaining to Core

Standards for Admission and Progress, three stages of remediation can be employed. First, the field-based supervisor, faculty supervisor, or both will discuss the difficulties with the candidate, suggest changes (e.g., directed readings) or implement changes (e.g., review of additional audio recordings of student practicum performance), and monitor and provide feedback on their impact. Second, if such steps do not lead to the warranted knowledge or skill improvement, the field-based and faculty supervisor will jointly develop a written performance improvement plan, review it with the Program Director, and discuss and sign it with the candidate before implementation. The fully signed performance improvement plan will be provided to the Program Director for review, monitoring, and placement into the candidate's file. Working with the school psychology faculty, he/she will meet with the student and his/her supervisors, identify the areas of continuing deficit or surfeit, and determine whether interruption of the clinical practicum sequence is warranted to facilitate more intensive remediation steps. Such steps can include, but are not limited to, retaking a specified skills course, shadowing more advanced practicum students, interns, or postdoctoral residents, and/or seeking personal therapy with a specified outcome. A minimum time period for the remediation process may be specified. Behavioral indicators for successful completion of the remediation process will be identified and included in a written remediation plan. At the scheduled conclusion of the remediation period, the candidate and the practicum supervisors will meet again to review the student's performance on the behavioral indicators, and determine whether the student (1) can return to clinical practicum training, (2) needs to extend the remediation plan with or without modification(s), or (3) warrants referral to the Professional Standing Committee for a determination of his/her fitness to continue doctoral training.

Remediation Guidelines

In addition to earning course grades below a “B-,” remediation may occur if the candidate, faculty, or field-based supervisors identify concerns regarding candidate performance in the completion of coursework, directed study, practica, internship, or in any area of professional behavior. As part of the remediation guidelines for the Doctoral Program in School Psychology, the following applies:

- a. Identifying a candidate in need of remediation: Identification of a candidate in need of remediation is the responsibility of the course instructor and can occur during the course or at completion of course requirements. Upon completion of each course, instructors shall record the percentage earned for each competency area assessed in that course.
- b. Determining the remediation task: Remediation tasks are determined by the candidate, course instructor, and Program Director and a Competency Remediation Plan (CRP) is developed. Many issues can be resolved through dialogue with the course instructor, field-supervisor or your faculty advisor. However, if a consistent pattern of challenges emerges in meeting the program competencies, the faculty will develop a remediation plan to assist candidates in meeting program benchmarks. Remediation plans will focus on setting goals and measureable outcomes for improvement. The candidate will be expected to successfully complete the goals delineated within the remediation plan within a designated time limit. At times, field-based practicum supervisors will be involved in this process if the issue is related to applied practice. The remediation plan will be reviewed on an ongoing basis and the student and faculty will work together to monitor progress. Candidates may be required to complete a 1-credit independent study course to address deficits comprehensively. If progress is not achieved in meeting the goals, the faculty may

recommend that the student not continue in the program. In addition, the program faculty reserves the right to make an immediate recommendation for dismissal when an egregious situation occurs (e.g., ethical violations, harm to clients/students, etc.).

Forms to be used for Remediation are found in Appendices E – F.

REGISTRATION

All enrolled candidates 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

Continuing candidates register directly on Self Service Banner (SSB) accessed through the university system: <https://sharklink.nova.edu/>. SharkLink user name and passwords to gain entry into the system are assigned at the beginning of a candidate's enrollment.

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

Payment of Tuition and Fees

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

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

After candidates have registered, should any problems arise related to registration information or credit for fees, candidates should contact the Program Office at (800) 541-6682 (NOVA), Ext. 25826.

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

Tuition and Fees for the 2021-2022 Academic Year

Doctoral tuition for 2021-2022 will be charged at the rate of \$1230 per credit hour. **Candidates should anticipate an annual review of fees by the university and possible increases.** Candidates are expected to pay tuition in full at the time of registration. Candidates 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, candidates will be responsible for making all appropriate payments.

Application Fee	\$ 50.00 (nonrefundable)
Seat Deposit	\$1000.00 (nonrefundable)
Tuition Fee	\$1230.00 per credit hour
Student Service Fee	\$ 500.00 per semester (4 or more credits) \$ 250.00 per semester (1–3 credits)
*Student Health Insurance	\$2068.00 (August 1, 2021–July 31, 2022) \$ 867.00 (August 1–December 31, 2021) \$1201.00 (January 1–July 31, 2022)
Registration Fee	\$ 30.00 per semester (nonrefundable)
Textbooks and Supplies	\$1100.00 (approximate cost per semester)
Late Payment Penalty	\$ 100.00 per semester
Professional Liability Insurance Fee	\$ 10.00 per semester
Degree Application Fee	\$ 100.00
Transcript fee	\$ 19.50 printed, \$17 electronic
Fingerprinting/Background Checks	Determined by Agency
Comprehensive Examinations	Examination fees apply

*All NSU students are required to maintain adequate health insurance. Students who already have comparable coverage may waive out of the NSU plan. Fees are assessed per semester. For details, visit the NSU Student Health Insurance website: <https://www.nova.edu/bursar/health-insurance/index.html>

The expenses outlined above are to be considered 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. Candidates are provided NSU email computer accounts at no charge. Candidates need to make arrangements for Internet access and pay the corresponding fee.

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

Professional Liability Insurance

All doctoral candidates are required to carry professional liability insurance coverage provided through the University. Candidates are required to enroll in the plan at the time of each registration. All candidates are required to abide by ethical standards of the profession as delineated in the State Board of Education, rule 6B-1.001, FAC the Code of Ethics of the Education Profession in Florida. Candidates will similarly adhere to the *National Association of School Psychologists (NASP) Principles for Professional Ethics* (2020 Revision) (<https://www.nasponline.org/standards-and-certification/professional-ethics>) and to the *American*

Psychological Association Ethical Principles of Psychologists and Code of Conduct (2010 Amendments) (<http://www.apa.org/ethics/code/index.aspx>). In addition to complying with the policies and procedures of the College of Psychology, candidates must also follow all rules and regulations of the agency/school/district where his or her practicum and/or internship will be completed.

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

Refund Policy

Fees other than tuition are not refundable. Candidates 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, candidates are assumed to be active participants and are responsible for tuition payments.

Any student in good standing enrolled in the Doctoral Program in School Psychology wishing to withdraw from classes because of illness or some other satisfactory reason must contact the School Psychology Program Office immediately at (954) 262-5826 / (800) 541-6682, ext. 25828 or email osulliva@nova.edu.

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

- a) No part of the application fee or the registration fee will be refundable upon withdrawal.
- b) The refundable percentage of the total tuition (paid or due) will be computed in accordance with the refund schedule and rates provided of the College of Psychology Academic Calendar in at the beginning of this handbook.

Class Cancellation Policy

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

Drop/Add & Refund Schedule

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 candidate's official transcript.

Withdrawal from a Course

When the candidate withdraws from a course prior to the first class, the course is deleted from the candidate's record. A grade of "W" (Withdrawn) is assigned when a candidate withdraws from a course after the "last day to drop courses with refund" as indicated in the Academic Calendar. If the candidate fails to withdraw by the final published date to withdraw for the term, the candidate will be assigned the grade earned in the course or a grade of "F". Withdrawal from a course may affect the candidate's financial aid status and/or require return of dispersed funds. A withdrawal on the official transcript will be included in attempted credit hours.

Auditing a Course

Under special circumstances and with permission of the instructor and program administration, candidates will be permitted to audit a course. Space in the class must be available. Fees for auditing will be charged at one half the rate of regular tuition. No credit is given, but courses will appear on the transcript as “Audit”.

Transfer of Credit

All transfer credits must be awarded during the candidate’s **first academic year** in the doctoral program. Consideration will be given only to doctoral level courses taken within the past five years and before matriculation in the doctoral program. A request for transfer credit for first semester courses must be made by July 30th. Request for transfer credit for all other courses must be made by September 30th.

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

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

Candidates requesting transfer of credit must submit a written request for transfer along with supporting documentation to the doctoral program administration. The candidate must provide the Program Director with a syllabus and catalog description of courses for which transfer is sought. Faculty members evaluating transfer courses will consider the quality/rigor, currency, standardization, and fairness of the method of establishing the knowledge of courses being evaluated. Faculty members evaluating transfer courses may require the candidate to provide further documentation and supporting material such as class notes, and may request that they meet with the student to obtain clarification. The resulting evaluations are reviewed by the Director of Training who makes the final determination.

Transfer credits are not taken into account when computing the candidate's grade point average. The maximum number of transfer credits that will be applied toward graduation is fifteen (15). Although credits awarded beyond this number may be used to excuse a candidate from a particular course, an equivalent number of elective courses must be taken in order to fulfill the degree requirements.

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

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

DEGREE CONFERRAL

Candidates who have completed all requirements for the en-route Master of Science or the doctoral degree must submit an application for degree. Forms are available via the Office of Registrar's website: <https://www.nova.edu/registrar/instructions.html>. A fee is required upon submission of each degree application form.

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

Upon approval, the application is presented to the University Board of Trustees for conferral. Following the official conferral of the degree, which is noted on the transcript, a diploma is mailed to the candidate. Candidates are encouraged to submit their degree applications at least one (1) month prior to the completion of their program.

GRADUATION

Commencement (graduation) exercises for Nova Southeastern University take place each summer. Eligibility is determined by having completed all requirements prior to the graduation date or expecting to complete internship by the end of the summer term. Candidates eligible to participate in graduation may contact the Office of the University Registrar for information about graduation ceremonies.

Core Performance Standards for Admission and Progress

The standards required for admission and evaluation of progress are designed to protect the safety and well-being of clients and others whom graduates of the program will eventually serve in applied settings. Candidates will be evaluated on an ongoing basis, including in courses, practica, field experience, internship, capstone experiences, etc. Candidates for the degree must possess with or without reasonable accommodation(s), multiple abilities and skills. In addition to academic abilities and skills, candidates must possess intrapersonal, communication, behavioral, and personal attributes that are considered integral and necessary parts of professional functioning. Many of these correspond to the Profession-Wide Competencies assessed throughout the program.

Candidates should be aware – prior to program entry, and at the outset of training – that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a candidate’s knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, capacity for self-care, and personal fitness for practice); and (b) ensure – insofar as possible – that the candidates who complete the program are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner.

Because of this commitment, and within the parameters of their administrative authority, faculty, training staff, supervisors, and administrators must strive not to advance, recommend, or graduate candidates with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

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

1. Responsible Behavior

- a) Responds constructively to feedback from supervisors or program faculty
- b) Demonstrates dependability in commitment (e.g., punctuality in attending classes, submitting papers and assignments, meeting with clients, etc.).
- c) Accepts responsibility for own work.
- d) Successfully completes remediation plans and activities;
- e) Resolves issues or problems that interfere with the capacity to acquire knowledge, skills, and attitudes necessary to enter the profession, professional development, or other functioning in a satisfactory manner.
- f) Seeks needed guidance from appropriate sources.
- g) Demonstrates professional comportment.

- h) Abides by the Nova Southeastern University Student Code of Conduct, all College of Psychology policies and procedures, policies and procedures of practicum, internship, or field experience agencies or schools, and state and/or federal law.
- i) Reports immediately any change in status, including arrests, convictions, or incidents in school or field experiences when enrolled as a student.

2. Ethical Behavior

- a) Abides by the ethical standards of the profession as delineated in the *American Psychological Association Ethical Principles of Psychologists and Code of Conduct* (www.apa.org/ethics/code2002.pdf). Candidates will similarly adhere to the *Professional Conduct Manual of the National Association of School Psychologists (NASP)* (www.nasponline.org/standards/ProfessionalCond.pdf), the State Board of Education, rule 6B-1.001, FAC the Code of Ethics of the Education Profession in Florida (http://www.fl DOE.org/edstandards/code_of_ethics.asp), and to the State of Florida Statutes for licensed psychologists (Title XXXII, Chapter 490) (http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=04-00-0499/0490/0490ContentsIndex.html).
- b) Complies with university and program requirements, including academic integrity.

3. Intrapersonal Behavior

- a) Displays usual and customary judgment, flexibility, discretion, self-awareness, self-reflection, and self-evaluation.
- b) Demonstrates the ability to function independently.
- c) Understands the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories.
- d) Participates in activities that are pursuant to professional development.

4. Interpersonal Behavior

- a) Demonstrates mature behavior.
- b) Presents a generally respectful, non-hostile, and cooperative attitude.
- c) Demonstrates social skills that facilitates interaction and communication with others; listens well, demonstrates empathy.
- d) Relates well to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories.
- e) Is open to the processes of supervision, including the provision of feedback on personal or interpersonal functioning.
- f) Is able to explore issues that may interfere with the appropriate provision of care or impede professional development or functioning.

PROCEDURES FOR THE MANAGEMENT OF CANDIDATE PROFESSIONAL MISCONDUCT WITHIN THE SCHOOL PSYCHOLOGY PROGRAMS

When a candidate's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the candidate, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of the university program or psychology to the profession or public, representatives of the programs will review such conduct in the manner described below. Candidates should be aware that these areas of professional functioning apply to social media platforms as well. As such, posting or other social media activities/content that violate the *APA Ethical Principles of Psychologists and Code of Conduct*, the *Professional Conduct Manual of the National Association of School Psychologists (NASP)*, legal statutes, NSU Code of Student Conduct, or the College's Core Performance Standards for Admissions and Progress may result in a similar review of conduct as described below.

Faculty are responsible for monitoring these areas of functioning, identifying deficits in their candidates, providing constructive feedback to them and offering a remediation plan to address those difficulties. Listed below are the procedures in place for addressing these areas of functioning.

Level I Intervention: Candidate violates professional standard or questionable behavior for the *first time*

1. Instructor/Supervisor conferences with candidate, gives feedback, and suggests remediation.
2. Instructor/Supervisor completes **Professional Behavior Checklist** (see Appendix G) and submits it to the program office where it will be maintained in the candidate's file. It will list concerns and suggested remediation.

Level II Intervention: Candidate violates standards or questionable behavior for the *second time* with same or another instructor

1. Instructor/Supervisor conferences with candidate, gives feedback, and suggests remediation.
2. Instructor completes **Professional Behavior Checklist** and submits it to the Director of Training where it will be maintained in the candidate's file. It will list concerns and suggested remediation.

With TWO referrals, the Director of Training and the Director of Academic Affairs will meet with the candidate, provide feedback, and suggest remediation. The meeting will be documented, and the candidate will be monitored as delineated in the remediation plan Director of Training and the instructor/supervisor.

Level III Intervention: Candidate violates standards or questionable behavior for *third time* with same or another instructor

1. Instructor/Supervisor conferences with candidate, gives feedback, and suggests remediation.

2. Instructor/Supervisor completes **Professional Behavior Checklist** and submits it to Academic Affairs where it will be maintained in the candidate's file. It will list concerns and suggested remediation.

With THREE referrals, the candidate will be referred to the Professional Standing Committee for evaluation, feedback, and remediation. The meeting will be documented, and the committee will follow-up with the candidate in whatever manner it deems appropriate. It is within the purview of the committee to recommend actions up to and including remediation, suspension, or termination from the program. If any behavior is deemed to be severe in nature, it may result in an immediate referral to the Professional Standings Committee, the NSU Behavioral Concerns Committee, or the NSU Office of Student Affairs.

CANDIDATE CONDUCT

All candidates are expected to comply with the legal and ethical standards of this institution. Moreover, candidates are expected to comply with the ethical codes and standards of practice of the profession/field of study. Academic dishonesty and/or nonacademic 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.

When a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of the university program or psychology to the profession or public, representatives of the programs will review such conduct in the manner described below. Candidates should be aware that these areas of professional functioning apply to social media platforms as well. As such, postings or other social media activities/content that violate the APA Ethical Principles of Psychologists and Code of Conduct, legal statutes, NSU Code of Student Conduct, or the College's Core Performance Standards for Admissions and Progress may result in a similar review of conduct as described below.

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

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

PROFESSIONAL STANDING COMMITTEE

The Professional Standing Committee of the College of Psychology is appointed by the Dean of the college and serves in a variety of capacities related to the review of candidate professional standing matters. The Committee consists of faculty, a student representative, 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 or behavioral problems serious enough to suggest interference with professional functioning, academic performance, or performance in a practicum or internship setting.

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

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

Candidate Rights and Responsibilities

ETHICAL ISSUES IN THE SCHOOL PSYCHOLOGY PROGRAMS

The school psychology programs are concerned with the welfare of the public, the educational experience of the candidate, and the development and maintenance of high standards of ethics and practice in the profession and in the program. All candidates and graduates are expected to be knowledgeable regarding and conform to both the letter and spirit of the current *Professional Conduct Manual of the National Association of School Psychologists* as approved and adopted by the National Association of School Psychologists Association (NASP). In addition, candidates should review the provisions of the American Psychological Association's (APA) *Ethical Principles of Psychologists and Code of Conduct*. A copy of the full text of materials to which candidates and graduates are expected to conform will be made available in the courses PSY 8190 – *Practicum in School Psychology: Foundations I* and PSY 8270 – *Ethical, Legal, and Professional Issues for School Psychologists*, and are also available on the following websites: www.nasponline.org/standards/ProfessionalCond.pdf and www.apa.org/ethics/code2002.pdf. From time to time these materials are amended. Candidates and graduates are expected to review these materials periodically to ensure that they have an understanding of current guidelines.

Special attention should be paid to the following ethical and professional issues, which are illustrative rather than exhaustive or comprehensive:

1. Candidates have an obligation to disclose if they have been convicted of a criminal offense, been found guilty, or entered a plea of guilty or nolo contendere (no contest), regardless of adjudication. **The disclosure obligation is a continuing one. All candidates must report to the College of Psychology any such event that occurs after filing their application.** The College of Psychology will consider new information submitted and, in appropriate circumstances, may change the status of an applicant or candidate. Candidates 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 candidate should represent him/herself as being in possession of the master's, doctoral, or any other degree, either orally or in writing, directly or by implication, until all formal requirements for the degree have been satisfactorily completed and the Board of Trustees has met and conferred the degree.
3. It is misleading and inappropriate to append "doctoral candidate", or some similar designation, after your name.
4. A candidate should guard against being in a position of having final clinical **responsibility** for clinical work. This is most important both ethically and legally.

5. When a candidate is in practicum, the candidate will verbally identify him/herself to his/her supervisor, the agency or school staff, and each client as a “school psychology trainee”.
6. In Florida, new graduates are legally ineligible to represent themselves as “school psychologists” until certified by the Department of Education, or to offer or to advertise independent school psychological services until the Florida license is obtained.
7. In Florida, recent graduates may apply for a provisional license. “A provisional licensee must work under the supervision of a licensed school psychologist/psychologist until the provisional licensee is in receipt of a license or a letter from the department stating that he or she is licensed as a school psychology/psychologist.” A provisional licensee must “submit a letter signed by a licensed school psychologist/psychologist who is in good standing and not under disciplinary investigation, who agrees to supervise the provisional licensee according to law.”
8. Any academic, professional, or personal difficulty that results in action being taken by the College of Psychology regarding a candidate will be brought to the attention of a program administrator. Depending upon the particular type of difficulty identified, a number of procedures are available to the program administrator.
9. Candidates should familiarize themselves with Chapter 490, *Florida Statutes*, the Florida State law governing licensure as a school psychologist, as well as Chapter 64B, Florida Administrative Code, the rule implementing Chapter 490, *Florida Statutes*.
9. Candidates should familiarize themselves with Plan One, Rule 6A-04311, State of Florida Department of Education specialization requirements on certification in school psychology. In addition, candidates should familiarize themselves with the Florida Sunshine State Standards.

DUAL RELATIONSHIP BETWEEN FACULTY MEMBERS AND CANDIDATES

While in principle the NASP and APA policies and ethical standards discourage dual relationships. However, recognition is given to the fact that, given the complexity and diversity of our functions, certain dual relationships between faculty members and candidates are bound to arise. Faculty members and candidates 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. Any dual relationships which are not in the best interests of the candidate are prohibited.

Sexual relationships between a university faculty member or administrator and a candidate 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 candidate in such matters as teaching a course or otherwise evaluating, supervising, or advising a candidate as part of a school program. Even when a university faculty member or administrator has no professional responsibility for a candidate, the university faculty member or administrator should be sensitive to the perceptions of other candidates that a candidate who has a sexual relationship with a professor may receive preferential treatment. A university

faculty member or administrator who is closely related to a candidate by blood or marriage or who has a preexisting analogous relationship with a candidate should eschew roles involving a professional responsibility for the candidate whenever possible. Romantic or sexual relationships between a faculty member and a candidate then enrolled in the faculty member's class (including supervised candidate 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 candidates in that class. It is, therefore, improper conduct for a faculty member to engage in a romantic or sexual relationship with a candidate enrolled in the faculty member's class.

At Nova Southeastern University, romantic and sexual relationships between a faculty member and a candidate 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 candidate, or whenever a candidate or any agency, corporation, or program under the auspices of a candidate employs a faculty member, both parties shall document the existence of this dual relationship in a letter to the Dean of the College of Psychology. This documentation shall be retained in both the candidate'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 candidate 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 candidates is discouraged; however, extenuating circumstances may exist, such as when some unusual expertise is possessed by a faculty member or when a candidate was in treatment with a faculty member prior to becoming a candidate. In such cases, the Dean must approve the provision of psychological services to a candidate. Adjunct faculty members who expect no further instructional or supervisory relationship with a candidate may provide services without this reporting requirement.

NO DIRECT PAYMENT TO FACULTY

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

CANDIDATE GRIEVANCES AND APPEALS

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

Evaluation of course work and competency examination evaluations reside within the expertise of faculty members who are uniquely qualified by their training and experience. Such evaluations and grades are not subject to student grievance 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 candidate 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 candidates shall bring all matters to the director of training of the school psychology program. If the matter remains unresolved, all matters should be brought to the attention of the Director of Training. This appeal should be presented to the appropriate administrator within 30 working days of its occurrence, where informal resolution will continue. Should the director find insufficient evidence or if this step fails to bring about an acceptable resolution, the candidate must next request intervention through the dean of the College of Psychology within another 30 days.

Formal Procedure

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

The committee will conduct a substantive review of all facts it deems pertinent to the appeal. The committee, at its discretion, may interview the candidate or any other pertinent person that it judges has information relevant to the review. No persons may have legal counsel accompany them or appear in their behalf.

3. The Appeals Committee will file a written recommendation to the Dean with justification, including whether sufficient evidence exists to uphold or overturn the action being grieved.

The Dean will notify the candidate of a determination in writing within a reasonable period following the filing of the appeal. The program will make all reasonable efforts to expedite reviews and conclude the Formal Appeal procedure within 60 days from the date the formal written appeal is submitted to the Dean. However, based upon the individual circumstances and nature of the appeal, the Dean has the discretion to extend the period of time in which to complete the appeal and will inform the candidate of such in writing.

4. If the candidate has evidence that there have been any procedural irregularities within the appeals process, such irregularities must be presented in writing to the dean within five (5) days of the notification of determination. The dean will review the document and notify the candidate of a decision. Should any irregularities have occurred, the dean will return the appeal to the Appeals Committee for consideration consistent with the process described in this policies and procedures handbook.
5. Following a review of the committee's report, the dean's decision shall be final. Candidates 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.

Other Policies and Information

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

The American Health Insurance Portability and Accountability Act of 1996 (available at <http://www.hhs.gov/ocr/privacy/>) is a set of rules to be followed by physicians, hospitals and other health care providers. HIPAA took effect on April 14, 2006, and helps ensure that all medical records, medical billing, and patient accounts meet certain consistent standards with regard to documentation, handling and privacy.

College of Psychology doctoral candidates in the school psychology program are required to complete HIPAA training modules in the course *PSY 8190 Practicum in School Psychology: Foundations I* during the first semester of training.

COLLEGE OF PSYCHOLOGY STUDENT AID PROGRAMS

Scholarships: The College of Psychology maintains a limited amount of scholarship funds. Information on various scholarships is available at:
<https://psychology.nova.edu/scholarships/>

Assistantships: Assistantships are available for advanced doctoral students through the college. Included are clinical positions within clinical services and faculty directed specialty clinical training programs, teaching assistantships, and research assistantships.

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

STUDENT FACILITIES

College of Psychology Testing Library

The college maintains its own library of testing instruments and kits for use by current doctoral and school psychology specialist students, Psychology Services Center and Consortium interns, post-doctoral residents, and College of Psychology faculty. Loan arrangements may vary according to the course and equipment involved. Procedures and conditions for borrowing test equipment will be explained by the course instructor and/or site manager. It is the responsibility of the candidate to check the test kits and materials to verify they are complete and undamaged at checkout. **The candidate is held responsible for replacement of lost or damaged tests, materials, and/or equipment checked out from the Testing Library. Renewed tests are due one week from renewal date, unless otherwise specified. Overdue tests will be assessed a fee of \$3.00 per day per test, excluding weekends and holidays.** Failure to return tests or equipment in a timely manner may result in referral to the Professional Standing Committee and/or a hold being placed on registration.

Notice (Bulletin) Boards

Notice boards are in various locations in the Maltz Building and at the regional campuses. These boards are a valuable source of information regarding class schedules, clerical services, student meetings, continuing education seminars, apartments for rent, etc. After approval from the Office of the Dean, students may post notices on the bulletin boards located in the first floor lounge, the student carrel area, and designated bulletin boards on the second floor. Other boards are for college or university use only. Students are prohibited from posting, altering, or removing notices or messages from these boards. No announcements or notices may be posted anywhere on doors, walls, or in the elevator.

College of Psychology Organization

DEPARTMENT OF CLINICAL AND SCHOOL PSYCHOLOGY ADMINISTRATIVE COMMITTEE

Karen S. Grosby, Ed.D.	Dean
Mindy Ma, Ph.D.	Associate Dean
John E. Lewis, Ph.D.	Chair, Dept. of Clinical and School Psychology
Tom Kennedy, Ph.D.	Director of Academic Affairs
Barbara Garcia-Lavin, Ph.D.	Director of Clinical Training
Sarah Valley-Gray, Psy.D., ABPP	Director of School Psychology Doctoral Program
Angela Waguespack, Ph.D.	Director of School Psychology Specialist Program
Ana Martinez, Psy.D.	Director of Clinical Services/Chief Psychologist Psychology Services Center

SCHOOL PSYCHOLOGY ADMINISTRATION

Sarah Valley-Gray, Psy.D., ABPP	Director, School Psychology Doctoral Program
Angela Waguespack, Ph.D.	Director, School Psychology Specialist Program
Suzanne O'Sullivan, M.A.	Academic Program Manager
Jane Lazarus, Ed.S.	Site Manager
Amanda Prive, Ph.D.	Tampa Campus Core Faculty – Site Manager
Emily Cimino, Ph.D.	Tampa Campus Core Faculty – Academics

Department of Clinical and School Psychology

Faculty Professional Interests

Full-Time Faculty

Soledad Argüelles-Borge, Ph.D., Nova Southeastern University, associate professor. Adult caregiving issues; impact of culture on caregiving and psychotherapy; older adults; Cognitive-Behavioral Therapy; clinical supervision.

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

Paula Brochu, Ph.D., University of Western Ontario, Canada, associate professor. Prejudice, stereotyping, and discrimination; intergroup relations and social identity; stigma and diversity; intersectionality; belongingness; body image and disordered eating; weight stigma and discrimination; weight-inclusive health-care approaches.

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

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

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

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

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

Christian DeLucia, Ph.D., Arizona State University, associate professor. Recovery from substance use problems; statistical and methodological issues relevant to the design and analysis of psychosocial research.

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

Ana Imia Fins, Ph.D., University of Miami, professor. Clinical health psychology; behavioral sleep medicine; insomnia; Cognitive Behavioral Therapy for Insomnia; psychological and physiological effects of sleep restriction; bi-directional relationships between sleep and chronic illness.

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

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

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

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.

Iryna Kasi, Ph.D., University of Central Arkansas, assistant professor. Psychological and psychoeducational assessment; school neuropsychological assessment; assessment of culturally and linguistically diverse individuals; differentiating cultural and linguistic differences from disorders.

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

Tom Kennedy, Ph.D., University of Miami, associate professor. Forensic psychological assessments; neuropsychological assessments; behavioral medicine interventions; psychotherapy; group therapy; at-risk children and adolescents; domestic violence and human trafficking; psychopathy; reliability and validity of psychological instruments.

Jeffrey L. Kibler, Ph.D., University of Miami, professor. Trauma and posttraumatic stress disorder (PTSD); health consequences of PTSD; behavioral and psychological markers for heart disease.

Christopher Layne, Ph.D., University of California, Los Angeles, associate professor. Traumatic stress bereavement, and grief; community violence and war trauma; developmental psychopathology; theory building; test construction; evidence-based assessment; evidence-based practice; competency based professional training and curriculum development; developing and evaluating manualized interventions for traumatic stress and bereavement; psychosocial mediators and moderators of post-traumatic adjustment.

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

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

Barry Nierenberg, Ph.D., ABPP, University of Tennessee, professor. Rehabilitation and health psychology; psychological factors in chronic illness; biopsychosocial aspects of wellness and disease; multiply determined factors supporting chronic pain; child and family adaptations to acute and chronic medical conditions; examination of Network Medicine applications.

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

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

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

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

Barry A. Schneider, Ph.D., Columbia University, professor. Psychodiagnosis and personality evaluation; integrated psychotherapy; police psychology and other first responders' issues; rare neurological disorders.

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

Nurit Sheinberg, Ed.D., Harvard University, assistant professor. Early childhood development and evaluation; social-emotional development; challenging behaviors; infant mental health; autism; parental support.

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

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

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

Lourdes Suarez-Morales, Ph.D., University of Missouri-Columbia, associate professor. Ethnic minority mental health issues, including assessment and instrument development (information-processing variables, acculturative stress), risk factors such as individual cognitive variables (interpretation, coping), parenting variables (overprotection, parental stress), and cultural variables (immigration status, acculturative stress) associated with internalizing disorders (anxiety, PTSD, depression) in children and adolescents.

Kayla Thayer, Ph.D., University of Miami, assistant professor. Treatment of severe psychopathology in adults; complex clinical presentations with psychiatric and medical comorbidities; recovery-oriented and evidence-based treatments; veteran and military populations; chronic and severe mental illness; culturally-informed treatments; clinical training and supervision.

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

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

Vincent B. Van Hasselt, Ph.D., University of Pittsburgh, professor. First responder research and training; assessment and prevention strategies for police officers, firefighters, crime scene investigators, and emergency communication operators; crisis (hostage) negotiations; critical incident stress management; Crisis Intervention Team (CIT) training for first responders.

Angela Waguespack, Ph.D., Louisiana State University, professor. Development, evaluation, and dissemination of evidence-based early literacy interventions across home, school, and community settings; consultation in school-based and community out-of-school settings; multi-tiered systems of support as a framework for psychological and educational service delivery.

Visiting Faculty

Amy Ellis, Ph.D., Nova Southeastern University, Assistant Director, Trauma Resolution and Integration Program. Trauma; PTSD.

Professors Emeriti

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

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

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

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

Contributing Faculty from Other Departments and Colleges

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

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

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

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

Part-Time Core Faculty

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

Emily Cimino, Ph.D., University of South Florida. Mental health services in schools; low incidence populations.

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

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

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

Lisa Lashley, Psy.D., Nova Southeastern University, assistant clinical professor, Assistant Director of the Neuropsychological Assessment Center, Team Neuropsychologist of the NSU Sports Medicine Clinic. Concussion and various neuropsychology topics.

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.

Shannon Worton, Psy.D., Nova Southeastern University, assistant clinical professor. Training and education; promotion of self-care; suicide prevention; sexual orientation and gender diversity; psychological assessment.

Doctoral and Specialist Programs in School Psychology
Adjunct Faculty

Alexandra Alfonso, Psy.D.
Nova Southeastern University

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

Dana Babain, Psy.D.
Nova Southeastern University

Donna Berghauser, Psy.D.
Nova Southeastern University

Laura Cruz, Ph.D.
Florida State University

Ana M. Faraci, Ph.D.
Caribbean Center for Advanced Studies

Hope Gonzalez, Ph.D.
University of South Florida

Denise Hildebrand, Ph.D.
University of Saskatchewan

Priscilla Kucer, Ph.D.
Grand Canyon University

Mary Alice Myers, Ed.D.
University of Central Florida

Marcia Pita, Ph.D.
George Washington University

Valerie Roth, Psy.D.
Argosy University–Sarasota

Sally Rushing, Ph.D.
University of Florida

Tracy Schatzberg, Ed.D.
University of Sarasota

Bianca Srivastava, Psy.D.
Nova Southeastern University

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

Camellia Westwell, Psy.D.
Nova Southeastern University

Ellen Whelan, Psy.D.
Nova Southeastern University

IMPORTANT TELEPHONE NUMBERS

<u>Dean's Office</u>	Karen Grosby, Ed.D. Yvette Coello	(954) 262-5701 (954) 262-5712
<u>Academic Affairs</u>	Tom Kennedy, Ph.D.	(954) 262-5807
<u>Clinical Psychology Programs</u>	John Lewis, Ph.D. Esther Espinoza	(954) 262-5729 (954) 262-5726
<u>Clinical Training Office</u>	Barbara Garcia-Lavin, Ph.D. Cavell Vassell	(954) 262-5749 (954) 262-5749
<u>Clinics</u>	Davie (Main Campus)	(954) 262-5730
<u>School Psychology Programs</u>	Main Campus Sarah Valley-Gray, Psy.D., ABPP Angela Waguespack, Ph.D. Suzanne O'Sullivan, M.A. Jane Lazarus, Ed.S.	(954) 262-5826 (954) 262-5783 (954) 262-5719 (954) 262-5826 (954) 850-2748
<u>Tampa (Specialist Program)</u>		
<i>Student Educational Center</i>	Racquel Khuri, Director	(813) 574-5200
<i>Program Administration</i>	Amanda Prive, Ph.D. Emily Cimino, Ph.D.	(813) 335-3012 (813) 362-3970
<u>Other Important Contacts</u>		
College of Psychology Student Employment		(954) 262-5782
College of Psychology Student Government Association		(954) 262-5909
Accounts Receivable		(954) 262-5200
Library, Research and Tech. Ctr.		(954) 262-4601
NSU Bookstore		(954) 262-4750
Public Safety (Main Campus)		(954) 262-8999
Testing Library		(954) 262-5940
Enrollment and Student Services		
Bursar		(954) 262-5200
Registrar's Office		(954) 262-7200
Degree Applications		(954) 262-7226/7
Financial Aid		(954) 262-3380
Grades		(954) 262-7235
International Students		(954) 262-7240/1
Transcripts		(954) 262-7225
Loan Deferrals		(954) 262-7251
Veterans' Affairs		(954) 262-7236

NOTE: Toll free number: 1-800-541-6682, ext. 2xxxx (last 4 digits of telephone number)

COLLEGE OF PSYCHOLOGY				REVISED 8/4/21			
F/T & CLINICAL FACULTY	Phone	Email	Room	FACULTY (96 TOTAL)	Phone	Email	Room
Argüelles-Borge, Soledad	25820	soledada	2040	Sheinberg, Nurit	27136	nurit	MSC 1218/1058
Banks, Jonathan	27965	jb2676	Prkr 241	Shigeto, Aya	28006	as1959	Prkr 238
Black, Ryan	25794	blackrya	1076	Simco, Ed	25744	ed	2030A
Boucher, Leanne	28469	lb1079	Prkr 223	Sobell, Linda	25811	sobelli	1054
Brochu, Paula	25870	pbrochu	2065	Sobell, Mark	25747	sobellm	1061
Burns, Myron	27914	myron.burns	Prkr 229	Starratt, Valerie	27674	vs311	Prkr 236
Burns, W. Joe	25708	burns	2028A	Sternglanz, Weylin	28177	sterngla	Prkr 240
Campbell, Stephen	25759	stephcam	2067	Stripling, Ashley	25762	astripling	1029
Caproni, Peter	24447/25882	pc491	U Schl 127A/2077	Suarez-Morales, Lourdes	25813	lsuarezmorales	2078
Cash, Gene	25703	cralph	2063	Tartar, Jaime	28192	tartar	Prkr 231
Collins, Matt	28101	wc292	Prkr 222	ter Maat, Mercedes	25728	termaat	1058
Craddock, Travis	22868	tcraddock	CCR 440	Teixeira, Vanessa	45636	vteixeira	ORL 221G
Cuc, Alexandru	25889	calex	2064	Thayer, Kayla	25880	kg119	1027
Davidtz, Jennifer	25817	jdavidtz	1036	Thompson, Eric	25691	ethompson	2034
DeLucia, Christian	25810	cdelucia	1081	Thompson, Isabel	25602	ithompson	2040A
Dorfman, William	25710	dorfman	1117	Valenzuela, Jessica	25737	jv637	1028
Dunagan, Mindy	25781	mdunagan	2031	Valley-Gray, Sarah	25783	valleygr	2073
Ellis, Amy	25902	Amy.Ellis	1034	Van Hasselt, Vincent	25752	vanhasse	1079
Faust, Jan	25713	jfaust	1062	Voltaire, Michael	28190	mvoltair	Prkr 230
Feldman, David	25651	dfeldman	2032	Waguespack, Angela	25719	waguespa	2070
Fernandez, Mercedes	27804	mf934	Prkr 242	Walker, Lenore	25724	walkerle	2030A
Fins, Ana	25897	anaifins	1066	CLINICAL FACULTY	Phone	Email	Room
Formoso, Diana	25772	formoso	2068	Char, Sohani	27194	sb1824	MSC 2239
Freund, Robert	25608	rfreund	2048A	Fimiani, Maria	25689	mf245	1057
Garcia-Lavin, Barbara	27917	garciala	2026A	Lashley, Lisa	25886	lkohn	1111
Gibson, Douglas	25652	gibsondp	1065	Martinez, Ana	25831	anamarti	1037
Gold, Steven	25714	gold	1117	Schnur, Leonard	25731	schnur	1102
Golden, Charles	25715	goldencl	1055	Sheehan, Tara	27128	tarashee	MSC 2236
Holschbach, Mary (Allie)	25899	mholschb	Prkr 228	Tomozawa, Yukari	25755	tomozawa	1100A
Hillier, Donna (ABA)	27264	donnangu	2079	Worton, Shannon	25884	worton	1101
Iarussi, Melanie, Chair	25734	miarussi	2024	RECRUITMENT/ADM	Phone	Email	Room
Jungersen, Tara	25764	tj290	2036	Gayle, Gregory	25903	ggayle1	2078A
Kanzki-Veloso, Elda	52652/25804	veloso	Miami 127/1058	Hubbell, Jessica	25832	jhubbell	2010
Karl, Shannon	25725	shannon.karl	ORL 221D/1058	Kalam, Sherene (ADM)	25721	kalamd	2083
Kasi, Iryna	25716	ikasi	1035	Noriega, Anthony	26902	anorieg0	2030
Katell, Alan	25723	katell	2072	Perez, Carlos	25702	perez	2026C
Kennedy, Thomas	25807	ktom	2026B	Rodriguez, Elianne	25898	er1160	2083
Kibler, Jeffrey	25879	kibler	1072	CLINICAL PSYCHOLOGY	Phone	Email	Room
Kochen, William	25654	wkochen	Prkr 248	Espinoza, Esther	25726	eespinoza	2020
Landy, Justin	25653	jlandy	Prkr 247	Vassell, Cavell	25749	cavell.vassell	2026
Layne, Christopher	TBA	TBA	TBA	MASTERS PROGRAMS	Phone	Email	Room
Leopold, Patrice	25605	pleopold	2037	Dominguez, Beatriz	25891	beatdomi	2081B
Lewis, John, Chair	25729	lewis	2023	Levine, Brenda	25799	bl174	2077A
Ma, Mindy	27934	mmindy	Prkr 243	Pompilus, Junine	25704	jp1443	2081
McKibben, Bradley	25847	wmckibben	2073A	Quesada, Nancy	25740	qnancy	2081
Menon, Madhavi	27988	madhavi	Prkr 239	Sokolowski, Connie	25709	cs1747	2014
Moragne, Timothy	25735	moragne	1075	Zawoyski, Pat	25720	zawoyski	2081
Munoz, James R.	28070	jm2701	Prkr 237	SCHOOL PSYCHOLOGY	Phone	Email	Room
Nierenberg, Barry	25732	nierenbe	1056	O'Sullivan, Suzanne	25826	osulliva	2081
Owens, Anna	25904	aowens1	2041	UNDERGRADUATE/MASTERS	Phone	Email	Room
Paro, Carly	25736	cparo1	Flex/Tampa	Ruggiero, Jeanne	28063	jruggier	Prkr 227
Poland, Scott	25881	spoland	1063	Schenck, Regina	25757	rschenck	2014
Powell, Patrick	25787	ppowell1	2060	SUPPORT STAFF	Phone	Email	Room
Quintar, Bady	25751	badyq	2066	Berner, Kirk (Student Support)	25727	kirk	2018
Razza, Timothy	28096	razzatim	Prkr 257	Coello, Yvette (Dean's Office)	25712	ycuellp	2020
Reitman, David	25717	reitmand	2035	Consalvo, Toni (Finance)	27114	ctoni	2017
Robino, Ariann	25606	arobino	2081A	Crevecoeur, Carise (HR)	25782	crevecocoe	2016
Robison, Lisa	25604	TBA	Prkr 245A	Freyre, Erised (EVAL)	25816	freyre	2039

Rodriguez, Josephine	25603	Jrodrig2	2037A	Izzi, Doreen (Clinic)	25788	gainesde	1123
Salivar, Emily Georgia	25895	esalivar	1039	Kriss, Marilyn (WP)	25763	krissm	2014
Scheyd, Glenn, Chair	27991	scheydjr	Prkr 226	LaFleur, Thomas (Development)	22149	tlafleur	1082
Schneider, Barry	25742	schneidb	1077	Lores, Diana (Project Rise)	25761	dlores	2029
Seifer, Robert	25681	seiferro	1040	Munoz, Lee (Student Support)	25803	mleonisa	2020
Shapiro, David	25705	shapirod	1058	Palmer, Stacy (HR)	25765	stacpalm	2015A
Shatz, Karen	25609	kshatz	2038				

APPENDICES

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY

Annual Review of Candidate Progress

In preparation for Annual Review, doctoral candidates should complete the Annual Student Survey, which addresses activities in which you have been engaged over the previous academic year. Be sure to print a copy of your survey responses and bring to the Annual Review meeting. Additional documentation required for the Annual Review meeting is outlined below.

I. KNOWLEDGE AND SKILLS

1. Coursework

During the Annual Review meeting, faculty will review all courses you have taken, noting grades (including grades below “B” and Incomplete), grade point average. Candidates must earn grades of “B” or higher in all coursework.

- In order to facilitate this discussion, **print and attach unofficial transcripts from WebStar.**

2. Attainment of minimum levels of achievement (MLA)

The attainment of minimum levels of achievement (MLA) of 80% is required on all assessments of competency in order to demonstrate satisfactory progress in the program. If these goals are not met, a remediation process is initiated to support the candidate in achieving these goals. In cases where a remediation process was implemented, the outcome of the remediation plan will be reviewed.

3. Required Competency Examinations

To demonstrate mastery of subject area competencies in school psychology and as part of the degree requirements, all doctoral candidates must sit for and **earn passing scores on the following written comprehensive examinations.** Be sure to provide copies of all competency examinations taken for your file.

- Florida Teacher Certification Examination – Subject Area Test in School Psychology (SAE) (required for certification in the state of Florida)* (*Complete during the Fall semester of Year 3*)
- Praxis School Psychologist Examination (5402) (required for school psychology licensure in the state of Florida and NCSP certification). A minimum score of 147 is required on the Praxis (5402) Subject Area Exam. (*Complete during the internship year*)

NOTE: All candidates, regardless of their route to admission (i.e., following completion to the bachelor’s degree, 73 credit hours in the specialist program, or following completion of the specialist degree), are required to complete the Florida Teacher Certification Examination – Subject Area Test in School Psychology (SAE) and the Praxis II School Psychologist Examination (5402) during matriculation in the school psychology doctoral program.

4. **Practicum**

Significant learning experiences during course-specific applied tasks and field-based training, as well as field-based supervisor evaluations will similarly be discussed during Annual Review.

- **Bring copies of your practicum evaluation form to the Annual Review meeting. In addition, attach copies of your practicum logs for review.**

II. RESEARCH

1. **Research** List progress made toward the completion of your **Directed Study** as outlined in the *Doctoral Program in School Psychology Directed Study Guidelines*.

III. PROFESSIONAL VALUES, ATTITUDES, AND BEHAVIOR

1. **Professional Association Membership.** Provide a list of all professional association membership.
2. **Conferences and Workshops Attended.** List all local, state, national, and/or international association meetings, as well as the specific title and presenter of workshops/presentations you attended.
3. *a) Presentations and Posters:* Provide information regarding any presentations/posters at professional meetings or teacher/parent in-service trainings you delivered.
b) Publications, Book Chapters, Encyclopedia Entries, etc.: List any documents published or submitted for publication during the past academic year.

NOTE: Candidates must demonstrate the ability to disseminate research as part of the requirements for degree conferral. Candidates may submit to local, state, national, or international professional association conferences. Candidates must be selected to serve as first author through a peer review process. Alternatively, arrangements may be made and to be evaluated by faculty within the university at didactic seminars.

4. **Professional Engagement:** List any significant educational activities such as professional association involvement, advocacy, committee work, or teaching assistant positions in which you have engaged.

NOTE: Presentations, posters, and publications should be submitted in APA style and included in your curriculum vitae (CV). Be sure to bring your CV to the Annual Review meeting.

5. **Ethics:** Review items on ethical practice within practicum evaluation forms.

6. Continuous Professional Development: In order to develop meaningful goals, candidates are asked to reflect on the following programmatic and professional standards:

- APA Standards of Accreditation
<http://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf>
- NASP Practice Model
<http://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-implementation-guide>

Note areas of strength and areas for growth in each of the designated areas. Attach copies of remediation forms, as applicable. Based on your reflection of professional strengths and areas for improvement, outline a draft of professional goals for the next 12 months.

- a. **For the first year Annual Review, please attach the draft of your Continuous Professional Improvement Plan (CPIP) of Action developed in PSY 8197.**
- b. **For the second year Annual Review, please attach a copy of your Self Improvement Plan (SIP) developed in PSY 8292 Comprehensive Data-Based Assessment: Integrated Report.**

These professional goals will be discussed and finalized at your Annual Review Meeting. *In addition, please attach goals from the previous year including completion dates as applicable.*

7. Professional Behavior / NASP Professional Work Characteristics / NCATE Skills and Dispositions/APA Competency Benchmarks Professionalism/APA Standards of Accreditation Professional Values, Attitudes, and Behaviors: Feedback in these areas is provided in selected courses and practicum evaluations. Faculty will review strengths and weaknesses, and discuss with you areas for growth.

8. Reflective Practice / Self-Assessment / Self-Care Activities

Describe a plan that addresses self-care and include with the annual review documents.

IV. PROGRAM EVALUATION AND FEEDBACK

Please provide at least two areas of strengths and two areas for improvement of the doctoral program.

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY

PsyD Candidate Annual Review – Year 1

Candidate: _____ NSU #: _____

Faculty Mentor: _____ Date: _____

AREA	ELEMENT	Unsatisfactory (0)	Satisfactory (1)	Exceptional (2)
I. Knowledge and Competencies	1. Coursework	GPA below 3.0 or 2 grades below B, or dropped multiple courses	GPA 3.0 – 3.5	GPA above 3.5
	2. Attainment of Minimum Levels of Achievement	Below 80% MLA in any area	At least 80% MLA in all areas	X
	3. Foundations Practicum <i>NOTE: Elements are denoted with an asterisk.</i>	<i>Remediation Required</i> Rating of below a 4 on any Profession Wide Competency element OR An average score below 80% on any of the nine PWCs	Rating (on most recent evaluation) of at least 4 on all Profession Wide Competency elements AND An average score of at least 80% on all of the nine PWCs	Rating (on most recent evaluation) of 4.5 or above in 5 on all Profession Wide Competency elements AND An average score of at least 90% on all of the nine PWCs
	AREA TOTAL: _____ / 5			
II. Research	1. Directed Study	Has not completed <i>Prospectus Form</i> . Faculty member may or may not have been identified.	Directed Study progress is consistent with timeline based on the candidate's point in the program	Directed Study progress is further than what would be expected based on the candidate's point in the program
	2. Presentations/ Posters & Publications	X	X	Submission for presentation/poster at a national conference, or publication to refereed professional journal
	AREA TOTAL: _____ / 4			

AREA	ELEMENT	Unsatisfactory (0)	Satisfactory (1)	Exceptional (2)
III. Professional Values, Attitudes and Behaviors	1. Professional Association Membership			Membership in at least one organization, one of which may be local (university)
	2. Conferences and Workshops Attended			Attendance in at least one local, state, national, or international conference or workshops
	3. Professional Engagement			Involvement in one or more service, advocacy, research, and/or teaching assistant activities
	4. Ethical Practice (Practicum Evaluation Form) <i>NOTE: Elements are denoted with an asterisk.</i>	<i>Remediation Required</i> Rating of below a 4 on any of the elements OR An average score below 80% in the assessment of the Profession-Wide Competency Ethics	Rating of 4 or above on all of the elements AND An average score of at least 80% on Profession-Wide Competency Ethics	Rating of 4.5 or above on all of the elements AND An average score of at least 90% on Profession-Wide Competency Ethics
	5. Professional Behavior <i>NOTE: Elements are denoted with an asterisk</i>	<i>Remediation Required</i> Rating of below a 4 on any of the elements OR A score below 80% in the assessment of the Profession Wide Competency Professional Values, Attitudes, and Behaviors	Rating of 4 or above on all of the elements AND An average score of at least 80% on the Profession Wide Competency Professional Values, Attitudes, and Behaviors	Rating of 4.5 or above on all of the elements AND An average score of at least 90% on the Profession Wide Competency Professional Values, Attitudes, and Behaviors
	6. Self-Care	Has not developed a plan for self-care and/or engages in no self-care activities	Has developed a plan for self-care and engages in one or more activities of the plan	Has a well-developed plan of self-care which includes activities in which the candidate engages in regularly
	AREA TOTAL: _____ / 12			

AREA	ELEMENT	Unsatisfactory (0)	Satisfactory (1)	Exceptional (2)
IV. Program Evaluation and Feedback	1. Strengths and Improvements	Candidate failed to provide at least two areas of strength and two areas for improvement for the doctoral program.	Candidate provided at least two areas of strength and two areas for improvement for the doctoral program.	Candidate provided more than two areas of strength and two areas for improvement for the doctoral program.
	AREA TOTAL: _____ / 2			
TOTAL CUMULATIVE SCORE: _____ / 23				

DISCIPLINE SPECIFIC KNOWLEDGE COURSES		
Course Name	Grade Obtained	Mark X if course was retaken
PSY 8100 – Development: Child and Adolescent		
PSY 8105 – Development: Adult and Older Adult		
PSY 8140 – Intermediate Statistics with Lab		
PSY 8150 – Counseling Theories and Techniques		

I have received feedback on my progress in the program as well as in the attainment of the requisite profession-wide competencies.

Candidate Signature

Date

Copies of the completed evaluation form should be provided to the student and the program office. Faculty should keep a copy of this document for their records.

Faculty Signature

Date

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY

PsyD Candidate Annual Review – Year 2

Candidate: _____ NSU #: _____

Faculty Mentor: _____ Date: _____

AREA	ELEMENT	Unsatisfactory (0)	Satisfactory (1)	Exceptional (2)
I. Knowledge and Competencies	1. Coursework	GPA below 3.0 or 2 grades below B, or dropped multiple courses	GPA 3.0 – 3.5	GPA above 3.5
	2. Attainment of Minimum Levels of Achievement	Below 80% MLA in any area	At least 80% MLA in all areas	X
	3. School Based Practicum <i>NOTE: Elements are denoted with an asterisk.</i>	<i>Remediation Required</i> Rating of below a 4 on any Profession Wide Competency element OR An average score below 80% on any of the nine PWCs	Rating (on most recent evaluation) of at least 4 on all Profession Wide Competency elements AND An average score of at least 80% on all of the nine PWCs	Rating (on most recent evaluation) of 4.5 or above in 5 on all Profession Wide Competency elements AND An average score of at least 90% on all of the nine PWCs
	AREA TOTAL: _____ / 5			
II. Research	1. Directed Study	Directed Study progress is not consistent with timeline	Directed Study progress is consistent with timeline based on the candidate's point in the program	Directed Study progress is further than what would be expected based on the candidate's point in the program
	2. Presentations/ Posters & Publications	No presentation/poster or publication submission	Submission for presentation/poster at a local, state, national, or international conference	Submission as lead author for presentation/poster at a national conference, or publication to refereed professional journal
	AREA TOTAL: _____ / 4			

AREA	ELEMENT	Unsatisfactory (0)	Satisfactory (1)	Exceptional (2)
III. Professional Values, Attitudes and Behaviors	1. Professional Association Membership	One or fewer professional association/organization memberships	Memberships in at least two organizations, one of which may be local (university)	Membership in at least three organizations, one of which may be local (university)
	2. Conferences and Workshops Attended	No professional conferences or workshops attended	Attendance in at least one local, state, national, or international conference or workshop	Attendance in at least two local, state, national, or international conference or workshops
	3. Professional Engagement	Involved in one or fewer professional activities outside of coursework	Involved in at least one service, advocacy, research, or teaching assistant activity	Involvement in two or more service, advocacy, research, and/or teaching assistant activities
	4. Ethical Practice (Practicum Evaluation Form) <i>NOTE: Elements are denoted with an asterisk.</i>	<i>Remediation Required</i> Rating of below a 4 on any of the elements OR an average score below 80% in the assessment of the Profession-Wide Competency Ethics	Rating of 4 or above on all of the elements AND an average score of at least 80% on Profession-Wide Competency Ethics	Rating of 4.5 or above on all of the elements AND an average score of at least 90% on Profession-Wide Competency Ethics
	5. Continuous Professional Development	No reflection upon goals from previous year to inform current year goals	Reflection upon goals from previous year and some indication of progress	In-depth reflection from previous year and substantial indication of progress used to inform the design of future goals
	6. Professional Behavior <i>NOTE: Elements are denoted with an asterisk.</i>	<i>Remediation Required</i> Rating of below a 4 on any of the elements OR an average score below 80% in the assessment of the Profession Wide Competency Professional Values, Attitudes, and Behaviors	Rating of 4 or above on all of the elements AND an average score of at least 80% on the Profession Wide Competency Professional Values, Attitudes, and Behaviors	Rating of 4.5 or above on all of the elements AND an average score of at least 90% on the Profession Wide Competency Professional Values, Attitudes, and Behaviors
	7. Self-Care	Has not developed a plan for self-care and/or engages in no self-care activities	Has developed a plan for self-care and engages in one or more activities of the plan	Has a well-developed plan of self-care which includes activities in which the candidate engages in regularly
	AREA TOTAL: _____ / 14			

AREA	ELEMENT	Unsatisfactory (0)	Satisfactory (1)	Exceptional (2)
IV. Program Evaluation and Feedback	1. Strengths and Improvements	Candidate failed to provide at least two areas of strength and two areas for improvement for the doctoral program.	Candidate provided at least two areas of strength and two areas for improvement for the doctoral program.	Candidate provides more than two areas of strength and two areas for improvement for the doctoral program.
	AREA TOTAL: _____ / 2			
TOTAL CUMULATIVE SCORE: _____ / 25				

DISCIPLINE SPECIFIC KNOWLEDGE COURSES		
Course Name	Grade Obtained	Mark X if course was retaken
PSY 8120 – Cognitive/Affective Aspects of Behavior		
PSY 8125 – History and Systems of Psychology		
PSY 8145 – Issues and Techniques in Research Design and Evaluation		
PSY 8220 – Biological Aspects of Behavior		

I have received feedback on my progress in the program as well as in the attainment of the requisite profession-wide competencies.

Candidate Signature

Date

Copies of the completed evaluation form should be provided to the student and the program office. Faculty should keep a copy of this document for their records.

Faculty Signature

Date

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY

PsyD Candidate Annual Review – Year 3 / Year 4

Candidate: _____ NSU #: _____

Faculty Mentor: _____ Date: _____

AREA	ELEMENT	Unsatisfactory (0)	Satisfactory (1)	Exceptional (2)
I. Knowledge and Competencies	1. Coursework	GPA below 3.0 or 2 grades below B, or dropped multiple courses	GPA 3.0 – 3.5	GPA above 3.5
	2. Attainment of Minimum Levels of Achievement	Below 80% MLA in any area	At least 80% MLA in all areas	
	3. Required Competency Examination	Has not taken or has obtained a failing score of the FTCE Subject Area Test (SAE) in School Psychology		Has passed the FTCE Subject Area Test (SAE) in School Psychology and/or the Praxis II School Psychologist exam and has forwarded scores to program office
	4. Applied Assessment and Interventions Practica / Elective Practicum / Elective Internship in School Psychology	<i>Remediation Required</i> Rating of below a 4 on any Profession Wide Competency element OR An average score below 80% on any of the nine PWCs	Rating (on most recent evaluation) of at least 4 on all Profession Wide Competency elements AND An average score of at least 80% on all of the nine PWCs	Rating (on most recent evaluation) of 4.5 or above in 5 on all Profession Wide Competency elements AND An average score of at least 90% on all of the nine PWCs
	<i>NOTE: Elements are denoted with an asterisk.</i>			
AREA TOTAL: ____ / 7				

AREA	ELEMENT	Unsatisfactory (0)	Satisfactory (1)	Exceptional (2)
II. Research	1. Directed Study	Directed Study progress is not consistent with timeline	Directed Study progress is consistent with timeline based on the candidate's point in the program. If candidate is leaving for internship, all documents have been submitted to program office and a grade is reflected on transcript	
	2. Dissemination of Research	Failed to serve as lead author of presentation/poster at a local, state, national, or international conference, or author of a publication in a refereed professional journal	Submission as lead author of presentation/poster at a local, state, national, or international conference, or author of a publication in a refereed professional journal <i>*Must occur prior to departing for internship*</i>	
	3. Presentations/ Posters & Publications	No presentation/poster or publication submission	One presentation/poster or publication submission as author or co-author	More than one presentation/poster or publication submission as author or co-author
	AREA TOTAL: _____ / 4			

AREA	ELEMENT	Unsatisfactory (0)	Satisfactory (1)	Exceptional (2)
III. Professional Values, Attitudes and Behaviors	1. Professional Association Membership	One or fewer professional association/organization memberships	Memberships in at least two organizations, one of which may be local (university)	Membership in at least three organizations, one of which may be local (university)
	2. Conferences and Workshops Attended	No professional conferences or workshops attended	Attendance in at least one local, state, national, or international conference or workshop	Attendance in at least two local, state, national, or international conference or workshops
	3. Professional Engagement	Involved in fewer than two service, advocacy, research, or teaching assistant activities	Involved in at least two service, advocacy, research, or teaching assistant activities	Involvement in three or more service, advocacy, research, and/or teaching assistant activities
	4. Ethical Practice (Practicum Evaluation Form) <i>NOTE: Elements are denoted with an asterisk.</i>	<i>Remediation Required</i> Rating of below a 4 on any of the elements OR an average score below 80% in the assessment of the Profession-Wide Competency Ethics	Rating of 4 or above on all of the elements AND an average score of at least 80% on Profession-Wide Competency Ethics	Rating of 4.5 or above on all of the elements AND an average score of at least 90% on Profession-Wide Competency Ethics
	5. Continuous Professional Development	No reflection upon goals from previous year to inform current year goals	Reflection upon goals from previous year and some indication of progress	In-depth reflection from previous year and substantial indication of progress used to inform the design of future goals
	6. Professional Behavior <i>NOTE: Elements are denoted with an asterisk.</i>	<i>Remediation Required</i> Rating of below a 4 on any of the elements OR a score below 80% in the assessment of the Profession Wide Competency Professional Values, Attitudes, and Behaviors	Rating of 4 or above on all of the elements AND an average score of at least 80% on the Profession Wide Competency Professional Values, Attitudes, and Behaviors	Rating of 4.5 or above on all of the elements AND an average score of at least 90% on the Profession Wide Competency Professional Values, Attitudes, and Behaviors
	7. Self-Care	Has not developed a plan for self-care and/or engages in no self-care activities	Has developed a plan for self-care and engages in one or more activities of the plan	Has a well-developed plan of self-care which includes activities in which the candidate engages in regularly
	AREA TOTAL: _____ / 14			

AREA	ELEMENT	Unsatisfactory (0)	Satisfactory (1)	Exceptional (2)
IV. Program Evaluation and Feedback	1. Strengths and Improvements	Candidate failed to provide at least two areas of strength and two areas for improvement for the doctoral program.	Candidate provided at least two areas of strength and two areas for improvement for the doctoral program.	Candidate provided more than two areas of strength and more than two areas for improvement for the doctoral program.
	AREA TOTAL: _____ / 2			
TOTAL CUMULATIVE SCORE: _____ / 27				

DISCIPLINE SPECIFIC KNOWLEDGE COURSES		
Course Name	Grade Obtained	Mark X if course was retaken
PSY 8147 – Theories of Measurement		
PSY 8225 – Social Aspects of Behavior		

I have received feedback on my progress in the program as well as in the attainment of the requisite profession-wide competencies.

Candidate Signature

Date

Copies of the completed evaluation form should be provided to the student and the program office. Faculty should keep a copy of this document for their records.

Faculty Signature

Date

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY

Competency Remediation Plan

Date of Competency Remediation Plan Meeting: _____

Name of Trainee: _____

Primary Supervisor/Advisor: _____

Names of All Persons Present at the Meeting: _____

All Additional Pertinent Supervisors/Faculty: _____

Date for Follow-up Meeting(s): _____

Check all competency domains in which the trainee's performance does not meet the benchmark:

Profession-Wide Competencies:

- | | |
|---|--|
| <input type="checkbox"/> Research | <input type="checkbox"/> Assessment |
| <input type="checkbox"/> Ethical and legal standards | <input type="checkbox"/> Intervention |
| <input type="checkbox"/> Individual and cultural diversity | <input type="checkbox"/> Supervision |
| <input type="checkbox"/> Professional values and attitudes | <input type="checkbox"/> Consultation and interprofessional/ |
| <input type="checkbox"/> Communication and interpersonal skills | interdisciplinary skills |

Discipline-Specific Knowledge (Category 1):

- ☐ History and systems of psychology

Discipline-Specific Knowledge (Category 2):

- ☐ Affective aspects of behavior
- ☐ Biological aspects of behavior
- ☐ Cognitive aspects of behavior
- ☐ Developmental aspects of behavior
- ☐ Social aspects of behavior

Discipline-Specific Knowledge (Category 3):

- ☐ Advanced integrative knowledge of basic discipline-specific content areas

Discipline-Specific Knowledge (Category 4):

- ☐ Research methods
- ☐ Statistical analysis
- ☐ Psychometrics

Description of the problem(s) in each competency domain circled above:

Date(s) the problem(s) was brought to the trainee's attention and by whom:

Steps already taken by the trainee to rectify the problem(s) that was identified:

Steps already taken by the supervisor(s)/faculty to address the problem(s):

I, _____, have reviewed the above competency remediation plan with my primary supervisor/advisor, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above decision (please circle one). My comments, if any, are attached (*PLEASE NOTE: If trainee disagrees, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

Trainee Signature

Date

Faculty Signature

Date

Training Director Signature

Date

All supervisors/ faculty with responsibilities or actions described in the above competency remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

Print Name

Signature

Date

Print Name

Signature

Date

Print Name

Signature

Date

Competency Remediation Plan

Competency Domain/ Essential Components	Problem Behaviors	Expectations for Acceptable Performance	Candidate's Responsibilities and Actions	Supervisors'/ Faculty Responsibilities and Actions	Timeframe for Acceptable Performance	Assessment Methods	Dates of Evaluation	Consequences for Unacceptable Remediation

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY

Summative Evaluation of Competency Remediation Plan

Follow-up Meeting(s): _____ Date(s): _____

In Attendance: _____

Competency Domain/ Essential Components	Expectations for Acceptable Performance	Outcomes Related to Expected Benchmarks (met, partially met, not met)	Next Steps (e.g., remediation concluded, remediation continued and plan modified, next stage in Due Process Procedures)	Next Evaluation Date (if needed)

I, _____, have reviewed the above summative evaluation of my competency remediation plan with my primary supervisor(s)/faculty, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above outcome assessments and next steps (please circle one). My comments, if any, are below. (*PLEASE NOTE: If trainee disagrees with the outcomes and next steps, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

Trainee Signature

Date

Faculty Signature

Date

Training Director Signature

Date

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

INTERPERSONAL PROFESSIONAL RELATIONSHIPS COMPETENCY Rating Form

Trainee Name: _____

Name of Placement: _____

Name of Person Completing Form: _____

Date Evaluation Completed: _____

Was the trainee supervised by individuals also under your supervision? ____YES ____NO

Type of Review: ____Initial ____Mid-Placement ____Final

____Other (please describe): _____

Dates of Training Experience This Review Covers: _____

Training Level of Person Being Assessed: ____1st Year ____2nd Year ____3rd Year

____4th Year ____5th Year ____Intern

INTERPERSONAL PROFESSIONAL RELATIONSHIPS

Establishes, develops, and maintains interpersonal, professional relationships with clients, supervisees, faculty, peers, support staff, allied professionals, organizations, and communities (e.g., effective working alliances/therapeutic relationships with clients, supervisory relationships that foster the growth and development of supervisees, and facilitates client progress)

Select the column corresponding to the training level of the person being assessed. Rate items in the column by responding to the following questions using the scale below:

0	1	2	3	4	N/O
Not at all / Slightly	Somewhat	Moderately	Mostly	Very	No Opportunity to Observe

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
1. Empathy, compassion, and desire to be helpful		
Expresses desire to help others 0 1 2 3 4 N/O Demonstrates compassion (awareness of suffering and the wish to relieve it) for others who are similar to oneself 0 1 2 3 4 N/O Demonstrates empathetic listening, behavior, and attitude 0 1 2 3 4 N/O	Demonstrates accurate empathy for feelings that are overtly expressed by others, in a manner that furthers the goals of professional activities <i>Examples: empathy promotes a positive therapeutic relationship; clients express feeling supported</i> 0 1 2 3 4 N/O Demonstrates compassion for others who are dissimilar from oneself 0 1 2 3 4 N/O	Demonstrates accurate empathy for feelings that are covertly expressed by others or are outside the awareness of others, as well as in complex, challenging, and/or novel situations 0 1 2 3 4 N/O Demonstrates compassion for others who are dissimilar from oneself, who expresses negative affect (e.g., hostility) and/or who seek care for proscribed behavior, such as violence, predation, or dangerousness 0 1 2 3 4 N/O
2. Experience and Use of Affect		
Demonstrates awareness of inner emotional experience <i>Examples: notices and expresses feelings</i> 0 1 2 3 4 N/O Demonstrates emotional maturity <i>Examples: demonstrates comfort with range of emotions; affect does not overwhelm judgement; resiliency around distressing affect</i> 0 1 2 3 4 N/O	Attend to own emotional reactions/clinical intuition in interpersonal relationships <i>Examples: use emotional reactions/clinical intuition to guide actions in interpersonal relationships in routine practice and professional relationships</i> 0 1 2 3 4 N/O	Uses good clinical judgement regarding how to use affective reactions effectively in complex, challenging, and/or novel situations <i>Examples: uses affective reactions in the service of resolving disagreements or fostering growth in others</i> 0 1 2 3 4 N/O
3. Tolerates Affect		
Demonstrates general capacity for affect tolerance, including effective managing of own affect <i>Examples: notices and expresses feelings</i> 0 1 2 3 4 N/O Tolerates ambiguity and uncertainty <i>Examples: is flexible when things don't go according to plan</i> 0 1 2 3 4 N/O	Demonstrates affect tolerance in professional relationships, contexts, and settings <i>Examples: maintain affective equilibrium and focus on therapeutic task in face of client distress</i> 0 1 2 3 4 N/O	Demonstrates affect tolerance in professional relationships, contexts, and settings, even in complex, challenging, ambiguous, and/or novel situations <i>Examples: tolerates patient's feelings, attitudes, and wishes, particularly as they are expressed toward the therapist, so as to maintain and/or promote therapeutic dialogue; allows, enables, and facilitates the patient's exploration and expression of affectively difficult issues; works flexibly with patient's intense affects which could destabilize the therapeutic relationship</i> 0 1 2 3 4 N/O

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
4. Effective Boundary Management		
<p>Demonstrates understanding of appropriate boundaries and displays general ability to manage boundaries</p> <p><i>Examples: recognizes differences between personal and professional relationships; differentiates session content in the context of one's own interests and the client's therapeutic interests</i></p> <p>0 1 2 3 4 N/O</p>	<p>Demonstrates appropriate use of self-disclosure</p> <p><i>Examples: uses self-disclosure as a technique in treatment; shares countertransference reactions with supervisor; shares personal experiences regarding diversity issues with supervisors and peers in the service of group learning</i></p> <p>0 1 2 3 4 N/O</p> <p>Establishes and maintains appropriate professional boundaries</p> <p><i>Examples: begins and ends treatment sessions on time; establishes expectations regarding fee payment and addresses nonpayment with clients; establishes clear role expectations for clients; can identify and appropriately respond to questions from clients, including typical conversational questions and intrusive questions</i></p> <p>0 1 2 3 4 N/O</p>	<p>Demonstrates appropriate and effective boundary management in complex, challenging, and and/or novel situations with others</p> <p><i>Examples: maintains professional demeanor with clients who test the limits; proactively understands multiple roles of self and others and the boundary implications</i></p> <p>0 1 2 3 4 N/O</p>
5. Recognizes Effects of Self on Others		
<p>Demonstrates sensitivity to the effects of own identities, behaviors, affects, attitudes, values, and beliefs on others</p> <p><i>Examples: understands aspects of self that affect others, such as facial expressions or postures; understands that others may perceive self differently and interpersonal interactions are shaped by own and others' identities; sensitive to the effects of self on others; examines interactions for effects of self on others</i></p> <p>0 1 2 3 4 N/O</p>	<p>Demonstrates awareness of the effects of own identities, behaviors, affects, attitudes, values, and beliefs on others in professional situations and context</p> <p><i>Examples: seeks feedback on ways that behaviors may affect others; considers how one's gender and race affect professional relationships; understands that own identities and nonverbal behavior have an effect on others in professional contexts and understands how that may influence therapy and supervision</i></p> <p>0 1 2 3 4 N/O</p>	<p>Monitors and evaluates the effects of own identities, behaviors, affects, attitudes, values, and beliefs on others in professional situations and contexts, and responds accordingly so as to further professional goals</p> <p><i>Examples: uses effects of behavior as part of immediacy in therapy and supervision; sensitive to the potential effects of own identities in professional situations and anticipates potential conflicts due to those effects; open to supervisor's feedback about these issues</i></p> <p>0 1 2 3 4 N/O</p>

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
6. Respectful Interactions with Others [Across Difference]		
<p>Shows honesty and integrity; values ethical behavior <i>Examples: follows through on commitments; shows care in speaking about confidential client material; shows respect for the whole client; does not label client pejoratively; is respectful and considerate in interactions with support staff</i></p> <p>0 1 2 3 4 N/O</p> <p>Respects and shows interest in others' cultures, experiences, values, points of view, goals, desires, fears, etc. even when inconsistent with personal and/or professional beliefs, experiences, values, models, etc. <i>Examples: actively participates in course discussions about diversity issues and welcomes others' perspectives; develops better understanding of others' perspectives; able to modify own beliefs/biases</i></p> <p>0 1 2 3 4 N/O</p> <p>Interactions reflect basic knowledge of literature on individual and cultural differences such as racial identity, acculturation, and historical legacies of racial/ethnic minorities in the United States</p> <p>0 1 2 3 4 N/O</p>	<p>Demonstrates respectful, open engagement with diverse others (e.g., cultural, individuals, and role differences, including those based to age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and demonstrates adaptation to context <i>Examples: seeks supervision for how to adapt treatment approach based on diversity considerations; demonstrates awareness of conflicting identities for clients and works to adapt treatment approaches flexibly</i></p> <p>0 1 2 3 4 N/O</p>	<p>Adapts professional behavior in a manner that is sensitive and appropriate to the need of diverse others <i>Examples: adapts treatment approach based on diversity considerations; demonstrates flexibility as various identities are more or less salient for clients</i></p> <p>0 1 2 3 4 N/O</p>

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
7. Demonstrates Effective Interpersonal Skills in Challenging Situations		
<p>Open-minded <i>Examples: acknowledges others' opinions; articulates more than one perspective in discussions; maintains a broad belief system; statements reflect acceptance of diversity of opinions or beliefs</i></p> <p>0 1 2 3 4 N/O</p> <p>Tolerates interpersonal conflict <i>Examples: maintains engagement during interpersonal conflict; able to process interpersonal conflict; is not confrontational or dismissive with others who have differing opinions</i></p> <p>0 1 2 3 4 N/O</p> <p>Addresses problematic interpersonal situation using verbal and nonverbal skills <i>Examples: verbally acknowledges and engages in discussion of disagreements with colleagues and instructors; does not deny or minimize problematic situation when raised; tolerates discussion of problematic situation without overly hostile or defensive stance; generates possible resolution strategies of ways to handle problematic encounters</i></p> <p>0 1 2 3 4 N/O</p>	<p>Actively addresses problematic interpersonal situations using verbal and nonverbal skills <i>Examples: addresses and works with clients to resolve strains or ruptures in the therapeutic alliance; initiates discussion regarding disagreements with colleagues or supervisors and does so in a timely manner; efforts to resolve disagreements do not escalate negative affect among the parties involved; effectively articulates differences and possible options to resolve; seeks guidance from appropriate persons</i></p> <p>0 1 2 3 4 N/O</p> <p>Seeks clarification in challenging interpersonal communications <i>Examples: uses active listening and reflection</i></p> <p>0 1 2 3 4 N/O</p> <p>Acknowledges own role in difficult interactions <i>Examples: makes self-statements reflecting on behavior</i></p> <p>0 1 2 3 4 N/O</p> <p>Demonstrates understanding of viewpoints in challenging interactions <i>Examples: actively and accurately reflects others' perspectives</i></p> <p>0 1 2 3 4 N/O</p>	<p>Effectively negotiates conflictual, difficult, and complex professional relationships, including those with individuals and groups that differ significantly from oneself <i>Examples: actively seeks others' opinions; generates constructive solutions even when others are defensive; initiates resolution strategies across a variety of settings; modulates approach to context rather than using the same skills across situations; knows how to consult about the process of problematic interaction as opposed to just the content of the interactions</i></p> <p>0 1 2 3 4 N/O</p>

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
8. Open to Providing and Receiving Feedback		
Demonstrates willingness to admit errors <i>Examples: pursues correction of errors rather than shifting focus to errors of others; acknowledges mistakes forthrightly</i> 0 1 2 3 4 N/O	Accepts and implements feedback from others in a non-defensive manner <i>Examples: pursues understanding feedback and learning how to implement successfully rather than suggesting ways the feedback isn't compatible with one's stance or other reasons feedback won't work; listens to suggestions from supervisor and adapts professional behavior in accord with supervisory feedback; welcomes feedback graciously</i> 0 1 2 3 4 N/O	Evaluates, negotiates, and implements feedback from others <i>Examples: engages supervisor in discussion or technique choice; raises questions and concerns about supervision and supervisor's approach as needed; acknowledges value of feedback even if incompatible with one's own views and discusses reasons for incompatibility non-defensively</i> 0 1 2 3 4 N/O
Listens to and acknowledges feedback from others <i>Examples: acknowledges potential challenges and ways to overcome challenges; does not demonstrate nonverbal rejection such as changing subjects or giving a cursory acknowledgement; attentive to others' ideas and perspectives on own ideas and work; open to feedback</i> 0 1 2 3 4 N/O	Provides feedback to others in an empathic, supportive, non-critical fashion <i>Examples: provides feedback to supervisor regarding supervisory process; provides thoughtful, helpful feedback to colleagues in case disposition meetings regarding case conceptualization and clinical technique; provides effective feedback to clients regarding outcome of assessment</i> 0 1 2 3 4 N/O	
9. Cooperation and Collaboration		
Demonstrates ability to cooperate with others <i>Examples: works effectively with peers in group projects; contributes to group discussion; shares own work; sees the goals and outcomes of group tasks as accomplishments of the group rather than self-accomplishments; adopts a group identity in working tasks rather than an individual identity</i> 0 1 2 3 4 N/O	Consults and collaborates with others <i>Examples: evaluates need for engages in consultation with allied professional in the service of clients; intervenes with external systems on behalf of clients; shares personal reactions, details, and concerns about clinical interactions with supervisor in an honest and full way</i> 0 1 2 3 4 N/O	Collaborates effectively in complex, challenging, and/or novel situations and with others who have diverse perspectives; displays confidence in what one has to offer in collaboration with others <i>Examples: uses effects of behavior as part of immediacy in therapy and supervision; sensitive to the potential effects of own identities in professional conflicts due to those effects; open to supervisor's feedback about these issues</i> 0 1 2 3 4 N/O

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
10. Expressive Skills		
<p>Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills <i>Examples: written work is organized, easy to understand, and conveys the main points; shares opinions with others using language that others can understand; non-verbal behavior is consistent with verbal communications</i></p> <p>0 1 2 3 4 N/O</p>	<p>Communicates clearly using verbal, nonverbal, and written skills in a professional manner <i>Examples: communication is understandable, consistent across expressive modalities; prepares clearly written assessment reports; presents clinical process to supervisor in a succinct, organized, well-summarized way; provides verbal feedback to client regarding assessment and diagnoses using language the client can understand; presents clear; appropriately detailed clinical material</i></p> <p>0 1 2 3 4 N/O</p> <p>Demonstrates clear understanding and use of professional language <i>Examples: uses professional terms and concepts appropriately and clearly in discussions, case reports, etc.; understands terms and concepts used in professional texts and in others' case reports</i></p> <p>0 1 2 3 4 N/O</p>	<p>Adapts professional behavior in a manner that is sensitive and appropriate to the needs of diverse others <i>Examples: adapts treatment approach based on diversity considerations; demonstrates flexibility as various identities are more or less salient for clients</i></p> <p>0 1 2 3 4 N/O</p>
11. Awareness of and Commitment to Interpersonal Competence		
<p>Demonstrates knowledge and clear understanding of interpersonal competencies that are expected in the field <i>Examples: reviews Benchmarks document</i></p> <p>0 1 2 3 4 N/O</p> <p>Demonstrates general awareness of own level of interpersonal professional competence <i>Examples: self-ratings generally congruent with ratings by instructors and supervisors</i></p> <p>0 1 2 3 4 N/O</p>	<p>Uses available resources to improve and extend interpersonal skills <i>Examples: attends and participates in training seminars designed to develop and enhance interpersonal skills; requests and implements feedback from supervisors regarding interpersonal demeanor and language use</i></p> <p>0 1 2 3 4 N/O</p>	<p>Demonstrates clear awareness of own level of interpersonal professional competence and limitations <i>Examples: demonstrates congruence between self-ratings and ratings by supervisors; knowledge of strengths and weaknesses in interpersonal abilities</i></p> <p>0 1 2 3 4 N/O</p> <p>Demonstrates commitment to ongoing growth and development of interpersonal professional competence <i>Examples: actively participates to competency evaluation process and discussions regarding competencies</i></p> <p>0 1 2 3 4 N/O</p>

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY PROFESSIONAL BEHAVIOR CHECKLIST

Name of Student: _____

PROFESSIONAL BEHAVIOR POLICY

In addition to academic abilities and skills, students demonstrate the behavioral and personal attributes integral to professional functioning. These behavioral and personal attributes are subsumed in the following categories: Responsible Behavior; Ethical Behavior; Intrapersonal Behavior; and Interpersonal Behavior. Faculty are responsible for monitoring these areas of behaviors, identifying areas for improvement in their students, and providing constructive feedback to address those challenges.

Check the following areas below that represent deficits in professional functioning in the student listed above.

_____ **Responsible Behavior:**

- Fails to respond constructively to feedback from supervisors or program faculty
- Fails to complete remediation plans successfully
- Fails to participate in personal psychotherapy to resolve intrapersonal challenges
- Fails to resolve issues or problems that interfere with professional functioning
- Fails to uphold commitments
- Demonstrates poor comportment;

NOTE: It is the obligation of the student to report immediately any arrests, convictions, or incidents in school or field experiences when enrolled as a student.

_____ **Ethical Behavior:**

- Violates American Psychological Association (APA) and/or National Association of School Psychologists (NASP) ethical standards
- Fails to abide by the NSU Student Code of Conduct, all College of Psychology policies and procedures, policies and procedures of practicum, internship or field experience agencies or schools, and state and/or federal laws

_____ **Intrapersonal Behavior:**

- Displays poor judgement
- Lacks self-awareness, self-reflection, and self-evaluation
- Unable to acknowledge the potential impact of one's own beliefs, values, and behavior on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories.

Interpersonal Behavior:

- Displays immature, disrespectful, and uncooperative behavior
- Unable to accept feedback
- Poor social skills
- Unable to relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories
- Lacks openness to processes of supervision
- Unable or unwilling to explore issues that either interfere with the appropriate provision of care or impede professional development and/or functioning

Describe specific concerns: _____

[illegible]

Faculty/Supervisor Signature

Date _____

*****NSU PROGRAM OFFICE USE ONLY*****

Recommended remediation: _____

I have reviewed the concerns and recommended remediation listed above.

Student Signature

Date

Program Director Signature

Date

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