Center for Psychological Studies

Doctoral Program in School Psychology

Policies and Procedures Handbook 2013-2014

*Supplemental to Nova Southeastern University
Policy and Procedure Handbook
http://www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf

**Nova Southeastern University
Center for Psychological Studies
(800) 541-6682, ext. 25826
(954) 262-5826
http://cps.nova.edu**

May 2014

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NOVA SOUTHESTERN UNIVERSITY

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

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

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

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

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

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

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

NSU Core Values:
- Academic Excellence
- Student Centered
- Integrity
- Innovation
- Opportunity
- Scholarship/Research
- Diversity
- Community

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

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

The following acts violate the academic honesty standards:

1. Cheating—intentionally using or attempting to sue unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication—intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty—intentionally or knowingly helping or attempting to help another to violate any provision of this code.

4. Plagiarism—the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgement.

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

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

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

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

> *Questions related to the programs' accredited status should be directed to the Commission on Accreditation:*
> *Office of Program Consultation and Accreditation*
> *American Psychological Association*
> *750 1ˢᵗ Street, NE*
> *Washington, DC 20002.*
> *Phone: 202-336-5979 / E-mail: apaaccred@apa.org*
> *Web: apa.org/ed/accreditation.*

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

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

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

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

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

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

President's Message

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

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

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

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

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

Dean's Message

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

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

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

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

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

SCHOOL PSYCHOLOGY PROGRAMS
ACADEMIC CALENDAR 2014-2015

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

Fall 2014 – Session A	
Monday, August 25	Fall Session A classes begin
Sunday, August 31	End of 100% refund
Monday, September 1	**Labor Day – university offices closed**
Sunday, September 7	End of 75% refund
Sunday, September 14	End of 50% refund
September 19, 20, 21	Intensive weekend class meetings
Sunday, September 21	End of 25% refund Last day for dropping classes with refund
Sunday, September 28	Last day to withdraw from classes (no refund)
October 17, 18, 19	Intensive weekend class meetings
Sunday, October 19	Fall Session A classes end
Fall 2014 – Session B	
Monday, October 20	Fall Session B classes begin
Sunday, October 26	End of 100% refund
Sunday, November 2	End of 75% refund
Sunday, November 9	End of 50% refund
November 14, 15, 16	Intensive weekend class meetings
Sunday, November 16	End of 25% refund Last day for dropping classes with refund
Sunday, November 23	Last day to withdraw from classes (no refund)
Thursday, November 27 Friday, November 28	**Thanksgiving – university offices closed**
December 12, 13, 14	Intensive weekend class meetings
Sunday, December 14	Fall Session B classes end

Winter 2015 – Full Semester	
Wednesday, December 24 – Sunday, January 4	**Winter Holiday – university offices closed**
Monday, January 5	Winter semester classes begin Last day for completing regular registration Late registration fee of $50 will be charged after this date
Sunday, January 11	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, January 18	End of 75% refund
Monday, January 19	**Martin L. King, Jr. Day – university offices closed**
Sunday, January 25	End of 50% refund
Sunday, February 1	End of 25% refund Last day for dropping classes with refund
March 2 – March 6	**Spring Break – Ft. Lauderdale**
March 9 – March 13	**Spring Break – Tampa**
Sunday, April 5	Last day to withdraw from classes (no refund)
Monday, April 27	Winter semester classes end

Winter 2015 – Session A	
Monday, January 5	Winter Session A classes begin
Sunday, January 11	End of 100% refund
Sunday, January 18	End of 75% refund
Monday, January 19	**Martin L. King, Jr. Day – university offices closed**
January 23, 24, 25	Intensive weekend class meetings
Sunday, January 25	End of 50% refund
Sunday, February 1	End of 25% refund Last day for dropping classes with refund
Sunday, February 8	Last day to withdraw from classes (no refund)
February 13, 14, 15	Intensive weekend class meetings
Sunday, March 1	Winter Session A classes end
Winter 2015 – Session B	
Monday, March 9	Winter Session B classes begin
Sunday, March 15	End of 100% refund
March 20, 21, 22	Intensive weekend class meetings
Sunday, March 22	End of 75% refund
Sunday, March 29	End of 50% refund
Sunday, April 5	End of 25% refund Last day for dropping classes with refund
Sunday, April 12	Last day to withdraw from classes (no refund)
April 17, 18, 19	Intensive weekend class meetings
Monday, April 27	Winter Session B classes end

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

Summer 2015 – Session A	
Monday, May 11	Summer Session A classes begin
Sunday, May 17	End of 100% refund
Sunday, May 24	End of 75% refund
Monday, May 25	**Memorial Day – university offices closed**
May 29, 30, 31	Intensive weekend class meetings
Sunday, May 31	End of 50% refund
Sunday, June 7	End of 25% refund Last day for dropping classes with refund
Sunday, June 14	Last day to withdraw from classes (no refund)
June 26, 27, 28	Intensive weekend class meetings
Sunday, June 28	Summer Session A classes end
Summer 2015 – Session B	
Monday, June 29	Summer Session B classes begin
Friday, July 3	**Independence Day (Observed) – university offices closed**
Saturday, July 4	**Independence Day – university offices closed**
Sunday, July 5	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, July 12	End of 75% refund
July 17, 18, 19	Intensive weekend class meetings
Sunday, July 19	End of 50% refund
Sunday, July 26	End of 25% refund Last day for dropping classes with refund
Sunday, August 2	Last day to withdraw from classes (no refund)
August 14, 15, 16	Intensive weekend class meetings
Sunday, August 16	Summer Session B semester classes end

2014 – 2015 WEEKEND FORMAT CLASS MEETING DATES
*Please refer to calendar for revised refund schedule

Fall 2014
Session A: August 25 – October 19 September 19, 20, 21 October 17, 18, 19 **Session B: October 20 – December 14** November 14, 15, 16 December 12, 13, 14
Winter 2015
Session A: January 5 – March 1 January 23, 24, 25 February 13, 14, 15 **Session B: March 9 – April 27** March 20, 21, 22 April 17, 18, 19
Summer 2015
Session A: May 11 – June 28 May 29, 30, 31 June 26, 27, 28 **Session B: June 29 – August 16** July 17, 18, 19 August 14, 15, 16

Introduction to the Center for Psychological Studies

The Center for Psychological Studies welcomes you to graduate study at Nova Southeastern University. First organized in 1967 as the Behavioral Sciences Center, the Center for Psychological Studies is concerned with graduate training, research, and service in psychology and counseling. You have been accepted to study in the Doctoral Program in School Psychology. The doctoral program will prepare students to facilitate the educational, social, and emotional development of children and adolescents in school settings. Because of the competitive nature of the application process for this program, your admission signifies that you have distinguished yourself by your academic and/or professional experiences.

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

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

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

CENTER PHILOSOPHY

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

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

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

ACADEMIC PROGRAMS

Master of Science Counseling Programs

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

The master's degree in **Mental Health Counseling** (60 credit hours) provides education and training for those who will seek employment in such diverse settings as social agencies, mental health clinics, hospitals, personnel offices, and schools. This program is offered either on campus

in a semester format or at one of the NSU Student Education Centers in a weekend format. Currently, there are field-based programs offered in Florida at Jacksonville, Miami, Orlando, Palm Beach, and Tampa.

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

The master's degree in **School Counseling** (48 credit hours) provides training to individuals seeking positions as professional school counselors in Pre-K to 12 grade school systems. The program is offered on the main campus and in Jacksonville, Miami, Orlando, Palm Beach, Tampa, in a weekend format. The program is approved by the Florida Department of Education (DOE) and the National Council for Accreditation of Teacher Education (NCATE). All requirements for certification in Guidance and Counseling subject specialty will be fulfilled prior to degree conferral, including all curriculum and examination requirements.

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

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

Other Master of Science Programs

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

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

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

School Psychology Programs

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

The program consists of 79 semester hours that span three years of course work (including practica) and one year of internship. The program is designed to meet the National Association of School Psychologists (NASP) Standards for Training Programs in School Psychology, and to meet the current educational requirements for the Florida Department of Education (DOE) certification and for licensure as a school psychologist under Chapter 490, *Florida Statutes*. At this time the program is offered on the main campus and Tampa.

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

Clinical Psychology Programs

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

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

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

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

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

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

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

The **Psy.D. program in clinical psychology** offers academic, practicum, internship, and research experience directly relevant to the practitioner, while retaining the important scientific base upon which professional competence and knowledge rest. Traditionally, the training model for clinical psychologists has focused on training the graduate student first as a scientist and second as a practitioner. However, with the growing need in society for practitioners, many graduate students have elected to enter directly into the clinical services arena rather than academics or research. Consequently, in the 1960s, proposed alternate training procedures led to the development of programs emphasizing a practitioner informed by science model. This model was officially endorsed at the APA Vail Conference in 1973 as a more viable foundation for the education and training of individuals preparing to enter careers concerned primarily with direct delivery of psychological services and professional practice, as opposed to the research-oriented training they had been receiving.

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

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

Concentrations include: Clinical Forensic Psychology, Clinical Health Psychology, Clinical Neuropsychology, Psychodynamic Psychology, and the Psychology of Long-Term Mental Illness. The Child, Adolescent & Family Psychology track requires students to participate in pre-

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

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

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

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

TRAINING PROGRAMS

Institute of Trauma and Victimization
The Institute of Trauma and Victimization (ITV) was founded to create a focus of interest in the area of trauma and victimization and to form a network for collaboration between students and colleagues from both within and outside of the center. The mission of the institute is to stimulate research and sponsor training and service delivery in the field of trauma and victimization to develop and evaluate innovative interventions for those exposed to trauma, and to establish links with relevant groups, organizations and colleagues in the local, national, and international community, and involving students in existing CPS trauma-related programs that share a three-fold mission:
1. Provision of specialized psychological services to a particular population of clients exposed to trauma;
2. Doctoral level clinical training in the provision of psychological services to the population of traumatized clientele;
3. Execution of an ongoing program of research on that population of traumatized clientele.

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

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

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

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

Nova Southeastern University's Center for Psychological Studies is approved by the American Psychological Association to sponsor continuing education for psychologists. Nova Southeastern University's Center for Psychological Studies maintains responsibility for this program and its content. Nova Southeastern University's Center for Psychological Studies is approved to offer continuing education by the State of Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Heath Counseling. Provider # BAP 330 – exp. 03/31/2015. Nova Southeastern University's Center for Psychological Studies is approved to offer continuing education by the State of Florida Board of Medical Therapies/Psychology, Office of School Psychology. Provider # SCE 11 – exp. 11/30/2013. Nova Southeastern University's Center for Psychological Studies is approved to by the National Association of School Psychologists to provide continuing education for school psychologists. Nova Southeastern University maintains responsibility for the program. Provider # 1024. Nova Southeastern University's Center for Psychological Studies is an NBCC-Approved Continuing Education Provider (ACEP^{TM}) and may offer NBCC-approved clock hours for events that meet NBCC requirements. The ACEP solely is responsible for all aspects of the program. Provider #4548, exp. 04/30/2015.

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

RESEARCH

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

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

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

CLINICAL SERVICES

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

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

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

Stress management
Testing and treatment for ADHD
Treatment for adolescent drug abuse and prevention
Treatment for adults with issues resulting from traumatic experiences
Treatment for children and adolescents experiencing behavioral and emotional issues
Treatment for children and adolescents who have experienced a trauma
Treatment for depression, anxiety and emotional disturbances
Treatment for eating disorders and body imaging issues
Treatment for serious emotional disturbance
Treatment for victims, perpetrators or children affected by domestic violence

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

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

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

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

SPECIALTY CLINICAL TRAINING PROGRAMS

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

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

Anxiety Treatment Center. This program is dedicated to increasing the treatment and understanding of anxiety disorders, including phobias, generalized anxiety, social anxiety, and panic disorder. The mission of the clinic is to provide state-of-the-art treatments with proven efficacy based on cutting edge clinical research.

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

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

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

Healthy Lifestyle Guided Self-Change Program. This program provides services to individuals who have alcohol, cocaine, or marijuana problems that are not severe. Smoking cessation services are also available. Guided Self Change treatment is a motivational intervention involving an assessment, four sessions, and two aftercare contacts, with additional sessions available. This program is based on evidence showing that many persons meeting the above criteria prefer and are able to take responsibility for dealing effectively with their alcohol or drug abuse.

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

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

Nova OCD and Related Disorders Clinic (NORD). This program specializes in the treatment of obsessive compulsive and related disorders, including obsessive compulsive disorder,

hoarding, body dysmorphic disorder, hair pulling and skin picking, and tic disorders. The mission of the clinic is to provide state-of-the-art treatments with proven efficacy based on cutting-edge research.

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

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

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

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

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

Doctoral Program in School Psychology

The **Doctoral Program in School Psychology (Psy.D.)** builds upon the Center's specialist program in school psychology, which is approved by the Florida Department of Education (DOE) and the National Association of School Psychologists (NASP). The doctoral curriculum meets the Florida state licensure requirements for both school psychology and psychology under Chapter 490, *Florida Statutes.* Moreover, the curriculum is consistent with the *APA Accreditation Guidelines and Principles* of the American Psychological Association (APA), and APA accreditation will be sought for the doctoral program following the enrollment of sufficient candidates at each level of matriculation, including candidacy status. School psychology doctoral programs that earn APA accreditation are eligible for NASP program approval, which will be sought by the program faculty.

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 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 Center has over 40 other full-time faculty members who include nationally renowned professionals and 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, graduate 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 Center for Psychological Studies (CPS). 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 recognizes the need for school psychologists who are leaders and are accomplished in prevention, consultation, assessment, and intervention at the individual and systems levels. It is the school psychologist's expertise in assessment, viewed in its broadest context, which guides the practicing professional in providing the most effective services. That is, assessment, directly linked to intervention for the purposes of both prevention and remediation of student difficulties, is the key to meeting the complex needs of schools today. Consequently, candidates are prepared to offer a broad continuum of innovative as well as empirically-supported services. Training builds upon a foundation of scientific knowledge and develops the skills necessary for professional competence. It prepares candidates to be lifelong learners as well as interpreters and utilizers of research through mentorship in the process of scientific investigation and evaluation. 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 learn to view problems from a systems perspective, focusing on the dynamic interrelationships among learners, families, schools, and communities. 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. 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.

The Psy.D. program in School Psychology is based on a practitioner-informed-by-science training model, which prepares graduates to serve the educational, behavioral, social, and emotional needs of the individuals, families, and educational personnel they serve. Accordingly, the three primary goals of the program are to prepare future psychologists (1) with comprehensive training in evidence-based practices in assessment, consultation, and intervention with diverse populations; (2) with the training to evaluate scientific findings and to guide professional practice; and (3) to develop a professional identity that includes ethical practice as well as leadership, advocacy, and service in meeting the needs of diverse populations.

PROGRAM GOALS AND OBJECTIVES

The doctoral program in school psychology implements a practitioner-informed-by-science model of training which prepares graduates to serve the educational, behavioral, and emotional needs of all children, youth, adults, and families. In keeping with this model, three broad goals for training are outlined below. Curricular objectives are consistent with state and national standards for the graduate education of school psychologists as defined by the American Psychological Association (APA) *Guidelines and Principles* and *Competency Benchmarks;* the *Adopted Subject Area Competencies* and *Florida Educator Accomplished Practices* of the Florida Department of Education; the *Standards for Training and Field Placement Programs in School Psychology* (Standards for the Credentialing of School Psychologists, and the National Association of School Psychologists [NASP, 2010]). A detailed discussion of course sequence and integration are similarly addressed.

GOAL 1: To provide candidates with comprehensive training in evidence-based practices in assessment, consultation, and intervention with diverse populations

Objective 1 – Demonstrate competence in assessment with diverse populations

Objective 2 – Demonstrate competence in consultation with diverse clients and stakeholders

Objective 3 – Demonstrate competence in implementing evidence-based and innovative intervention strategies with diverse populations

GOAL 2: To provide candidates with the training to evaluate scientific findings and evaluate professional practice

Objective 1 – Demonstrate competence in critically reviewing the empirical literature to inform practice

Objective 2 – Utilize empirical inquiry and data-based decision making to inform practice

Objective 1 – Demonstrate adherence to ethical and legal guidelines in all aspects of professional work

Objective 2 – Demonstrate professional identity as a health service provider through leadership, advocacy, and service in the profession with an emphasis on continuous improvement and lifelong learning

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

The Florida Educator Accomplished Practices (FEAPs) were adopted by the State of Florida Department of Education to form the foundation for the state's teacher preparation programs, educator certification requirements, and school district instructional personnel appraisal systems. The FEAPS are based upon and further describe three essential principles:

1. The effective educator (*school psychologist)* creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator *(school psychologist)* demonstrates deep and comprehensive knowledge of the subject matter.
3. The effective educator *(school psychologist)* exemplifies the standards of the profession.

A definition and description of each of the FEAPs is available in the *Candidate Guide to Florida Educator Accomplished Practices*. The skills and competencies consistent with the FEAPs are emphasized throughout the curriculum of the program. However, evaluation of proficiency, remediation, and monitoring of the FEAPs are conducted only in selected "benchmark" courses. Each FEAP is formally evaluated at least once in coursework and once while the candidate is on internship. Pre-professional mastery of the FEAPs is achieved only if a grade of 80% or greater is achieved in the course and the student achieves an average of 80% or greater on the key assessment task used to assess the FEAP in that course. In the event a candidate obtains a 79% or below in the course or on the Key Assessment in the designated benchmark course, an Individual Remediation Plan (IRP) will be devised in collaboration with the instructor, program administrator, and candidate to provide appropriate opportunities for the development of the skill. Candidates will have 30 days from the time the remediation plan has been developed to complete the assigned tasks. In those circumstances when remediation is unable to be completed within the 30-day timeline or when the candidate evidences significant weaknesses in a specific area of competency, a one-credit independent study may be required.

Each year at Annual Review, candidates are required to consider the FEAPs, the overarching program goals and competencies, and the NASP domains, by reflecting upon the necessary skills and competencies in school psychology training relative to their own strengths and weaknesses. During the capstone experience of training, the school psychology internship, mastery of all six

FEAPs is evaluated using the *Internship Midpoint and Final Evaluation Form*. Hence, 80% mastery (ratings of 4 or 5 in each domain/practice) on the final ratings of the internship course is required for degree conferral.

Development of competency in the FEAPS, DOE Subject Area Competencies, NASP Domains, and the overarching program competencies is a process that will continue throughout the candidate's educational and professional careers. Specific tasks have been carefully designed and implemented by the faculty of the school psychology program to ensure adequate opportunities to learn, practice, and achieve pre-professional mastery of competencies in each of the FEAPs, as well as other professional standards.

TECHNOLOGY

The program recognizes the important role that technology plays in enhancing the effectiveness of psychological service delivery in the schools. Technology impacts the dissemination of information, professional practice, and services to school staff, families, and children. Hence, it is crucial that our candidates develop a familiarity with computers and technology that support their future roles as school psychologists. The development of skills associated with the efficient use of the emergent technologies – as tools to enhance professional productivity – requires the investment of practice and experience throughout the educational experience to ensure it is well entrenched in professional practice.

Technology Training
From the beginning of their academic training, candidates are introduced to technology as a vehicle for enhancing learning and service delivery. Prior to beginning the training, candidates are required to complete the Florida Inventory of Teacher Technology Skills as a pre-measure of technology skills. The technology training which is completed during the first semester of the program is designed to ensure that candidates are familiar with key computer software needed to complete assignments throughout their academic experience in the program. Competencies in each of the areas described below are evaluated by the course instructor for the technology training seminar. Candidates are provided with a CD-ROM upon completion of the training to provide support in concepts as needed. The applications presented are as follows:

1. Applications: Microsoft Office (i.e. Word, Excel, PowerPoint)
2. Networking skills (i.e., LAN/WAN and Remote Access)
3. Electronic communication (i.e., WebMail2, Email, Blackboard, Internet resources)
4. Generic database concepts (i.e., FileMaker Pro, Microsoft Access)
5. School district specific database applications (i.e., Virtual Counselor, Pinnacle, TERMS)
6. Webcam/Skype

Library Training Seminar
All school psychology candidates are provided with *Introduction to Distance Library Services and the Electronic Library* manual during their Orientation. Candidates complete a pre-test which evaluates knowledge of library skills and ability to utilize key library resources prior to library training. The Library, Research, and Information Technology Center provides all School

Psychology candidates with training in an on-line format at the beginning of their academic training. Emphasizing technological skills and critical thinking abilities, the course is designed to develop information literacy skills and to help students become full participants in the Information Age. The course reviews research databases, the online catalog, and print and electronic resources, and involves extensive hands-on computer applications including quizzes on each module presented. A live training also is conducted during the Research Design course in order to reinforce and utilize skills introduced on-line.

The NSU Libraries also provide candidates with numerous library training materials in other modalities that supplement and reinforce formal, face-to-face instruction. These additional resources include Web pages designed specifically for students enrolled at the Center for Psychological Studies. The library provides handouts, tutorials, pathfinders, and Web pages that provide candidates with information on topics ranging from how to develop a search strategy in the ERIC database to library guides on how to evaluate Web resources, etc. These asynchronous materials have the advantage of providing point-of-need help 24 hours a day. Candidates are provided with updates on new resources via both e-mail and the Web. The focus of all library training and instructional materials is to prepare candidates to be continuing life-long learners.

ESOL REQUIREMENT

Once enrolled in the school psychology program, all candidates are required to submit documentation of having taken a course covering the Office of Multicultural Student Language Education's 25 performance standards for Teachers of English for Speakers of Other Languages. Candidates who have not met the ESOL requirement are required to take *TSOL 510 – Survey of TSOL for Teachers* through Nova Southeastern University's Fischler School of Education and Human Services. TSOL 510 is an on-line course that was created for secondary classroom teachers and Initial Certification Plan (ICP) candidates who are not majoring in TESOL. It provides a broad conceptual framework for understanding the potential hurdles of the LEP student in a classroom. It surveys the Office of Multicultural Student Language Education's 25 performance standards for Teachers of English for Speakers of Other Languages, reviews the latest research, and provides the concepts and methods necessary to successfully teach and evaluate LEP students in the classroom. The course is divided into five modules that address the TESOL endorsement areas: cross-cultural studies, applied linguistics, TESOL methods, TESOL curriculum development, and testing and evaluation for TESOL students.

Admission Requirements

Minimum Requirements for Admission

Candidates will be selected for admission 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 professional degree(s) in school psychology will be considered on a case-by-case basis.

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

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 1000 (or 297 on the revised scoring scale) for GRE verbal and quantitative is preferred. The GRE Psychology test is recommended, but not required.

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.

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 upaid 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.

International Students
International students who intend to reside in the United States and who are required to obtain an I-20 form must be full-time, degree-seeking students and must attend the main campus in Fort Lauderdale, Florida. Applicants who are residing outside the United States at the time of application and whose native language is not English must present evidence of proficiency in English. See TOEFL requirements above. International students who have completed an undergraduate degree at a regionally accredited institution in the United States are not required to submit TOEFL scores.

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*.

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 and a 2000-hour doctoral internship.** All candidates must pass the comprehensive examination as well as the research requirement as part of their degree completion. A candidate is expected to complete and to graduate from the doctoral program within no more than eight 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. For the state of Florida, this documentation will be organized in a systematic manner for the purpose of communicating and demonstrating the student's competencies in the required areas as specified in State of Florida statutes. Prior to degree conferral, candidates must complete and pass the Florida Teacher Certification Examination – General Knowledge (GK) Test (prior to June 30, 2002, referred to as the CLAST – College-Level Academic Skills Test), the Florida Teacher Certification Examinations – Professional Education (PEd) Test, the Florida Teacher Certification Examination – Subject Area (SAE) Test in School Psychology, the PRAXIS School Psychologist Test (5402) , and any additional course work 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.) is consistent with the *Guidelines and Principles for Accreditation of Programs in Professional Psychology* as defined by the APA and the National Standards for graduate education as delineated by the NASP. Furthermore, the curriculum 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.

Candidates contemplating licensure in states other than Florida or in any of the Canadian provinces are advised to remain abreast of academic and any other requirements for such licensure. Candidates should bear in mind that each state or Canadian province establishes its own regulations for licensure, and can change them with little or no notice.

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.

CPS cannot guarantee that the curriculum completed with meet all states' and Canadian provinces' eligibility requirements for licensure at the time of your application, as each state requirements are subject to change.

Coursework

Consistent with the *Guidelines and Principles for Accreditation of Programs in Professional Psychology* as defined by the APA, the curriculum provides broad and general preparation for practice. Moreover, the curriculum is sequential, cumulative, and graded in complexity, allowing for integration and application of foundational concepts through field-based practica and internship experiences. 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.

En-Route Master of Science in Psychology

Candidates enrolled in the Psy.D. program in school psychology may earn as an intermediate degree, the master of science in 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 Doctoral Program (Psy.D.) in School Psychology who have completed 73 credits hours in the Specialist Program in School Psychology at Nova Southeastern University may earn, as an intermediate degree, the specialist degree in school psychology (Psy.S.). The curriculum for this degree consists of all courses (or their equivalents), 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 sit for and receive passing scores for the following written comprehensive examinations:

1. Florida Teacher Certification Examination – General Knowledge Test (GK) (Complete during Year 1)

2. Florida Teacher Certification Examination – Professional Education Test (PEd) (Complete during Year 2)

3. 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)

4. 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 165 is required on the Praxis II Subject Area Exam. Further information will be provided to candidates at the appropriate time in their curriculum.

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY
Program Curriculum*

Course #	Course Title	Credits
PSYCHOLOGICAL FOUNDATIONS		**Total: 25.5**
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 8115	Child and Adolescent Psychopathology	3
PSY 8117	Adult Psychopathology	1.5
PSY 8120	Cognitive/Affective Bases of Behavior	3
PSY 8125	History & Systems of Psychology	3
PSY 8220	Biological Bases of Behavior	3
PSY 8225	Social Bases of Behavior	3
PSY 8305	Social and Cultural Bases of Assessment and Counseling	3
EDUCATIONAL FOUNDATIONS		**Total: 9**
PSY 8135	Organization and Operation of Schools	3
PSY 8230	Instructional Strategies for Students with Diverse Learning Needs	3
RED 550	Foundations of Reading for the Content Area Specialist	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	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, Administration & 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
STATISTICS, MEASUREMENT, AND RESEARCH DESIGN		**Total: 10.5**
PSY 8140	Statistical Foundations for Educational Research	3
PSY 8145	Issues & Techniques in Research Design and 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 *(160 hours)*	2
PSY 8197	Practicum in School Psychology: Foundations III *(160 hours)*	2
PSY 8290	Practicum in School Psychology: School-Based I *(225 hours)*	3
PSY 8295	Practicum in School Psychology: School-Based II *(225 hours)*	3
PSY 8390	Practicum in School Psychology: Advanced Assessment and Interventions I *(240 hours)*	3
PSY 8392	Practicum in School Psychology: Advanced Assessment and Interventions II *(240 hours)*	3
PSY 8394	Practicum in School Psychology: Advanced Assessment and Interventions III *(240 hours)*	3
PSY 8400	Internship *(2000 hours)*	6
APPROVED SPECIALIZATION ELECTIVES		Total: 9
	Elective I	3
	Elective II	3
	Elective III	3
	Total Credits Required for Degree	**118**

Curriculum is subject to change.

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY
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 OR	
	PSY 8135	Organization and Operation of Schools	3
	PSY 8115	Child and Adolescent Psychopathology	3
	PSY 8190	Practicum in School Psychology: Foundations I	2
		Total Semester Credits:	*15*
1st Year **Winter**	**P**SY 8165	Applied Behavioral Assessment & Intervention	3
	PSY8140	Statistical Foundations for Educational Research	3
	PSY 8110	Psychology of Exceptional and At-Risk Children OR	
	PSY 8135	Organization and Operation of Schools	3
	PSY 8150	Counseling Theories and Techniques	3
	PSY 8195	Practicum in School Psychology: Foundations II	2
		Total Semester Credits:	*14*
1st Year	PSY 8280	Academic Assessment for Intervention	3
	RED 550	Reading for the Content Area Specialist	3
	PSY 8147	Theories of Measurement	3
	PSY 8255	School Consultation Skills	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 8225	Social Bases of Behavior	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	Social Emotional Assessment for Intervention	3
	PSY 8120	Cognitive/Affective Bases of Behavior	3
	PSY 8117	Adult Psychopathology	1.5
	PSY 8295	Practicum in School Psychology: School Based II	3
		Total Semester Credits:	*13.5*

2nd Year Summer	PSY 8230	Instructional Strategies for Students with Diverse Learning Needs	3
	PSY 8125	History & Systems of Psychology	3
	PSY 8390	Practicum in School Psychology: Advanced Assessment and Interventions I	3
	PSY 4442	Evidence-Based Treatment of Emotional and Behavioral Disorders of Children and Adolescents	3
		Total Semester Credits:	*12*

3rd Year Fall	PSY 8392	Practicum in School Psychology: Advanced Assessment and Interventions II	3
	PSY 8350	Advanced Professional Skills: Supervision, Administration, & Teaching with Practicum	3
	PSY 8220	Biological Bases of Behavior	3
	PSY 8206	Directed Study	1.5
		Approved Elective(s)	3
		Total Semester Credits:	*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 8305	Social & Cultural Bases of Assessment & Counseling	3
		Approved Elective(s)	3-6
		Total Semester Credits:	*12-15*

| 3rd Year Summer | | Approved Electives | 0-6 |
| | | *Total Semester Credits:* | *0-6* |

| 4th Year | PSY 8400 | Internship in School Psychology | 2-6 |

| | | **Total Degree Credits** | **118** |

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

PSYCHOLOGICAL FOUNDATIONS

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 8110 – Psychology of Exceptional & 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 provides an in-depth exploration of specific psychological disorders, emotional/behavioral disabilities, and problematic psycho-social states which occur in childhood and adolescence. Emphasis will be placed on descriptions, theoretical conceptualizations, etiologies, and evidence-based interventions for the disorders, disabilities, and states.

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.

PSY 8120 – Cognitive/Affective Bases 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 clinical 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 Bases 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 Bases of Behavior (3 credits)
This course studies the social antecedents of human behavior. The main theories of social psychology are examined in relation to school psychology.

PSY 8305 – Social and Cultural Bases of Assessment and Counseling (3 credits)
This course covers issues involved in the assessment and counseling of culturally and linguistically diverse students. Focus is on the psychological impact of gender, race, ethnicity, culture, religious preference, socioeconomic status, sexual orientation, and able-bodiedness. This course also examines innovative assessment methods for clients of diverse backgrounds based upon individual characteristics, strengths, and needs. Emphasis will be placed on differentiating between the normal stages of second language acquisition and handicapping conditions.

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 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.

RED 550 – Foundations of Reading for Content Area Specialists (3 credits)
This course is designed for students who are not enrolled in a Reading Education program. The focus of this course is to offer a general overview of literacy study, including major aspects of written, oral, and visual literacy and the reading process. Additionally, students will learn classroom instructional strategies for reading across the curriculum with specific emphasis on content areas such as social studies, science, language arts, and mathematics.

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 & 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 & academic administrator

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, & 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, Administration, and Teaching with Practicum (3 credits)

This course will focus on the theoretical and practical aspects of supervision, administration, 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. This course is further intended to provide students with skills to be prepared for administrative roles within national and state agencies, district level psychological services departments and university settings. 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

STATISTICS, MEASUREMENTS, AND RESEARCH DESIGN

PSY 8140 – Statistical Foundations for Educational Research (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 8205 – 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 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). Simultaneous with each practicum registration, candidates enroll for 1 credit of supervision.
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 & Interventions I (3 credits)
This 720 hour, three semester practicum 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 & 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 & 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 8205 – Directed Study

APPROVED SPECIALIZATION ELECTIVES (at least 6 credits must be intervention)

Electives I-III (9 credits total)

* 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: School Based I & II

- PSY 4442 – Evidence-Based Treatment of Emotional and Behavioral Disorders of Children and Adolescents
- 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
- 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 8165 – Applied Behavioral Assessment and Intervention
- PSY 8255 – School Consultation Skills
- PSY 8270 – Ethical, Legal, and Professional Issues for School Psychologists
- RED 550 – Foundations of Reading for Content Area Specialists

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

- PSY 8290 – Practicum in School Psychology: School-Based I
- PSY 8295 – Practicum in School Psychology: School-Based II
- PSY 8280 – Academic Assessment for Intervention
- PSY 8182 – Cognitive Assessment I: Theory, Research, and Practice with Lab
- PSY 8184 – Cognitive Assessment II: Linking Assessment to Intervention
- PSY 8286 – Assessment of Personality and Social-Emotional Functioning for Intervention
- 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, 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 DOE accomplished practices associated with the prerequisite courses, are on academic probation, or have been deemed as not ready by the Office of Clinical Training and 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 1200-hour externship in one of the school districts in the tri-county area under the supervision of a licensed psychologist. Candidates who do not hold a state credential in school psychology must complete 1200 hours in a PK-12 setting to be considered a Florida Department of Education (DOE) Approved Program Completer. Candidates who wish to obtain National Certification in School Psychology (NCSP) by the National Association of School Psychologists are required to complete 600 hours in a PK-12 setting

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. 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 during the fourth year of graduate education.

<u>Pre-requisite Courses for the Doctoral Internship</u>

Completion of all coursework, including *PSY 8205 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 Office 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 Guidelines Handbook* 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.

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 15-week semesters. Candidates are expected to register for classes at the designated time and place and in accordance with procedures outlined in this text and in program literature unless they have an approved leave of absence (see section on Candidate Enrollment).

Attendance
Candidates are expected to attend <u>all</u> 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 weekend 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.

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

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 six (6) 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. Candidates applying for financial assistance MUST clarify this with the Office of Student Financial Services and Registration.

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

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

Leave of Absence
Matriculated students (degree candidates) who must interrupt their studies for a sufficient reason such as illness may be granted a leave of absence. 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. Under normal circumstances candidates should apply for a leave of absence prior to registration for each semester. Time spent on an approved leave of absence is not charged against the 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 determines 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 or register in absentia will be assumed to have terminated their studies. Such candidates must make formal application for readmission if they wish to continue the program at a later date.

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 eight 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 six (6) credits per semester, excluding summer sessions).

2. Complete remaining degree requirements, which will include any course work that is more than eight (8) years old.

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.** All other program, center, and university requirements will be in effect.

Failure to Register
Candidates who fail to register for a regular semester without a leave of absence are considered to have withdrawn from their 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.

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, center, and program, as well as register for the first semester.

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. During orientation, each candidate will be assigned an academic advisor. By February of the first year of graduate study, candidates should identify a faculty mentor. The purpose of the academic advisor 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. Please refer to the *Doctoral Program in School Psychology Directed Study Guidelines* for specific information about development of the Directed Study.

It is possible to change your academic advisor/mentor if you feel that another member of the faculty would be more appropriate. To make the change, 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 site manager.

ANNUAL REVIEW

Annual review is an important vehicle for monitoring student progress and must be completed by September 1st of years one and two and prior to embarking on internship. Candidates are required to submit an Annual Student Self-Evaluation 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, overarching competencies, and Accomplished Practices, (b) research and writing, (c) attendance at professional conferences and workshops, (d) professional presentations, (e) membership in professional associations, (f) teaching and research assistantships, (g) service delivery, (h) professional behavior, (i) other professional activities, (j) other work and community activities, (k) goals for the next academic year, and (l) 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 an Individual Remediation Plan (IRP) 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 the candidate enrolling 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 at least one case study 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 a 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.

Information regarding Annual Review including candidate evaluation and feedback forms for each year of study are provided on the pages following.

To monitor the quality of the Directed Study, a detailed evaluation rubric is utilized by faculty (see the *Doctoral Program in School Psychology Directed Study Guidelines* for additional information). Recommendations based upon this review will be brought forward to the school psychology curriculum committee to inform curricular and instructional modifications and candidate progress in this culminating experience. Candidates will be provided this rubric upon entry into the program during orientation.

SCHOOL PSYCHOLOGY PROGRAM
Annual Review of Candidate Progress

Candidate: _____ **Year:** _____

Faculty Mentor: _____ **Date:** _____

In preparation for Annual Review, candidates will complete an electronic student survey which addresses the following areas and activities in which the student has been engaged over the previous academic year. Candidates should print a copy of the survey responses and bring this document with them to the annual review meeting.

I. **Coursework:** List all courses you have taken, noting grades, incompletes, and significant learning experiences or products resulting from courses. Attach a copy of your unofficial transcript printed from WebStar.

II. **Practicum:** Describe significant learning experiences during course-specific applied tasks and field-based training. Attach copies of your practicum evaluation forms and your practicum log, as applicable.

III. **Professional Development Outside of University Coursework**
 a) *Conferences and Workshops Attended:* List all local, state, and national association meetings you have attended and specify the title and presenter of any workshops/presentations you attended.
 b) *Presentations***:** Reference the topic and date of any presentations at professional meetings or teacher/parent in-services you have provided.
 c) *Publications, Book Chapters, Encyclopedia Entries, etc.:* List any documents published or submitted for publication in the past academic year.
 d) *Other Professional Activities***:** List any significant educational activities such as professional association involvement, committee work, teaching assistant positions, advocacy efforts, or service efforts that have not been covered in the previous categories.

IV. **CPS Professional Behavior / NASP Professional Work Characteristics / NCATE Skills and Dispositions/APA Competency Benchmarks Professionalism:** Delineate strengths and weaknesses, and describe areas for improvement**.**

V. **Continuous Professional Development:** In order to develop meaningful goals, candidates are asked to reflect on the FEAPs, NASP domains of training, DOE subject area competencies, and APA Guidelines and Principles and Competency Benchmarks. Note areas of strength and weakness in each of the designated areas. Attach copies of remediation forms, as applicable. Based on your reflection of professional strengths and weaknesses, outline a draft of professional goals for the next 12 months. These will be discussed at your Annual Review Meeting.

Psy.D. Candidates Only

  VI. **Research:**
- *a)* ***Directed Study:*** List progress made with regard to your Directed Study as outlined in the Directed Study Handbook.

VII.   **Reflective Practice/Self-Assessment/Self-Care Activities:** Describe a plan which addresses self-care.

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY
PsyD Candidate Evaluation and Feedback Form – Year 1

Candidate: _____ **Year:** _____

Faculty Mentor: _____ **Date:** _____

I. **Coursework**
☐ Unsatisfactory (GPA below 3.0 or 2 grades below B)

☐ Satisfactory (GPA 3.0 – 3.5)

☐ Exceptional (GPA above 3.5)

Comments:

II. **FEAPs**
☐ Unsatisfactory: Below 80% in any area

☐ Satisfactory: At least 80% in all areas

☐ Exceptional: Above 90% in all areas

Comments:

III. **Professional Development** *Professional Association Involvement and Conference Attendance*

☐ Unsatisfactory: No professional organization involvement

☐ Satisfactory: Active member in at least 1 professional organization

☐ Exceptional: Active member in professional organization(s) with conference attendance and/or involvement

Comments:

III.   <u>**Professional Development**</u>   *Presentations*

☐ Unsatisfactory: No submission for presentation

☐ Satisfactory: Submission for presentation at a state conference

☐ Exceptional: Submission for presentation at a national conference

Comments:

Publications & Other Activities

☐ Unsatisfactory: No involvement in other professional activities outside of coursework

☐ Satisfactory: Involvement in at least one service, advocacy, research, or teaching assistant activity

☐ Exceptional: Involvement in more than one service, advocacy, research, and/or teaching assistant activity

Comments:

IV.   <u>**Professional Behavior**</u>   ☐ Below expectations: Rated below expectations in any area of professional functioning

☐ Meets expectations: Rated "Met" or above in all areas of professional functioning

☐ Exceeds expectations: Rated "Exceeded" or above in the majority of areas of professional functioning

V.   <u>**Foundations Practicum**</u>   ☐ Unsatisfactory: Evaluation rating of 1 or 2 in any area

☐ Satisfactory: Evaluation rating of 3 or above in any area

☐ Exceptional: Evaluation rating of 4 and 5 in the majority of areas

Comments:

VI. **Required Examinations**   ☐ Below expectations: Has not taken, registered for, or Passed GK exam

☐ Meets expectations: Has taken and passed at least one Section of GK exam

☐ Exceeds expectations: Has taken and passed all sections of GK exam

Comments:

VII. **Directed Study**   ☐ Below expectations: Has not completed Prospectus Form

☐ Meets expectations: Has completed prospectus form and meets with faculty mentor on a monthly basis

☐ Exceeds expectations: Regularly meets with faculty mentor to and has finalized topic

Comments:

VIII. **Self-Care Activities**   ☐ Below expectations: Has not considered a plan for self-care

☐ Meets expectations: Has considered the need for self-care and identifies and engages in some activities

☐ Exceeds expectations: Has a well-developed plan of self-care which includes activities in which the candidate engages on a regular basis

Comments:

I have received feedback on my progress and evaluation from my faculty advisor.

_____   _____
Candidate Signature   Date

I am approving this student for PSY 8290 Practicum in School Psychology: School Based I

_____   _____
Faculty Signature   Date

Continuous Professional Improvement Plan of Action (PSY 8197)				
Professional Goal #1 Support school-wide goals to improve student academic achievement by NASP Practice Domain #				
Type	**Sponsoring Organization**	**Location**	**Session Title**	**Date/Time Completed**
Policy Paper	NASP	Website		
Professional Journal Article or Book Chapter	NASP	Website		
Webinar, workshop, conference, or training	NASP	Website		
Professional Goal #2				
Professional Goal #3				

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY
PsyD Candidate Evaluation and Feedback Form – Year 2

Candidate: _____ **Year:** _____

Faculty Mentor: _____ **Date:** _____

I.   <u>**Coursework**</u>

☐ Unsatisfactory (GPA below 3.0 or 2 grades below B)

☐ Satisfactory (GPA 3.0 – 3.5)

☐ Exceptional (GPA above 3.5)

Comments:

II.   <u>**FEAPs**</u>

☐ Unsatisfactory: Below 80% in any area

☐ Satisfactory: At least 80% in all areas

☐ Exceptional: Above 90% in all areas

Comments:

III.   <u>**Professional Development**</u>   *Professional Association Involvement and Conference Attendance*

☐ Unsatisfactory: No professional organization involvement

☐ Satisfactory: Active member in professional organization(s) with conference attendance and/or involvement

Comments:

III.   <u>**Professional Development**</u>   *Presentations*

☐ Unsatisfactory: No submission for presentation

☐ Satisfactory: Submission for presentation at a state or national conference

☐ Exceptional: Submission as lead author for presentation at a state or national conference

Publications & Other Activities

☐ Unsatisfactory: No involvement in other professional activities outside of coursework

☐ Satisfactory: Involvement in at least two service, advocacy, research, or teaching assistant activities

☐ Exceptional: Involvement in three or more service, advocacy, research, and/or teaching assistant activities

Comments:

IV. **Professional Behavior**

☐ Below expectations: Rated below expectations in any area of professional functioning

☐ Meets expectations: Rated "Met" or above in all areas of professional functioning

☐ Exceeds expectations: Rated "Exceeded" or above in the majority of areas of professional functioning

Comments:

V. **School-Based Practicum**

☐ Unsatisfactory: Evaluation rating of 1 or 2 in any area

☐ Satisfactory: Evaluation rating of 3 or above in any area

☐ Exceptional: Evaluation rating of 4 and 5 in the majority of areas

Comments:

VI. **Required Examinations**

☐ Below expectations: Has not taken, registered for, or passed GK exam or Professional Education exam

☐ Meets expectations: Has taken and passed all sections of GK exam and registered for Professional Education exam

☐ Exceeds expectations: Has taken and passed all sections of GK exam and the Professional Education exam

Comments:

VII.   <u>Directed Study</u>   ☐ Below expectations: Directed Study is not finalized or nearing final draft

☐ Meets expectations: Directed Study is nearing final draft to be submitted to second reader

☐ Exceeds expectations: Directed study has been submitted to second reader

Comments:

VIII.   <u>Self-Care Activities</u>   ☐ Below expectations: Has not considered a plan for self-care

☐ Meets expectations: Has considered the need for self-care and identifies and engages in some activities

☐ Exceeds expectations: Has a well-developed plan of self-care which includes activities in which the candidate engages on a regular basis

Comments:

I have received feedback on my progress and evaluation from my faculty advisor.

_____   _____

Candidate Signature   Date

I am approving this candidate as meeting the requirements to apply for internship.

_____   _____

Faculty Signature   Date

Continuous Professional Improvement Plan of Action				
Professional Goal #1				
Type	Sponsoring Organization	Location	Session Title	Date/Time Completed
Professional Goal #2				
Professional Goal #3				

DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY
PsyD Candidate Evaluation and Feedback Form – Year 3

Candidate: _____ **Year:** _____

Faculty Mentor: _____ **Date:** _____

I.   Knowledge and Skills (APA Goal 1)

1.   Coursework

0☐ Unsatisfactory (GPA below 3.0 or 2 grades below B)

1☐ Satisfactory (GPA 3.0 – 3.5)

2☐ Exceptional (GPA above 3.5)

2.   Required Examinations

0☐ Below expectations: Has not passed DOE Subject Area Competency Examination in School Psychology

2☐ Meets expectations: Has passed the DOE Subject Area Competency Examination in School Psychology

3.   Practicum Evaluation Forms

0☐ Unsatisfactory: Evaluation rating of 1 or 2 in any area

1☐ Satisfactory: Evaluation rating of 3 or above in any area

2☐ Exceptional: Evaluation rating of 4 and 5 in the majority of areas

Comments:

II.   Research (APA Goal 2)

    4.   Directed Study

        0□ Below expectations: Directed Study is not finalized (progress is not consistent with timeline)

        1□ Meets expectations: Candidate is making consistent progress

        2□ Exceeds expectations: Directed Study has been submitted to Program Office

    5.   Practicum Evaluation Forms

        0□ Unsatisfactory: Rating averaging 3 or below in Research

        1□ Satisfactory: Average Ratings of 4 in Research

        2□ Exceptional: Average Rating of 5 in Research

Comments:

III.   Professional Identity (APA Goal 3)

Professional Development/Leadership

    6.   *Professional Association Membership*

        0□ Unsatisfactory: No professional association membership

        1□ Satisfactory: Membership in one state and one local association

        2□ Exceptional: Membership in one state, national, and international association

    7.   *Conference and Workshops Attended*

        0□ Unsatisfactory: No professional conferences or workshops attended

        1□ Satisfactory: Attendance in at least one local, state, and national conference or workshop

        2□ Exceptional: Attendance at a total of five local, state, and national conference or workshops

8. *Presentations & Publications*

    0☐ Unsatisfactory: No presentation or publication submission

    1☐ Satisfactory: Submission as lead author for presentation at a state or national conference

    2☐ Exceptional: Submission as lead author for publication to refereed professional journal

9. *Other Professional Activities*

    0☐ Unsatisfactory: No involvement in other professional activities outside of coursework

    1☐ Satisfactory: Involvement in at least two service, advocacy, research, or teaching assistant activities

    2☐ Exceptional: Involvement in three or more service, advocacy, research, and/or teaching assistant activities

10. **Ethical Practice (Practicum Evaluation Forms)**

    0☐ Unsatisfactory: Rating averaging 3 or below in Ethics

    1☐ Satisfactory: Average Ratings of 4 in Ethics

    2☐ Exceptional: Average Rating of 5 in Ethics

11. **Continuous Professional Development**

    0☐ Unsatisfactory: Goals from previous year not completed

    1☐ Satisfactory: Goals from previous year completed; Draft of goals for upcoming year completed; Goals include mention of self-care activities

    2☐ Exceptional: Goals from previous year completed and reflected upon to construct new plan for upcoming year; One goal and at least two objectives address self-care

Comments:

I have received feedback on my progress and evaluation from my faculty advisor.

_____   _____
Candidate Signature   Date

_____   _____
Faculty Signature   Date

Continuous Professional Improvement Plan of Action				
Professional Goal #1				
Type	**Sponsoring Organization**	**Location**	**Session Title**	**Date/Time Completed**
Professional Goal #2				
Professional Goal #3				

Doctoral Program in School Psychology Annual Survey

In order to obtain and maintain accreditation by the American Psychological Association, the information below will be gathered annually. This survey will be completed throughout your graduate education, during internship, and as you secure employment within professional psychology. Please submit a copy of your most recent curriculum vitae. Thank you in advance for your time and attention.

Please complete the items based on your experience and based upon your doctoral candidacy.

1. What was your educational background prior to entering doctoral program in school psychology?
   a. Undergraduate degree
   b. Transfer from a specialist program
   c. Specialist degree
   d. Specialist degree and experience as a school psychologist.
      Number of years of experience: _____
   e. Masters degree (specify): _____
      Number of years of experience: _____
   f. Doctoral degree (specify): _____
      Number of years of experience: _____

2. Current year in the doctoral program (students who have transferred from the specialist program, please indicate the number of years you are in doctoral candidacy).
   a. 1st year
   b. 2nd year
   c. 3rd year
   d. 4th year
   e. 5th year
   f. 6th year
   g. 7th year
   h. 8th year

3. Select the term and year in which you started the program
   a. Fall 2015
   b. Fall 2014
   c. Fall 2013
   d. Fall 2012
   e. Fall 2011

4. Please indicate your gender
   a. Male
   b. Female

5. Please identify with the following APA race/ethnicity categories
   a. African American/Black
   b. Caucasian
   c. Hispanic/Latino
   d. Asian/Pacific Islander
   e. American Indian/Alaska Native
   f. Multiethnic
   g. None of the above

6. Please list the number of professional organizations to which you belong (e.g., APA, NASP, FASP)
   a. 0
   b. 1
   c. 2
   d. 3
   e. 4 or more

7. What is the longest length of time you have belonged to a professional organization
   a. I do not belong to a professional organization
   b. Less than 1 year
   c. 2 years
   d. 3 years
   e. 4 or more years

8. Please list the number of CPS organizations to which you currently belong (e.g., GrASP, Student Government Association or ToPDoGS)
   a. 0
   b. 1
   c. 2
   d. 3
   e. 4 or more

9. What is the longest length of time you have belonged to a CPS organization?
   a. I do not belong to a CPS organization
   b. Less than 1 year
   c. 1 year
   d. 2 years
   e. 3 years
   f. 4 or more years

10. Have you served in a leadership position in a CPS organization?
    a. Yes
         Indicate Title(s):_____
    b. No

11. Please indicate the approximate number of professional conferences (e.g., APA, NASP, FASP, CEES) you have ATTENDED while pursuing your doctoral degree (separate questions about presentations appear below)
    a. 0
    b. 1
    c. 2
    d. 3
    e. 4
    f. 5
    g. 6
    h. 7
    i. 8
    j. 9
    k. 10 or more

12. Have you ever coauthored a paper or poster presented at a conference?
    a. Yes
    b. No

13. Please complete the following based on the number of papers/posters presented at a conference:
    a. First author of paper/poster at conference (#)
        i. Year 1:
        ii. Year 2:
        iii. Year 3:
        iv. Year 4:

    b. Junior author of paper/poster and conference (#)
        i. Year 1:
        ii. Year 2:
        iii. Year 3:
        iv. Year 4:

14. Have you ever authored a peer-reviewed paper for publication (either as first- or junior-author)? (By peer-reviewed publication, we mean a paper published in an academic / scientific journal, such as School Psychology Review)
    a. Yes
    b. No

15. Have you ever coauthored a non-peer-reviewed paper? (e.g., book chapter)
    a. Yes
    b. No

16. Have you ever authored or coauthored a funded grant or contract?
    a. Yes
    b. No

17. Please complete the following based upon each year of study:
    a. First author of funded grant or contract
        i. Year 1: _____
        ii. Year 2: _____
        iii. Year 3: _____
        iv. Year 4: _____
    b. Junior author of funded grant or contract
        i. Year 1: _____
        ii. Year 2: _____
        iii. Year 3: _____
        iv. Year 4: _____

18. Have you ever served as a guest reviewer for a manuscript submitted for publication?
    a. Yes
    b. No

19. Have you ever served as an instructor for a college or graduate level class?
    a. Yes
        i. Name of course:_____
        ii. Name of College/University: _____
    b. No

20. Have you ever served as a Teaching Assistant for a college or graduate level class?
    a. Yes
        i. Name(s) of course(s):_____
        ii. Name of College/University:_____
    b. No

21. Please complete the table below based on your year of study. In each table cell, please enter the appropriate number (0,1,2,3,4 etc.)
    a. How many (college-or graduate-level) class have you served as the instructor for?
        i. Year 1_____
        ii. Year 2_____
        iii. Year 3_____
        iv. Year 4_____

    b. How many (college- or graduate-level) classes have you served as the teaching assistant for?
        i. Year 1_____
        ii. Year 2_____
        iii. Year 3_____
        iv. Year 4_____

22. During your doctoral candidacy, have you ever delivered a talk in the community (e.g., at a hospital or community center)?
    a. Yes
        i. Please Describe:_____
    b. No

23. Please indicate the amount of time (in hours) you have spent in each setting. (If you have not spent any time in a practicum setting, you can leave that cell blank).
    a. Private School _____
        i. Mailman Segal Center: _____
        ii. University School: _____
        iii. Hochberg Preparatory School: _____
    b. Charter School _____
    c. Public School _____
        i. Miami-Dade County Public School: _____
        ii. Broward County Public School: _____
        iii. Palm Beach County Public School: _____
    d. Hospital: _____
    e. Community mental health center: _____
    f. Non for profit organization: _____
    g. NSU Psychological Services Center (PSC):
        i. SPACC: _____
        ii. Other PSC clinic: _____
        iii. Other: _____

    Total Hours: _____

24. Please indicate (to the best of your ability) the percentage of time spent for the current academic year on the following kinds of services while on practicum.
    a. Assessment _____
    b. Consultation _____
    c. Psychotherapy _____
    d. Research _____
    e. Supervision _____
    f. Training _____

25. What was your undergraduate major?
    a. _____
    b. _____

26. Do you receive services for a disability?
    a. Yes
        i. If so, please describe:_____
    b. No

27. Current Financial Support?
    a. Tuition Reimbursement from school district
    b. Loans
    c. Scholarships
    d. Currently Employed
        i. If yes, what is your current job description:_____
    e. Other

28. Title of your final research project?
    a. _____

29. Final research project chairs?
    a. _____
    b. _____

GOAL 1: To provide candidates with comprehensive training in evidence-based practices in assessment, consultation, and intervention with diverse populations.

Objective 1 – Demonstrate competence in assessment with diverse populations

Competency 1: Functional Behavioral Assessment Rubric
PSY 8165 Applied Behavioral Assessment & Intervention

Candidates will prepare a typed, approximately 5 to 10 page assessment of a child (not including appendices) in a classroom setting conforming to the format of a "behavior support plan" (BSP, see ABAT text, p. 262). Candidates will demonstrate critical thinking and assessment skills by carefully defining the problem behavior, and using both informant-based and direct methods of functional assessment to develop hypotheses concerning its function. Using basic graphing techniques (e.g., line graphs) candidates will illustrate what they saw and be able to draw conclusions about the course of problem behavior from these data. Candidates will construct simple graphs in digital format (and make copies for classmates) highlighting the results of their assessment. The first part of this assignment, administering the Functional Assessment Interview will be completed (due) immediately after the mid-term exam, but before Class 7 (just before Spring Break). The remaining tasks leading up to completion of the FBA assignment will be introduced incrementally each week and reviewed in the following weeks.

PSY 765 Functional Behavioral Assessment			
Element	**Not Met (79% and Below)**	**Met (criterion for "target" rating) (80%-89%)**	**Exceeded (90%-100%)**
Student ID/ Info	*Relevant personal information of the student was omitted.*	Relevant personal information regarding the student and the presenting problem were included.	*Relevant personal information regarding the student and the presenting problem were included in a detailed and articulate manner*
Team ID/ Info	*The treatment team was not identified.*	The treatment plan was identified.	*The treatment team was identified and their role in the case was discussed.*
Target Behavior Definition	*The target behavior was not defined.*	The target behavior was defined.	*The target behavior was operationally defined in clear, understandable terms.*
Prior Treatment	*Prior treatment efforts or outcomes were not addressed.*	Prior treatment efforts or outcomes were addressed.	*Prior treatment efforts or outcomes were addressed and the relevance to current intervention planning was discussed.*
Screening Data/ Decisions			
FAS- Indirect	*A completed Functional Assessment Interview (FAI) was not submitted or the FAI summary in the report was limited, incomplete, or*	A completed Functional Assessment Interview (FAI) and basic FAI summary were included in the report.	*A completed Functional Assessment Interview (FAI) was submitted and a detailed, well-written FAI summary was included in the report.*

	omitted.		
	The Questions about Behavioral Functioning (QABF) were omitted the QABF summary in the report was limited, incomplete, or omitted.	The completed QABF and a basic summary were included in the report.	*A completed QABF was submitted and a detailed, well-written FAI summary was included in the report.*
	The reinforcer survey was omitted or did not include a summary in the report.	The reinforcer survey and a basic summary of the results were included in the report.	*The reinforcer survey and a detailed, well-written summary of the results were included in the report.*
	A scatter plot of assessment results was omitted.	A scatter plot of assessment results was included.	*An appropriate scatter plot of assessment results with clear labels and information was included.*
	Complete anecdotal reports, observations, and ABCs (antecedent, behavior, consequence) to determine intervention strategies were not included in the report.	One to two anecdotal reports, observations, and ABCs (antecedent, behavior, and consequence) were used to determine appropriate intervention strategies and included in the report. The candidate did not elaborate how these reports informed intervention strategies.	*Several anecdotal reports, observations, and ABCs (antecedent, behavior, and consequence) were used to determine appropriate intervention strategies. These factors were included in the explanation of intervention strategies.*
Element	**Not Met (79% and Below)**	**Met (criterion for "target" rating) (80%-89%)**	**Exceeded (90%-100%)**
FAS-Indirect (cont'd)	*A target behavior baseline that included data recording forms and a baseline graph was not included.*	A target behavior baseline, which included either data recording forms or a baseline graph was reported.	*A target behavior baseline, which included data recording forms and a baseline graph, was reported.*
FAS-Accurate Hypothesis	*An accurate hypothesis was not included.*	A hypothesis, which is supported by some form of assessment, was included. However, assessments were not integrated to form the hypothesis.	*Data from the assessments was critically analyzed and integrated to develop a hypothesis.*
Intervention			
Behavioral Objective	*A form of intervention that is either inappropriate or not the most effective functional replacement for the target behavior were included.*	The most appropriate or effective behavioral objective (functional replacement) were included.	*The most appropriate and effective behavioral objective (functional replacement) were included.*
	The setting of events or antecedent strategies was not included in the	Setting events and antecedent strategies to be implemented are briefly states.	*Setting events and antecedent strategies to be implemented are thoroughly described.*

	intervention.		
	Consequent strategies are not described.	Consequent strategies are briefly stated.	*Consequent strategies are thoroughly described and examples are provided.*
	Support from one relevant journal article is not included.	Support from one relevant journal article is included.	*Support from two or more relevant journal articles is included.*
	Treatment evaluation forms and graphs are not included or the hypothetical intervention results are not discussed.	Treatment evaluation forms or graphs are included and results of the hypothetical intervention are discussed.	*Treatment evaluation forms or graphs are included and results of the hypothetical intervention are discussed. This section should resemble the target behavioral baseline section but extend to display results of the hypothetical intervention implemented.*
	A generalization plan is not included.	A generalization plan is included.	*A comprehensive generalization plan, which is related to the objective goals of the target behaviors, is included.*
	A crisis intervention plan is not included.	A brief crisis intervention plan is included.	*A comprehensive crisis intervention plan, which incorporates pre-planning, assessment, intervention, and follow up stages, is included.*
	A support request plan is not included.	A basic support request plan is included.	*An individualized, comprehensive support request plan is included.*
Element	**Not Met (79% and Below)**	**Met (criterion for "target" rating) (80%-89%)**	**Exceeded (90%-100%)**
Overall Writing Quality/ Organization	*The report is unorganized and/or includes several grammar, punctuation, or spelling errors.*	The report is well-organized with a few grammar, punctuation, or spelling errors.	*The report is well-organized and has little to no grammar, punctuation, or spelling errors.*

Competency 2: Analysis and Assessment Plan Rubric

PSY 8292 Comprehensive Data-Based Assessment: Integrated Report

For this assignment, candidates will be provided comprehensive assessment data (e.g., social/developmental history, IQ, achievement, processing, projective/objective, adaptive behavior protocols) for one school-aged examinee. Candidates will be required to generate an integrated psychoeducational report based on the assessment data provided. The format of the report will be consistent with guidelines for establishing Exceptional Student Education eligibility in the state of Florida.

Element	Not Met	Met	Exceeded
This assignment supports the pre-professional development of DOE Subject Area Competency 2.6, 4.2; NASP 2.3, 2.4; and APA 6, 9, 10, 16			
Reason for Referral	*The reason refers primarily to a specific diagnosis or special education category. The reason lacks specificity.*	Clear, comprehensive description of the behaviors which precipitated the referral and by whom the referral was made. Description must **not** refer to a specific diagnosis or special educational category.	*Provides a comprehensive description and rationale for the assessment. This section expresses concisely and clearly the concerns of those requesting the evaluation. The section identifies referral source(s) and nature and scope of the concerns.*
Background Information	*Relevant background information is excluded. Implications of information are not discussed or are discussed inadequately.*	All relevant background and developmental history are included along with the probable implications of the information.	*In addition to meeting criterion elements, relevant implications of information are presented consistently, and information collected from multiple sources is well-integrated.*
Evaluative Instruments and Techniques	*One or more critical aspect of the evaluation is/are not included.*	Each instrument/technique should be listed by its correct name and acronym (if any) along with the date administered, performed, or received. All critical aspects of the evaluation are addressed.	*In addition to meeting criterion elements, this section is organized in a meaningful manner (e.g., by date or by domain of functioning). Additional instruments/techniques are appropriately chosen to provide more information about areas of weakness.*
Evaluative Instruments and Techniques	*Chooses instruments and techniques inappropriate for the student's cultural, linguistic, and experiential backgrounds.*	Selects and uses appropriate assessment measures in consideration of a student's cultural, linguistic, and experiential backgrounds.	*All instruments and strategies chosen and used are appropriate for the student's cultural, linguistic, and experiential backgrounds.*

Evaluative Instruments and Techniques	*Fails to assess a relevant area or areas of functioning.*	Plans assessment batteries that address referral questions.	*Develops a comprehensive, yet targeted battery of both instruments and techniques, to address the referral questions.*
Evaluative Instruments and Techniques	*Fails to use a systematic data collection and analysis process that guides decision- making about intervention planning and evaluation.*	Uses a systematic data collection and analysis process that guides decision-making about intervention planning and evaluation.	*The systematic data collection and analysis process is used continuously to guide the assessment of student performance, the choice of assessment instruments and strategies, the development and evaluation of interventions, and the modifications made to evaluations.*

Competency 3 Final Evaluation Form

PSY 8392 – Practicum in School Psychology: Advanced Assessment & Interventions II Practicum Final Evaluation Form

Goal 1: To provide candidates with comprehensive training in evidence-based practices in assessment, consultation, and intervention with diverse populations						
Objective 1- Demonstrate competence in assessment with diverse populations *DOE 2 Knowledge of Data-Based Decision-Making; NASP Standard II and VII*						
Utilizes a variety of assessment methods (e.g., review of records, test administration, behavioral assessment, curriculum-based measurement, interviews, and/or observations) that take into account factors related to culture, context, and individual differences	NA	1	2	3	4	5
Selects assessment activities that address referral questions and consider the needs of specialized populations (e.g., culturally, ethnically, and linguistically-diverse students; students with disabilities; preschool children)	NA	1	2	3	4	5
Correctly administers and scores measures of cognitive functioning, academic achievement, psychological processes, social-emotional functioning, and behavioral functioning	NA	1	2	3	4	5
Determines the validity of assessment results based on conditions of the evaluation	NA	1	2	3	4	5
Demonstrates skills in using psychological and educational assessment data to identify student strengths, as well as characteristics of various disabilities and disorders	NA	1	2	3	4	5
Selects and uses data collection methods, and integrates technology as appropriate, to measure response to, progress in, and outcome of services	NA	1	2	3	4	5
Accurately analyzes, interprets, and integrates data from multiple sources	NA	1	2	3	4	5
Utilizes technology for data collection, scoring, and interpretation as appropriate	NA	1	2	3	4	5
Provides personalized, collaborative, and culturally-informed evaluation feedback to clients, families, and other stakeholders	NA	1	2	3	4	5
Varies communication in assessment and feedback according to the diverse needs of participants	NA	1	2	3	4	5
Translates assessment and data collection results into recommendations for interventions that are empirically supported and designed to meet the needs unique to the individual, to the context, and to relevant diversity characteristics	NA	1	2	3	4	5
Prepares written reports that: 1) summarize assessment results for stakeholders and 2) reflect appropriate recommendations and intervention planning based on assessment results	NA	1	2	3	4	5

Objective 2 – Demonstrate competence in consultation with diverse clients and stakeholders

Competency 4 Problem Identification Interview & Critique Rubric
PSY 8255 School Consultation Skills - Problem Identification Interview & Critique Rubric
In order to demonstrate effective communication skills with regard to consultation, candidates are required to conduct a live Problem Identification Interview with a teacher or parent who is experiencing difficulty with a child. The problem must be behavioral or motivational in nature. Upon completion of the interview, candidates are to transcribe the interview word for word and to critically evaluate their performance using the *Communication Skills Checklist* and the *PII Components Checklist* (see blackboard for forms). Candidates are to complete the checklists and to write a reflection of their performance by including a summary of areas needing improvement.

The *Problem Identification Interview* supports the pre-professional development of DOE 9.2; NASP Standard III; APA Goal 1, Objective 3			
Element	**Not Met (79% and Below)**	**Met (Criterion for "target" rating) (80%-89%)**	**Exceeded (90%-100%)**
Explanation of problem-definition purpose	*Candidate does not provide an overview of the process and/or a statement regarding an emphasis on in-class variables.*	Candidate includes an overview of the process and includes a statement regarding the emphasis on in-class variables	*Candidate includes a detailed overview of the process and what is to be accomplished in the interview, as well as a statement regarding the need for emphasis on in-class variables.*
Identification and selection of target behaviors	*Candidate does not question adequately and/or omits key areas resulting in a lack of identification of the target behavior.*	Candidate questions adequately to narrow down the possible target behaviors, describes behaviors in observable/measurable terms, prioritizes target behaviors, places emphasis on behaviors observed in the context of the immediate problem, and identifies the target behavior.	*Candidate questions comprehensively to clearly identify the target behavior by: narrowing down the possible target behaviors and prioritizing them, describing behaviors in observable and measurable terms, and placing an emphasis on behaviors observed in the context of the immediate problem.*
Operational definition/ ABC data	*Candidate fails to establish frequency, intensity, and/or duration of the target behavior. The candidate omits a description of relevant settings, times, persons, antecedents/ consequences or fails to arrange for assessment procedures to be administered to determine the above.*	Candidate establishes at least two dimensions of the target behavior. The candidate also describes at least three of the following: relevant settings, times, persons, antecedents/ consequences or arranges for assessment procedures to be administered to determine them.	*Candidate establishes frequency, intensity, and duration of the target behavior. The candidate also describes relevant settings, times, persons, antecedents/ consequences or arranges for assessment procedures to be administered to determine them.*

Goal Setting	*The candidate fails to specify the positive replacement behavior and/or the desired level of behavior.*	The candidate specifies the positive replacement behavior and the desired level of behavior.	*The candidate specifies the positive replacement behavior in behavioral terms, the desired level of behavior, and a timeline for achieving the goal.*
Assessment Procedures	*The candidate fails to give a rationale for data collection, the assessment of "unknown relevant factors" is not planned, and/or the information regarding who, what, when, and where is not specified.*	The candidate gives a rationale for data collection, the assessment of "unknown relevant factors" is planned, and some information regarding who, what, when, and where is specified in regard to the data collection.	*The candidate gives a solid rationale for data collection, the assessment of "unknown relevant factors" is planned, and detailed information regarding who, what, when, and where is specified in regard to the data collection.*
Consultee Effectiveness	*The candidate fails to ask about previous attempted interventions or outcome. The candidate also fails to inquire about client strengths.*	The candidate inquires about previous attempted interventions and results. The candidate also identifies client's strengths.	*The candidate determines previous attempted interventions and hypothesizes why the interventions have not been successful. The student also identifies client's strengths that are relevant to problem behavior and/or assessment data.*
Element	Not Met (79% and Below)	Met (Criterion for "target" rating) (80%-89%)	Exceeded (90%-100%)
Summary	*The candidate fails to summarize important points, review assessment responsibilities, and/or to develop a method and plan for future contact.*	The candidate summarizes the some relevant points, reviews the assessment responsibilities for each party, and develops a method and plan for future contact.	*The candidate summarizes the most important points, reviews the assessment responsibilities for each party in detail, and develops a method and plan for future contact.*
Quality of Interaction— Connection with the consultee	*The candidate fails to utilize communication skills and/or fails to establish a collaborative relationship.*	The candidate utilizes communication skills and social influence to foster a collaborative relationship. Some evidence of various communications skills is noted.	*The candidate utilizes effective communication skills and social influence to foster a collaborative relationship. Consistent evidence of various communication skills (e.g, reflection, clarification, etc.) are noted throughout the interview.*
Total			

Competency 5 Final Practicum Evaluation Form

PSY 8295 Practicum in School Psychology: School-Based II-Final Practicum Evaluation Form

Objective 2 – Demonstrate competence in consultation with diverse clients and

| **stakeholders** | | | | | | |
DOE 9 Knowledge of Consultation, Collaboration, and Problem-solving; NASP Standard III, IV, & VII						
Utilizes varied methods of consultation, collaboration, and communication, applicable to diverse stakeholders and students to promote effective service delivery	NA	1	2	3	4	5
Selects and applies methods of consultation, collaboration, and problem-solving to address academic, behavioral, and social-emotional difficulties	NA	1	2	3	4	5
Consults and collaborates with and supports colleagues from other disciplines to promote academic, behavioral, and social-emotional development	NA	1	2	3	4	5
Consults and collaborates with stakeholders to promote and to implement effective programs/services that result in healthy and violence-free school climates (e.g., readiness; attendance; dropout, bullying, and suicide prevention)	NA	1	2	3	4	5
Models positive interactions and facilitates communication and collaboration that support families and foster optimal outcomes for children and adolescents	NA	1	2	3	4	5
Applies knowledge of family systems and family influences on child development to relate effectively with parents and other stakeholders	NA	1	2	3	4	5
Utilizes knowledge of multicultural consultation with consultees and clients from diverse cultural, ethnic, linguistic, and experiential backgrounds	NA	1	2	3	4	5
Works to support parents to facilitate collaboration between schools, parents, and community agencies in addressing student needs	NA	1	2	3	4	5
Identifies relevant cultural issues and contexts that impact family-school partnerships and uses this knowledge as the basis for problem-solving related to prevention and intervention	NA	1	2	3	4	5

Objective 3 – Demonstrate competence in implementing evidence-based and innovative intervention strategies with diverse populations

Competency 6 Final Practicum Evaluation Form
PSY 8295 Practicum in School Psychology: School Based II

| **Objective 3 – Demonstrate competence in implementing evidence-based and innovative intervention strategies with diverse populations** | | | | | | |
DOE 5 Knowledge of Curricula and Instruction, 8 Knowledge of Evidence-Based Interventions; NASP Standard IV: Element 4.1, 4.2, VII						
Applies knowledge of family systems and family, home, and community factors that work to support social and behavioral functioning and mental health when conceptualizing a student's needs and when designing and implementing interventions	NA	1	2	3	4	5
Utilizes a variety of clinical intervention and relationship-building skills (e.g., listening, empathy, establishing therapeutic alliance, etc.) when working with diverse students and families	NA	1	2	3	4	5
Conceptualizes client difficulties utilizing a relevant theoretical model and incorporating client's unique history, as well as ethnic, linguistic, and cultural background	NA	1	2	3	4	5
Utilizes case conceptualization when making recommendations and designing interventions	NA	1	2	3	4	5
Identifies and uses, as appropriate, screening and prevention methods to address academic difficulties	NA	1	2	3	4	5
Identifies and uses, as appropriate, screening and prevention methods to address behavioral and social emotional difficulties	NA	1	2	3	4	5
Identifies and uses, as appropriate, evidence-based strategies and interventions to enhance student learning and achievement	NA	1	2	3	4	5
Identifies and uses, as appropriate, evidence-based and innovative techniques of individual counseling with diverse clients	NA	1	2	3	4	5
Identifies and uses, as appropriate, evidence-based and innovative techniques of group counseling with diverse clients	NA	1	2	3	4	5

Identifies and uses, as appropriate, evidence-based and innovative techniques of family counseling with diverse clients	NA	1	2	3	4	5
Identifies and uses, as appropriate, evidence-based and innovative curricula/strategies to enhance cognitive, behavioral, and social-emotional functioning in students (e.g., executive functioning, social skills training, problem-solving skills, etc.)	NA	1	2	3	4	5
Identifies and uses, as appropriate, behavioral principles and problem-solving strategies when developing and implementing home and school interventions for clients	NA	1	2	3	4	5
Identifies and uses, as appropriate, school-wide screening, prevention, and intervention methods that address bullying, violence, and suicide	NA	1	2	3	4	5
Identifies and uses, as appropriate, techniques for threat and suicide assessment, as well as crisis intervention	NA	1	2	3	4	5
Applies knowledge of technology resources for students when providing recommendations and when designing and implementing interventions	NA	1	2	3	4	5

Competency 7 Final Evaluation Form

PSY 8394 Practicum in School Psychology: Advanced Assessment and Interventions III Practicum

Objective 3 – Demonstrate competence in implementing evidence-based and innovative intervention strategies with diverse populations						
DOE 5 Knowledge of Curricula and Instruction, 8 Knowledge of Evidence-Based Interventions; NASP Standard IV: Element 4.1, 4.2, VII						
Applies knowledge of family systems and family, home, and community factors that work to support social and behavioral functioning and mental health when conceptualizing a student's needs and when designing and implementing interventions	NA	1	2	3	4	5
Utilizes a variety of clinical intervention and relationship-building skills (e.g., listening, empathy, establishing therapeutic alliance, etc.) when working with diverse students and families	NA	1	2	3	4	5
Conceptualizes client difficulties utilizing a relevant theoretical model and incorporating client's unique history, as well as ethnic, linguistic, and cultural background	NA	1	2	3	4	5
Utilizes case conceptualization when making recommendations and designing interventions	NA	1	2	3	4	5
Identifies and uses, as appropriate, screening and prevention methods to address academic difficulties	NA	1	2	3	4	5
Identifies and uses, as appropriate, screening and prevention methods to address behavioral and social emotional difficulties	NA	1	2	3	4	5
Identifies and uses, as appropriate, evidence-based strategies and interventions to enhance student learning and achievement	NA	1	2	3	4	5
Identifies and uses, as appropriate, evidence-based and innovative techniques of individual counseling with diverse clients	NA	1	2	3	4	5
Identifies and uses, as appropriate, evidence-based and innovative techniques of group counseling with diverse clients	NA	1	2	3	4	5
Identifies and uses, as appropriate, evidence-based and innovative techniques of family counseling with diverse clients	NA	1	2	3	4	5
Identifies and uses, as appropriate, evidence-based and innovative curricula/strategies to enhance cognitive, behavioral, and social-emotional functioning in students (e.g., executive functioning, social skills training, problem-solving skills, etc.)	NA	1	2	3	4	5
Identifies and uses, as appropriate, behavioral principles and problem-solving strategies when developing and implementing home and school interventions for clients	NA	1	2	3	4	5
Identifies and uses, as appropriate, school-wide screening, prevention, and intervention methods that address bullying, violence, and suicide	NA	1	2	3	4	5
Identifies and uses, as appropriate, techniques for threat and suicide assessment, as well as crisis intervention	NA	1	2	3	4	5

Applies knowledge of technology resources for students when providing recommendations and when designing and implementing interventions	NA	1	2	3	4	5

GOAL 2: **To provide candidates with the training to evaluate scientific findings and evaluate professional practice**

Objective 1 – Demonstrate competence in critically reviewing the empirical literature to inform practice

Competency 8 Critical Review Rubric

PSY 8145 Issues and Techniques in Research Design and Program Evaluation - Critical Review Rubric

Candidates will complete an article critique using APA format (DOE 1.4). (50pts)

The "Critical Review" assignment supports the pre-professional development of DOE 1.4; NASP 2.9			
Element	**Not Met**	**Met**	**Exceeded**
Efficient summary	*Candidate did not summarize the main elements of the empirical research article (research design, methods/procedure, results, conclusions, etc.).*	Candidate summarized the main elements of the empirical research article (research design, methods/procedure, results, conclusions, etc.).	*Candidate comprehensively summarized the main elements of the empirical research article with no errors (research design, methods/procedure, results, conclusions, etc.).*
Identification of strengths	*Candidate did not summarize the primary design-related strengths of empirical research article.*	Candidate summarized the primary design-related strengths of empirical research article.	*Candidate comprehensively and accurately summarized the primary design-related strengths of empirical research article.*
Identification of limitations	*Candidate did not distinguish minor from more major limitations.*	Candidate distinguished minor from more major limitations.	*Candidate accurately and thoroughly distinguished minor from more major limitations.*
Validity discussion	*Candidate did not articulate a strong rationale for the labeling of major limitations—i.e., problems that call into question the validity of the study.*	Candidate articulated a rationale for the labeling of major limitations—i.e., problems that call into question the validity of the study.	*Candidate articulated a strong rationale for the labeling of major limitations—i.e., problems that call into question the validity of the study.*
Overall critical appraisal	*Candidate appraisal of quality of research and*	Candidate appraisal of quality of research and	*Candidate appraisal of quality of research and validity of*

	validity of conclusions was not consistent with target level of methodological expertise.	validity of conclusions was consistent with target level of methodological expertise.	conclusions was consistent with target level of methodological expertise.

Competency 9 and 10 Final Evaluation Form

PSY 8392 Practicum in School Psychology: Advanced Assessment & Interventions II Practicum - Final Evaluation Form and PSY 8394 Practicum in School Psychology: Advanced Assessment & Interventions III Practicum – Final Evaluation Form

Goal 2: To provide candidates with the training to evaluate scientific findings and to evaluate professional practice *(NASP Standard VIII: Element 8.1)*						
Objective 1- Demonstrate competence in critically reviewing the empirical literature to inform practice						
Applies skills in evaluating and applying research involving diverse populations when selecting and using assessment techniques and published tests	NA	1	2	3	4	5
Applies evidence of critical review and evaluation of research when presenting information to parents, teachers, and other stakeholders	NA	1	2	3	4	5
Selects/implements evidence-based strategies and best practices based upon critical review of the literature to address behavioral and social-emotional functioning needs of students	NA	1	2	3	4	5
Selects/implements evidence-based strategies and best practices based upon critical review of the literature to address cognitive and academic needs of students	NA	1	2	3	4	5
Assists in applying research and professional knowledge to the development of policies and practices in areas such as creating safe and violence-free schools, retention and drop-out prevention programs, home-school partnerships, etc.	NA	1	2	3	4	5

Competency 11 Directed Study Rubric
PSY 8206 Directed Study

Directed Study (Empirical) Rubric (28 Points)
Rating (1-4)

	4	3	2	1	Score
Literature review	The information presented was gathered using multiple, recent, research-based sources.	The information presented was gathered using multiple recent sources.	The information presented was gathered using a limited, number of sources.	The information presented was gathered using non-peer reviewed articles from three or less sources.	
Use of Principal /Primary Readings	Accurately and appropriately used multiple principal readings in the topic area.	Used at least two principal readings in the topic area, appropriately.	Used 2 or fewer principal readings or inappropriately used principal readings in topic area.	Did not use or used inappropriately principal readings.	
Flow	Goes from general ideas to specific conclusions. Transitions tie sections together, and flow	Presents overall general ideas but fails to reach specific conclusions. Flows smoothly from one	There is a basic flow from one section to the next; but not all sections or paragraphs follow in a natural or	The review appears to have no direction, with disjointed subtopics and an excessive number of direct	

	smoothly for one section to the next.	section to the next.	logical order.	quotations presented as support.	
Synthesis	The review concludes with a strong summary or closing statement and clearly states what needs to be further explored. The candidate was able to make succinct and precise conclusions to the research problem based on the articles reviewed. Broad research questions and hypotheses should be included if appropriate.	The review provides concluding remarks that show that a critical analysis and synthesis of ideas took place. While some of the conclusions were not supported in the body of the report, the research questions and hypotheses were stated.	The review provides weak remarks that mostly repeat the conclusions reached by the studies reviewed. The candidate presents conclusions not supported in the body of the report. Research questions and hypotheses could be stated in connection to the research problem but are not appropriately supported by the reviewed literature.	There is no attempt to synthesize the information or to make a conclusion based on the literature under review. No research questions or hypotheses were provided.	
Research Questions	Formation of question or questions are based on theory, previous research and stated in the form of a question or questions; questions are focused, clear, specific, and feasible.	Questions are based on theory and previous research; the questions are focused but not clear and not feasible.	Questions are based on prior research but are not clear.	Questions are not based on prior research and are not feasible.	
Methodology	The scope of the project is commensurate with a research consumer focus. The design is methodologically broad and data analysis sophisticated and appropriate. Conclusions are sound.	The design is basically, sound and data analysis appropriate. Conclusions are sound.	The design has basic weaknesses and / or the data analysis is weak internal or external validity is weak. Conclusions may be weak.	The design is weak and / or the statistical analysis is inappropriate or inaccurate. Conclusions are not sound.	
	4	3	2	1	Score
APA Format	All needed citations were included in the report. End of text references match the in-text citations, and all were encoded in APA format. Font, spacing and APA format are correct.	All needed citations were included in the report. Some references matched the citations, and were encoded in APA format. Font, spacing and APA format are correct.	Citations within in the body of the report and a corresponding references list were presented. Some formatting problems such as font, spacing and APA format exist.	Citations for statements included in the report were not present, or references which were included were not found in the text. Significant formatting problems such as font, spacing and APA format exist.	
Total					

Directed Study (Literature Review) Rubric (28 Points)

Rating (1-4)

	4	3	2	1	Score

	The literature review is exhaustive given the context of the review.	The literature review is sound but not exhaustive.	The literature review is lacking in significant ways.	The literature review is unacceptable.	
Literature base					
Written structure-organization	Document is structured in a skillful manner to facilitate accessibility. The heading/subheading structure provides a sound roadmap.	Document structure is sound but does not feature optimal use of headings, etc.	Structure/organization is less than optimal.	Document is difficult to follow.	
Methodology	Parameters for review (e.g., types of works included, year range, etc.) are clearly articulated and contextually grounded.	Parameters for review are not articulated sufficiently.	Parameters for review are not clearly articulated.	Parameters for review are not explicitly discussed.	
Conceptual grounding	The review is tightly organized according to relevant conceptual framework (e.g., theoretical models, research paradigms, etc.).	The review is more loosely organized according to relevant conceptual framework (e.g., theoretical models, research paradigms, etc.).	Relevant conceptual framework is not adequately described and/or justified.	There is no explicit conceptual grounding.	
Integrative	Studies reviewed are critically appraised and integrated along multiple dimensions (e.g., participant populations, methodological shortcomings, etc.).	Studies reviewed are critically appraised in an appropriate manner – but true integration across studies is lacking.	Elements of critical appraisal are lacking.	Critical appraisal is absent altogether or lacking in multiple significant ways.	
Synthesis	The review culminates in a series of conclusions and future directions that advance the field of inquiry.	Studies reviewed are critically appraised in an appropriate manner – but true integration across studies is lacking.	Elements of synthesis are lacking in significant ways.	Critical appraisal or synthesis absent altogether or lacking in multiple significant ways.	
APA Format	All needed citations are included in the report. End of text references match the in-text citations, and all were encoded in APA format. Font, spacing and APA format are correct.	All needed citations are included in the report. Some references matched the citations, and were encoded in APA format. Font, spacing and APA format are correct.	Citations within in the body of the report and a corresponding references list were presented. Some formatting problems such as font, spacing and APA format exist.	Citations for statements included in the report were not present, or references which were included were not found in the text. Significant formatting problems such as font, spacing and APA format exist.	
Total					

Directed Study (Case Study) Rubric (28 Points)

Rating (1-4)

	4	3	2	1	Score

	4	3	2	1	
Case Study Format	The rationale for the case example(s), assessments, and outcome measures, is clearly presented. The paper uses methods for assessing treatment outcomes that are appropriate for the case and conceptual framework.	A rationale for the case example(s), assessments, and outcome measures, is presented but is not a clear as would be optimal. The paper uses methods for assessing treatment outcomes, but other measures may be more appropriate for the case.	The rationale for the case example(s), assessments, and outcome measures is not appropriate or of limited value. The paper uses methods for assessing treatment outcomes that are not appropriate, or this aspect is lacking in methodological rigor.	A rationale for the case example(s), assessments, and outcome measures is not evident. The paper does not attempt to present any assessment of treatment outcomes that are appropriate for the case.	
Literature review	The information presented was gathered using multiple, recent, research-based sources.	The information presented was gathered using multiple recent sources.	The information presented was gathered using a limited, number of sources.	The information presented was gathered using non-peer reviewed articles from three or less sources.	
Use of Principal /Primary Readings	Accurately and appropriately used multiple principal readings in the topic area.	Used at least two principal readings in the topic area, appropriately.	Used 2 or fewer principal readings or inappropriately used principal readings in topic area.	Did not use or used inappropriately principal readings.	
Synthesis	The case study concludes with a strong summary or closing statement and clearly states what needs to be further explored. The candidate was able to make succinct and precise conclusions based on the study and articles reviewed. Research questions and hypotheses should be included if appropriate.	The case study provides concluding remarks that show that a critical analysis and synthesis of ideas took place. While some of the conclusions were not supported in the body of the report, the research questions and hypotheses were stated.	The case study provides weak remarks that mostly repeat the conclusions reached by the studies reviewed. The candidate presents conclusions not supported in the body of the report. Research questions and hypotheses could be stated in connection to the research problem but are not appropriately supported by the reviewed literature.	There is no attempt to synthesize the information or to make a conclusion based on the case study and literature under review. No research questions, hypotheses, or underlying thesis were evident.	
Research Questions	Formation of question or questions are based on theory, previous research and stated in the form of a question or questions; questions are focused, clear, specific, and feasible.	Questions are based on theory and previous research; the questions are focused but not clear and not feasible.	Questions are based on prior research but are not clear.	Questions are not based on prior research and are not feasible.	
Methodology	The scope of the project is commensurate with a research consumer focus. The design is methodologically broad and data analysis sophisticated and appropriate. Conclusions are sound.	The design is basically, sound and data analysis appropriate. Conclusions are sound.	The design has basic weaknesses and / or the data analysis is weak internal or external validity is weak. Conclusions may be weak.	The design is weak and / or the statistical analysis is inappropriate or inaccurate. Conclusions are not sound.	
	4	3	2	1	Score

APA Format	All needed citations were included in the report. End of text references match the in-text citations, and all were encoded in APA format. Font, spacing and APA format are correct.	All needed citations were included in the report. Some references matched the citations, and were encoded in APA format. Font, spacing and APA format are correct.	Citations within in the body of the report and a corresponding references list were presented. Some formatting problems such as font, spacing and APA format exist.	Citations for statements included in the report were not present, or references which were included were not found in the text. Significant formatting problems such as font, spacing and APA format exist.	
Total					

Objective 2 – *Utilize empirical inquiry and data-based decision making to inform practice*

Competency 12 Final Practicum Evaluation Form
PSY 8295 Practicum in School Psychology: School-Based II Practicum

Practicum evaluation Forms School Based II

Objective 2- Utilize empirical inquiry and data-based decision-making to inform practice						
Uses systematic data collection and analysis procedures to allow for the evaluation of behavioral and social-emotional intervention outcomes	NA	1	2	3	4	5
Uses systematic data collection and analysis procedures to allow for the evaluation of academic intervention outcomes						
Uses data to monitor intervention progress and fidelity of implementation in order to inform decision-making regarding interventions/services that support behavioral and social-emotional functioning	NA	1	2	3	4	5
Uses data to monitor intervention progress and fidelity of implementation in order to inform decision-making regarding interventions/services that support academic and cognitive functioning	NA	1	2	3	4	5
Employs knowledge and skills in measurement and various data collection and analysis procedures to assist stakeholders in the interpretation of student, school, and/or district outcome data	NA	1	2	3	4	5
Bases practice on sound research and applies knowledge base and creative thinking to all aspects of work	NA	1	2	3	4	5

Competency 13 and 14 Final Evaluation Form
PSY 8392 Practicum in School Psychology: Advanced Assessment & Interventions II Practicum and PSY 8394 Practicum in School Psychology: Advanced Assessment & Interventions III Practicum

Practicum evaluation Forms AA&I

Objective 2- Utilize empirical inquiry and data-based decision-making to inform practice						
Uses systematic data collection and analysis procedures to allow for the evaluation of behavioral and social-emotional intervention outcomes	NA	1	2	3	4	5
Uses systematic data collection and analysis procedures to allow for the evaluation of academic intervention outcomes						
Uses data to monitor intervention progress and fidelity of implementation in order to inform decision-making regarding interventions/services that support behavioral and social-emotional functioning	NA	1	2	3	4	5
Uses data to monitor intervention progress and fidelity of implementation in order to	NA	1	2	3	4	5

inform decision-making regarding interventions/services that support academic and cognitive functioning						
Employs knowledge and skills in measurement and various data collection and analysis procedures to assist stakeholders in the interpretation of student, school, and/or district outcome data	NA	1	2	3	4	5
Bases practice on sound research and applies knowledge base and creative thinking to all aspects of work	NA	1	2	3	4	5

GOAL 3: To facilitate in candidates a professional identity that includes ethical practice as well as leadership, advocacy, and service in meeting the needs of diverse populations

Objective 1 – Demonstrate adherence to ethical and legal guidelines in all aspects of professional work

Competency 15 Court Case Ethical Analysis Rubric
Competency 16 Ethical Dilemma Rubric
PSY 8270 Ethical, Legal and Professional Issues in School Psychology – Court Case Ethical Analysis Rubric; Ethical Dilemma Rubric
Candidates will be given a landmark court case within the scope of the Individuals with Disabilities Education Act (IDEA) that has direct implication for the practice of school psychology. Each group will research their court case beyond the materials given to them in class, specifically utilizing websites available through NASP, EHLR and the Federal Registry. All references should be cited using the APA style manual. Their tasks are to identify the ethical behaviors and decisions of the school psychologist involved in the cases to determine the relationship between the ethical practice of school psychology and the court case being appealed to the United States Supreme Court.

"Court Case Ethical Analysis" supports the pre-professional development of DOE 10.5; NASP 2.10; and Program Goal 2 , Objective 5.				
Element	**Criterion for "target" rating**	**Not Met**	**Met**	**Exceeded**
Court Case Essential Elements	Clearly linked to course objectives, appropriately manageable in scope, and reasonable for the student's level of training and expertise.	*The candidate's identification and understanding of the court case is absent essential elements.*	The candidate's identification and understanding of the court case shows a comprehension of the court case's essential elements.	*The candidate demonstrates a thorough and complete understanding of the court case's essential elements and implications.*
Court Case Impact on Special Education and	Demonstrates an understanding of the influence of the case on	*The candidate demonstrates limited or no understanding of*	The candidate demonstrates a basic understanding of	*The student demonstrates a thorough and complete*

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School Psychology Practice	instructional practices and the practice of school psychology.	*the legal ramifications of the case.*	the legal influences and implications of the court case.	*understanding of the impact of the court case on special education and the practice of school psychology.*
Court Case Presentation	Presents the essential details of the court case and utilizes technology to impart an understanding of the case to others.	*The candidate does not convey a clear understanding of the court case and/or the presentation was limited in detail and discussion of implications.*	The candidate conveyed an understanding of the court case utilizing precise language, technology, and targeted information in the presentation.	*The candidate conveyed a thorough understanding of the implications of the court case on special education and school psychology through the use of key details and facts, and the presentation utilized technology effectively.*

Each candidate will select or be assigned an ethical dilemma to be researched, analyzed, and reported on using Florida DOE, NASP, and APA ethical standards

"Ethical Dilemma" supports the pre-professional development of DOE 7.3; NASP 2.10; and Program Goal 1 , Objective 4.				
Element	**Criterion for "target" rating**	**Not Met**	**Met**	**Exceeded**
Description of Dilemma	Dilemma chosen is clearly linked to course objectives, appropriately manageable in scope, and reasonable for the student's level of training and expertise.	*The candidate's choice and/or description of the ethical dilemma is absent essential elements.*	The candidate's description of the ethical dilemma shows a clear comprehension of the essential elements.	*The candidate's description of the ethical dilemma demonstrates a thorough and complete understanding of the essential elements and implications.*

Discussion of Ethical Principles	Incorporates relevant principles from the ethical documents of APA, NASP, FASP, and the Florida DOE in the discussion.	*The candidate fails to include the relevant ethical principles of the APA, NASP, FASP, and/or Florida DOE in discussion of the case.*	The candidate incorporates all relevant ethical principles of the APA, NASP, FASP, and Florida DOE in the case discussion.	*The candidate incorporates all relevant ethical principles in discussion of the dilemma and clearly explains why each is important.*
Implications	Demonstrates an understanding of the influence of the dilemma on the practice of school psychology.	*The candidate demonstrates limited or no understanding of the ethical and practical implications of the case.*	The candidate demonstrates a basic understanding of the implications of the dilemma for school psychology practice in general.	*The student demonstrates a thorough and complete understanding of the ethical implications of the dilemma, generalizes comprehensively to the practice of school psychology, and suggests resolution(s).*
Presentation	Presents the essential details of the ethical dilemma and utilizes technology to impart an understanding of the case to others.	*The candidate does not convey a clear understanding of the ethical dilemma issues and/or the presentation was limited in detail and discussion of implications.*	The candidate conveyed an understanding of the ethical dilemma utilizing precise language, technology, and targeted information in the presentation.	*The candidate conveyed a thorough understanding of the implications of the ethical dilemma for school psychology through the use of key details and facts, and the presentation utilized technology effectively.*

Competency 17 Final Evaluation Form

PSY 8295 Practicum in School Psychology: School-Based II Practicum Final Evaluation Form

Goal 3: To facilitate in candidates a professional identify that includes ethical practice as

well as leadership, advocacy, and service in meeting the needs of diverse populations *DOE 10 Knowledge of Professional Psychology; NASP Standard VIII: Element 8.2*						
Objective 1– Demonstrate adherence to ethical and legal guidelines in all aspects of professional work						
Maintains honesty, professional responsibility, and integrity in all professional interactions	NA	1	2	3	4	5
Adheres to standards regarding privileged communication, confidentiality, and privacy	NA	1	2	3	4	5
Demonstrates a working knowledge of the content of and abides by the ethical codes, professional standards, laws, and regulations pertinent to the delivery of services	NA	1	2	3	4	5
Complies with all clinic, school, agency, and/or district policies and regulations, as well as state and federal laws applicable to school psychologists	NA	1	2	3	4	5
Evaluates relevant ethical dimensions of situations and exhibits a well-developed ability to reason about ethical issues	NA	1	2	3	4	5
Consistently acts in ways to understand and to safeguard the welfare of others	NA	1	2	3	4	5

Competency 18 Final Evaluation Form

PSY 8394 Practicum in School Psychology: Advanced Assessment and Intervention III – Practicum Final Evaluation Form

Goal 3: To facilitate in candidates a professional identify that includes ethical practice as well as leadership, advocacy, and service in meeting the needs of diverse populations *DOE 10 Knowledge of Professional Psychology; NASP Standard VIII: Element 8.2*						
Objective 1– Demonstrate adherence to ethical and legal guidelines in all aspects of professional work						
Maintains honesty, professional responsibility, and integrity in all professional interactions	NA	1	2	3	4	5
Adheres to standards regarding privileged communication, confidentiality, and privacy	NA	1	2	3	4	5
Demonstrates a working knowledge of the content of and abides by the ethical codes, professional standards, laws, and regulations pertinent to the delivery of services	NA	1	2	3	4	5
Complies with all clinic, school, agency, and/or district policies and regulations, as well as state and federal laws applicable to school psychologists	NA	1	2	3	4	5
Evaluates relevant ethical dimensions of situations and exhibits a well-developed ability to reason about ethical issues	NA	1	2	3	4	5
Consistently acts in ways to understand and to safeguard the welfare of others	NA	1	2	3	4	5

Objective 2 - Demonstrate professional identity as a health service provider through leadership, advocacy, and service in the profession with an emphasis on continuous improvement and lifelong learning

Competency 19 Continuous Professional Improvement for the Purpose of Improving Practice to Meet Student Needs Rubric

PSY 8197 Foundations Practicum in School Psychology: Evidence-Based Service Delivery - Continuous Professional Improvement for the Purpose of Improving Practice to Meet Student Needs Rubric

The purpose of this assignment is to reinforce the importance of ongoing professional development with the ultimate goal of improving educational/psychological practices that positively impact student achievement and social emotional, and behavioral functioning.

Continuous professional development should lead to reflective practices in which you examine your past, present, and future professional impact to determine your strengths, as well as your areas for improvement. In this assignment, you will participate in a School Improvement Team Committee meeting, identifying the school-wide instructional/behavioral goals and relating it to school psychology services. You will research your school's scores on a state standardized test, using that information on which to inform your professional needs related to at least one area for professional development. Finally, you will review the NASP Model for Comprehensive and Integrated School Psychological Services (NASP Practice Model), which outlines services that can be expected from school psychologists across 10 domains of practice and engage in a self-assessment of current skills. At the end of this assignment, you will have the background information needed to create an ongoing professional development plan that is based on the school-wide agenda, student data, and self-reflective practices with the score of the NASP Model 10 domains of practice.

This assignments supports the pre-professional development of:			
• **Accomplished Practice b.5 – Continuous Improvement, Responsibility and Ethics: Continuous Professional Improvement; NCATE Unit Standard 1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates; DOE 2.3, 10.3; NASP 2.1, 2.10**			

Element	Not Met	Met	Exceeded
Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs (FEAP b.5.a)	Little or no evidence is provided that the candidate can design purposeful professional goals to strengthen the effectiveness of instruction based on students' needs. Little or no evidence of the specific goal development is provided for a course of study or other activity.	The candidate provides evidence of the ability to design purposeful professional goals to strengthen the effectiveness of instruction based on students' needs. Evidence of the specific goal development is provided for a course of study or other activity.	The candidate provides evidence of the ability to design purposeful professional goals to strengthen the effectiveness of instruction based on students' needs. Evidence of the specific goal development is provided for a course of study or other activity. Overall, the candidate demonstrates how data analysis and application drives the need for professional improvement goals and activities. The candidate provides a narrative and graphics that confirm that data were used to determine school needs and professional goals to assist in school improvement.
Examines and uses data-informed research to improve instruction and student achievement (FEAP b.5.b)	Little or no evidence is provided that the candidate conducted data-based research to improve learning and student achievement. Little or no evidence is provided in the form of a class analysis of data and the strategies that	The candidate provides evidence that demonstrates the ability to conduct data-based research to improve learning and student achievement. Evidence is provided in the form of a class/school analysis of data and the strategies that	The candidate provides evidence that demonstrates the ability to conduct data-based research to improve learning and student achievement. Evidence is provided in the form of a class/school analysis of data and the strategies that

Element	Not Met	Met	Exceeded
	will be used to address the related learning needs.	will be used to address the related learning needs.	will be used to address the related learning needs. The design and alignment are described in a narrative format and are represented with graphics.

Competency 20 Self-Improvement Plan

PSY 8292 Comprehensive Data-Based Assessment: Integrated Report Self-Improvement Plan Rubric

For this assignment, candidates are required to evaluate their knowledge and competencies in the areas of assessment and psychoeducational report writing. Based on their self-evaluations, candidates will write a brief reflective essay that highlights strengths and weaknesses. Candidates are then to develop an action plan that details methods for self-improvement (e.g., attendance at professional workshops, literature search/integration, observation of and/or consultation with school psychologists, practice administration of selected instruments or techniques) in at least one identified area of weakness. The instructor will review the reflective essay and action plan. Once action plans are approved, students are required to take all steps indicated in the self-improvement plan. A final summary report detailing what specific knowledge, competencies, or skills were gained and how these relate to self-identified areas of weakness must be turned in to the instructor and presented to the class once the action plan is completed.

Element	Not Met	Met	Exceeded
Project Plan	Not clearly related to course objectives, unmanageable in scope, and/or unreasonable for the candidate's level.	Clearly linked to course objectives, appropriately manageable in scope, and reasonable for the candidate's level of training and expertise.	Fully incorporates the "Met" criteria and proposes a well-written plan which will enhance the development of the entire class.
Project Implementation	Project incomplete by due date or deviates from plan without instructor's approval.	Timely completion as planned with clear, reasonable explanations for any deviation(s).	Timely completion as planned with additions/enhancements that benefit the candidate and the class.
Project Summary	Poorly written, inaccurate description of project and results.	Concise, accurate description of the project and results.	Well-written, accurate description of the project and results which clearly links the outcomes to

			course objectives.
Project Report	Missing or incomplete description of the project and/or outcomes and/or no indication(s) of how the project contributed to the candidate's professional development.	Comprehensive description and presentation of the entire project from plan to conclusion with clear indications of how the project contributed to the candidate's professional development.	Professional quality presentation (for the candidate's level of training) of the project and outcomes with enhanced technological assists (e.g., PowerPoint) and useful, effective handouts.
Materials and References	Incomplete or absent bibliography and/or materials with no class handouts.	Bibliography and any materials produced/data collected during the completion of the project.	Complete bibliography with any relevant materials and class handouts that enhance the presentation.

Competency 21: Year Three Portfolio

Annual Review of Candidate Progress: Year Three

GRADING POLICY

The doctoral programs in the Center for Psychological Studies assign grades to course work according to the following system: A, B, C, and F. Candidates receive grades of P, F, PG, or PR (in progress) on the Directed Study and for internship. The Center for Psychological Studies doctoral programs require that, to remain in good academic standing, a candidate must maintain a minimum cumulative grade point average of 3.0. In addition, other requirements can result in academic probation or dismissal, as detailed in the student handbook. A student is allowed one academic year (two full semesters excluding summer semester and/or leave of absence) to remove probationary status. Automatic dismissal will occur if more than two grades below B are earned, if two grades of F are obtained, or if academic probation extends beyond one year. Automatic dismissal will also occur in the doctoral programs if the Directed Study is not approved or a grade of F is earned for internship.

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

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

In all courses, a grade of A, B, C, or F will be assigned based upon the individual instructor's assessment and evaluation of the candidate's work. Some courses (e.g., Internship) are graded in terms of pass (P) or fail (F).

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

A "PR" (in progress) grade indicates that clinical or research activities are ongoing. It is used for practica, internship, and research courses.

An "I" (incomplete) indicates that the candidate has not completed the course requirements during the scheduled time and the instructor has given additional time to do so, and is only given under exceptional circumstances and must be completed in the time specified by the Incomplete

Contract. An "I" grade is not assigned by faculty when candidates fail to complete the course requirements. Candidates cannot be assigned an "I" to finish extra credit work.

A candidate must request an 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 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 an 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 of "I" (incomplete) or "F" (failure) has been received in a prerequisite course.

Policy for Grading Disputes

A candidate seeking to appeal a decision regarding a course grade should seek solutions through the following administrative channels by entering at the appropriate level and proceeding in the order stated:

a. Course Instructor/Supervisor

b. Program Administrator

c. Director of Academic Affairs

d. Dean (final level of appeal).

A candidate seeking to resolve a grade problem or complaint 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 WebStar. 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 administration 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.

ACADEMIC STANDING

In order to progress through the program, to remain in good standing, and to graduate, all candidates must attain minimum levels os 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 with the instructor to attain the MLA.

The grading policy for all graduate programs in the Center for Psychological Studies requires candidates to maintain a minimum cumulative grade point average of 3.0. In addition, other minimum requirements are in existence 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 dean of the center will be notified in writing of the candidate's probationary status by the Program Director.

If, while enrolled in practicum, a candidate goes on probation, the Program Director will decide whether the candidate will terminate or continue practicum. The candidate is allowed one year (two full semesters, excluding leaves of absence) to remove probationary status. While on probation, candidates must maintain full-time enrollment.

No candidate on probation will be permitted to begin a practicum, apply for internship or register for Directed Study.

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

Dismissal
Automatic dismissal from a doctoral program in the Center for Psychological Studies will occur when any of the following conditions exist:
1. Academic probation extends beyond one year.
2. More than 2 grades below "B" are earned.
3. Two grades of "F" are received.
4. A grade of Fail is received for internship.
5. Being dismissed from or having employment involuntarily ended on internship.

Students who are academically dismissed will not be considered for re-admission.

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 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 a skills course (assessment or intervention) 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.

A grade lower than "B" in a course prerequisite for PSY 8290 & 8295 Practicum in School-Psychology: School Based I & II and/or PSY 8390, 8392, 8394 Practicum in School Psychology: Advanced Assessment and Interventions I, II & III reflects inadequate performance, and the course must be repeated (and at least a grade of "B" obtained) before the candidate is allowed to enroll in practicum. A grade of "C" in a required skills course (assessment or intervention) while enrolled in practicum, independent of probationary status, can be grounds for removal from a practicum following review by the Program Director and primary school psychology faculty.

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

A grade lower than a "B" in a practicum course reflects inadequate performance and requires the candidate to 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. Third, if the performance improvement plan does not result in the targeted change(s) during the period specified, the matter will be referred to the Director of Academic Affairs. 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 conclusion of the remediation period, the candidate, the Director of Academic Affairs, 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 you, faculty, or field-based supervisors identify concerns regarding your 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. Remediation may necessitate the candidate enrolling in an independent study for 1 credit hour as outlined by the plan. A copy of the Competency Remediation Plan is provided below. 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.).

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:

Foundational Competencies:

_____Professionalism   _____Reflective Practice/Self-Assessment/Self-care
_____Scientific Knowledge & Methods   _____Relationships
_____Individual and Cultural Diversity _____Ethical and Legal Standards and Policies
_____Interdisciplinary Systems

Functional Competencies:

_____Assessment   _____Intervention
_____Consultation   _____Research/evaluation
_____Supervision   _____Teaching
_____Management-Administration   _____Advocacy

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):

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

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 below (*PLEASE NOTE: If trainee disagrees, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

_____   _____
Trainee Signature   **Dat**e

_____   _____
Faculty Signature   **Dat**e

_____   _____
Training Director Signature   **Date**

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

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**

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   **Dat**e

_____   _____

Faculty Signature   **Dat**e

_____   _____

Training Director Signature   **Date**

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

REGISTRATION

All enrolled candidates are expected to be in continuous enrollment every semester until they earn their degree (see section on Candidate 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.

Payment of Tuition and Fees

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

Continuing candidates register directly on the university system: http://webstar.nova.edu. Personal Identification Numbers (PINs) used as a password to gain entry into the system are assigned at the beginning of a candidate's enrollment. 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.

Priority for registration in a specific course in the program is given to individuals admitted to the degree program.

All candidates are expected to be in continuous enrollment every semester until they receive their degree (see section on Candidate Enrollment).

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 2014-2015 Academic Year

Doctoral tuition for 2014-2015 will be charged at the rate of $945 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.

Tuition Fee	$ 945.00 per credit hour
Registration Fee, nonrefundable	$ 25.00 per semester
Late Registration fee, nonrefundable	$ 100.00 per semester
Late Payment fee, nonrefundable	$ 100.00 per semester

Professional Liability Insurance Fee	$ 10.00 per semester
Student Service Fee	$ 300.00 per semester*
Degree Application Fee	$ 100.00
Transcript fee	$ 10.00 per transcript
Comprehensive Final Exam	Examination fees apply
Fingerprinting/Background Checks	Determined by Agency

*Not to exceed $900.00 per year. Pro-rated fee of $150.00 if enrolled in 1 course.

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.

*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* (2010 Revision) (http://www.nasponline.org/standards/2010standards/1_%20Ethical%20Principles.pdf) 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 Center for Psychological Studies, 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 center/student professional liability insurance policy provides protection while the candidate is attending Nova Southeastern University and while he or she is engaging in approved center activities. This policy does not provide coverage for non-approved or non-center related activities.

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

Fees other than tuition are not refundable. 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.

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
Prior to the first class session, dropped courses will be deleted from the candidate's record. A "W" grade is assigned when a candidate withdraws from a course *after* the "last day to drop courses," indicated in the academic calendar and *prior* to the 11th scheduled class. A grade of "W" will appear on the candidate's official transcript and will be included in attempted credit hours. Candidates who stop attending class but who fail to officially withdraw prior to the 11th scheduled class (semester format) or start of the final weekend of class (weekend format), will be subject to grading as described in the course syllabus. Withdrawal from a course may affect a candidate's financial aid status.

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 graduate level courses taken before beginning coursework in the doctoral program. A request for transfer credit for first semester courses must be made by July 15. Request for all other transfer credit must be made by October 15 of the year in which candidates enter the program.

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 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 Academic Affairs 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).

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

1. It is a graduate level course taken at an accredited college or university as a post-baccalaureate student. A graduate course is defined as one that would be credited towards a post-bachelor's degree at an institution where the course was taken. This must be verified in the school's bulletin/catalog or a letter from the chair of the department and an official transcript.

2. It is evaluated as equivalent in content to a course in the program's required curriculum. Credits will not be awarded for electives.

3. It was completed no longer than five years before first enrollment in this program.

4. A grade of B or higher was received. A grade of P (Pass) or CR (Credit) or other such grades cannot be accepted as equivalent to B unless it can be officially verified as such.

5. The candidate must successfully demonstrate competence to the evaluating faculty member for assessment, statistics, and research design courses.

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

No transfer credit may be applied to meet the academic requirements for practica, internship, the culminating research project, or electives. No transfer credit may be applied to meet academic requirements in psychological foundations courses taken in a terminal masters program.

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 <u>earned</u> at Nova Southeastern University are transferable only at the discretion of the receiving school.

CORE PERFORMANCE STANDARDS FOR ADMISSION AND PROGRESS

The standards required for admission are designed to protect the safety and well-being of clients whom its graduates will eventually serve in applied settings. Candidates for the degree must possess with or without reasonable accommodation(s), multiple abilities and skills including intellectual, conceptual, integrative, and quantitative abilities; and interpersonal, communication, behavioral, and personal skills and attributes including empathy, emotional self-awareness, and emotional maturity.

Candidates in professional psychology programs (at the doctoral, internship, and/or postdoctoral levels) should be aware that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to assess competence in the areas of emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice and to 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, the program strives not to advance, to recommend, or to 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.

Within a developmental framework, and with due regard for the inherent power difference between candidates and faculty, candidates must realize that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, and related program requirements. These evaluative areas include, but are not limited to, demonstration of interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning. Evaluation and remediation of these issues may be accomplished by such activities as assessing constructive responses to feedback from supervisors or program faculty, successful completion of remediation plans, participation in personal therapy in order to resolve issues or problems, etc.

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts; social network postings). However, irrespective of setting or context, when a candidate's conduct clearly and demonstrably impacts program performance, development, or functioning; raises questions of an ethical nature; represents a risk to public safety; or damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program and the Center's evaluation processes.

(Adapted from the comprehensive evaluation of the student-trainee competence in professional psychology programs. Retrieved from http://www.psychtrainingcouncils.org/NCSPP-CCTCmodelStudentCompetency.pdf)

EVALUATION OF DOCTORAL CANDIDATES

Each candidate is evaluated on an ongoing basis while enrolled in the program, including during the practicum and internship experiences. The purpose of evaluation is to provide candidates with relevant feedback concerning their performance and to serve as a screening process in order to ensure high standards for the profession of psychology. Relevant information, including practicum and internship evaluations, is available in the *Handbook of Field-Based Training Experiences in School Psychology*.

If, for any reason, a faculty member has reason to question the satisfactory progress of any candidate in the program, he/she will discuss the problem with the candidate. If the problem persists, the faculty member may bring the issue to the attention of the program administration and the school psychology faculty. Appropriate faculty will be asked for additional review and comment. Additionally, candidates are evaluated by instructors in designated courses including practica in areas of professional behavior and dispositions using the *Assessment of Professional Skills and Dispositions in Coursework or Field-Activities* forms, which are reviewed at orientation. Program administration reviews evaluations on an on-going basis and a summary of professional behaviors is compiled for Annual Review. Faculty review progress in this area along with other skills and functioning at this time, and remediation is planned as necessary. Candidates may be referred to the Professional Standing Committee for ethical violations or ongoing behavioral concerns.

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

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

1. **Academic Achievement**
   a. Academic standing as discussed in this *Policies and Procedures Handbook*.
   b. Ability to communicate orally and in writing.
   c. Management of practicum experiences.

2. **Responsible Behavior**
   a. Dependability in commitment (e.g., punctuality in attending classes, submitting papers and assignments, meeting with clients, etc.).
   b. Accepts responsibility for own work.
   c. Carries through and completes tasks.
   d. Seeks needed guidance from appropriate sources.

3. **Ethical Behavior**
    a. Abides by the ethical standards of the profession as delineated in the *American 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.fldoe.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=0400-0499/0490/0490ContentsIndex.html).
    b. Abides by university requirements as outlined in this *Policies and Procedures Handbook* and in other published university and center documents.

4. **Intrapersonal Behavior**
    a. Displays mature and appropriate behavior.
    b. Demonstrates ability to function independently.
    c. Exhibits usual and customary judgment and discretion in both candidate and professional activities.
    d. Presents a generally respectful and non-hostile attitude.
    e. Participates in activities that are pursuant to professional development.
    f. Develops intrinsic criteria to evaluate own performance.

5. **Interpersonal Behavior**
    a. Cooperative with and respectful of others.
    b. Ability to give, accept, and utilize feedback.
    c. Develops and maintains positive relationships with peers and faculty.
    d. Develops satisfactory working relationships with supervisors and advisors.

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.

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.

Web-Based Conduct
Candidates enrolled in hybrid courses with web-based instruction or who complete examinations on-line are assigned an independent "N" number, which is utilized in the Blackboard system. This number, in addition to a unique password is utilized when logging in to a course. Candidates are not to share their unique ID number or password with their colleagues. While most courses are taught in a traditional, face-to-face format, when there are work products obtained in an online course, they will be compared with those from face-to-face courses for consistency.

Cellular Phone Use in Class
The university recognizes the growing trend regarding student possession of cellular phones with video, camera, or voice recording capabilities. In support of each individual's reasonable expectation of privacy, the copyright and intellectual property laws, the use of these cellular phone features by NSU students must be in conjunction with express consent. Students are expressly forbidden to video, use camera or voice recordings without the express consent of the subject(s) being photographed or recorded. Any student whose use of their cellular phone violates another's reasonable expectation of privacy or produces any media as a result of the cellular phone capabilities without express consent may be found in violation of this policy. Violations of this policy may lead to disciplinary action that may result in confiscation of the cellular phone and referral to Student Affairs as a violation of the NSU Code of Student Conduct. Students are instructed to refer to their center's or college's individual program policies regarding cellular phone use and possession, because additional restrictions may apply.

One of the eight core values of Nova Southeastern University is integrity. It is critical that all faculty, staff, and degree candidates embody this value. Integrity includes the fundamental principle of doing one's own work. For example, when participating in a class, taking a test, or completing an assignment, whether online or in person, it is essential that the individual registered for the class or test is the person actually participating and completing it. Violation of this principle will result in referral to the Professional Standing Committee and can result in penalties up to and including expulsion from the program.

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

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

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

PROFESSIONAL STANDING COMMITTEE

The Professional Standing Committee of the Center for Psychological Studies is appointed by the Dean of the center 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 insure 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 insure that the candidate and involved parties have the opportunity to present relevant information.

VETERAN'S ADMINISTRATION REQUIREMENTS

Standards of Progress
A candidate receiving veteran's benefits must maintain satisfactory progress. Candidates will be considered to be making satisfactory progress as long as they meet the academic standards set by their school for retention in their degree programs.

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

A candidate whose VA educational benefits have been terminated for unsatisfactory progress may petition the school to be re-certified after one evaluation period has elapsed. The school may re-certify the candidate for VA educational benefits only if there is a reasonable likelihood

that the candidate will be able to attain and maintain satisfactory progress for the remainder of the program.

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

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

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

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: http://www.nova.edu/cwis/registrar/instructions.html. A fee is required upon submission of each degree application form.

Degree applications require approval by the Office of the Dean, University Comptroller, Registrar, and Library. These offices verify that requirements are met and that the 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

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.

Candidate Rights and Responsibilities

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) (available at http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html), also known as the Buckley Amendment, afford student certain rights with respect to their education records. These rights include:

- The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar's Office written requests that identify the record(s) they wish to inspect. The Registrar's Office will arrange for access and notify the student of the time and place where the records may be inspected.

- The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, may discuss their problems informally with the University Registrar. If the decision is in agreement with the student' requests, the appropriate records will be amended. If not, the student will be notified within a reasonable period of time that the records will not be amended, and will be informed by the Office of the University Registrar of their right to a formal hearing.

- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agent, loan servicing agent, or the National Student Clearinghouse); a person serving on the Board of Trustees; or a candidate serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

- The right to file a complaint with the Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605 concerning alleged failures by Nova Southeastern University to comply with the requirements of FERPA.

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

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

Release of Student Information

Students can give consent to permit Nova Southeastern University to discuss and/or release personal identifiable information to a third party such as a spouse, a parent, a guardian, etc. This consent must be provided in writing with the student's signature. To provide a written consent, complete the Authorization for Release of Information form available at http://www.nova.edu/cwis/registrar/forms/release_of_information.pdf.

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

Deceased Student Records

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

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

ETHICAL ISSUES IN THE CENTER FOR PSYCHOLOGICAL STUDIES

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 Center for Psychological Studies any such event that occurs after filing their application.** The Center for Psychological Studies will consider new information submitted and, in appropriate circumstances, may change the status of an applicant or candidate. Candidates at application give permission to make any necessary inquires 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, specialist, 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 student," 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 "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. Any academic, professional, or personal difficulty that results in action being taken by the Center for Psychological Studies 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.

8. Candidates should familiarize themselves with Chapter 490, *Florida Statutes*, the Florida State law governing licensure as a school psychologist, Chapter 64B, Florida Administrative Code, the rule implementing Chapter 490, *Florida Statutes*, as well as Chapter 491, *Florida* Statutes, the Florida State law governing licensure as a psychologist.

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 knowledgeable regarding the Florida Sunshine State Standards.

DUAL RELATIONSHIP BETWEEN FACULTY MEMBERS AND STUDENTS

While dual relationships are discouraged, recognition is given to the fact that, given the complexity and diversity of our functions, certain dual relationships between faculty members and students are bound to arise. Faculty members and students are therefore urged to be sensitive to and aware of the existence of dual relationships and to enter into these with full awareness of their implications.

Sexual relationships between a university faculty member or administrator and a student who are not married to each other or who do not have a preexisting analogous relationship are inappropriate whenever the university faculty member or administrator has a professional responsibility for the student in such matters as teaching a course or otherwise evaluating, supervising, or advising a student as part of a school program. Even when a university faculty member or administrator has no professional responsibility for a student, the university faculty member or administrator should be sensitive to the perceptions of other students that a student who has a sexual relationship with a professor may receive preferential treatment. A university faculty member or administrator who is closely related to a student by blood or marriage or who has a preexisting analogous relationship with a student should eschew roles involving a professional responsibility for the student whenever possible. Romantic or sexual relationships between a faculty member and a student then enrolled in the faculty member's class (including supervised student activities for which academic credit is given) may be or appear to be coercive and are discouraged. Even when no coercion is present, such relationships create an appearance of impropriety and favoritism, which can impair the academic experience of all students in that class. It is, therefore, improper conduct for a faculty member to engage in a romantic or sexual relationship with a student enrolled in the faculty member's class.

At Nova Southeastern University, romantic and sexual relationships between a faculty member and a student are subject to the prohibition against sexual harassment.

It is specifically required that when either a faculty member or any agency, corporation, or program under the auspices of a faculty member employs a student, or whenever a student or any agency, corporation, or program under the auspices of a student employs a faculty member, both parties shall document the existence of this dual relationship in a letter to the Dean of the Center for Psychological Studies. This documentation shall be retained in both the student's and the

faculty member's permanent files. As necessary, an ad hoc committee shall be appointed to review any complaints that might arise as the result of dual employment relationships.

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

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

NO DIRECT PAYMENT TO FACULTY

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

STUDENT GRIEVANCES AND APPEALS

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

Evaluation of course work and competency examination 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 student must first meet with the party against whom the complaint is being made and present supporting information in an attempt to resolve the matter informally. If this does not result in an acceptable resolution, the student shall bring all 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 academic affairs. 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 student must next request intervention through the dean of the Center for Psychological Studies within another 30 days.

Formal Procedure

1. A student wishing to proceed with the grievance must file a written appeal with the dean. This document should contain a concise statement of the particular manner of harm, along with all relevant facts and compelling supporting evidence.

2. Upon receipt of a written appeal, the dean shall review the document to determine if the complaint warrants further review.

    a. If the dean decides that no further action should be taken, the appeal will be terminated and a brief written explanation will be submitted to the student.

    b. If the dean decides that a further review should occur, the appeal shall be referred to the center's standing Appeals Committee.

    The committee will conduct a substantive review of all facts it deems pertinent to the appeal. The committee, at its discretion, may interview the student or any other pertinent person 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, with justification, to the dean, including whether sufficient evidence exists to uphold or overturn the action being grieved. The dean will notify the student of a determination in writing within a reasonable period following the filing of the appeal.

4. If the student has evidence that there have been any procedural irregularities within the appeals process, such irregularities must be presented in writing to the dean within five (5) days of the notification of determination. The dean will review the document and notify the student of a decision. Should any irregularities have occurred, the 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. Students acknowledge upon their acceptance into this program that the above procedure provides for adequate review of university action by any other outside parties or jurisdictions. Further, the jurisdiction for all grievance issues related to policies, procedures, and/or administrative action shall be Broward County, Florida.

STUDENTS WITH DISABILITIES

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. No qualified individual with a disability shall be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by reason of his or her disability. For additional information on the university ADA policy and obtaining reasonable accommodations, please contact Arlene Giczkowski, ADA Coordinator for the Center for Psychological Studies, at (954) 262-7189 or giczkowski@nova.edu. Student requests for accommodation will be considered on an individual basis in accordance with the center's procedures.

Other Policies and Information

HEALTH INSURANCE PORTABILTY AND ACCOUNTABILITY ACT (HIPAA)

The American Health Insurance Portability and Accountability Act of 1996 (available at http://www.hhs.gov/ocr/privacy/) is a set of rules to be followed by 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.

CPS 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.

PROTECTION OF HUMAN SUBJECTS IN RESEARCH

The center adheres to published professional and governmental guidelines and regulations for protecting human subjects in research. **Any research that involves human subjects conducted by NSU faculty members, staff members, or students, whether funded or unfunded, must be submitted to the CPS representative for decision regarding Institutional Review Board (IRB) review. All faculty members, staff members, and students involved in research must complete an on-line course with regard to the protection of human subjects (CITI course).** Doctoral candidates will complete the CITI training in *PSY 8145 Issues and Techniques in Research Design and Evaluation*. To obtain more information visit the NSU IRB website at www.nova.edu/irb/training.html. IRB policies and procedures can be accessed at the IRB website: www.nova.edu/cwis/ogc/irb.html.

PROCEDURES FOR BOTH FUNDED AND UNFUNDED RESEARCH

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

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

Office of Contracts and Grants will determine if the research can be reviewed through expedited review. Following IRB review, the Office of Grants and Contracts will notify the principal investigator of any changes that must be made and about decisions of approval or denial of approval.

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

CENTER FOR PSYCHOLOGICAL STUDIES STUDENT AID PROGRAMS

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

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

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

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

STUDENT FACILITIES

CPS Testing Library
The center maintains its own library of testing instruments and kits for use by current doctoral and school psychology specialist students, CPS Psychology Services Center and Consortium interns, post-doctoral residents, and CPS 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 student to check the test kits and materials to verify they are complete and undamaged at checkout. **The student 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.

Main Campus Mailboxes

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

Notice (Bulletin) Boards

Notice boards are in various locations in the Maltz Psychology Building and at the Student Educational Centers. These boards are a valuable source of information regarding class schedules, typing 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 department or university use only. Students are prohibited from posting, altering, or removing notices or messages from these boards. No announcements or notices may be posted anywhere on doors, walls, or in the elevator.

NSU Computer Account

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

NSU Libraries

The Alvin Sherman Library, Research, and Information Technology Center, which forges a joint use partnership with the Broward County Board of Commissioners, opened December 8, 2001. This library has five levels, 325,00 square feet, a 3,800-square-foot atrium lobby, 1,200 user seats (1,000 with Internet access), 100 reference computer workstations, space for 1.4 million volumes, 1.2 million microform units, and a centralized circulation area.

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

To augment the libraries' print materials, the Office of Media Services has an extensive collection of more than 1,200 items of nonprint materials (principally audiovisual materials), and a video production studio to support classroom instruction. In addition, the center provides

technical assistance for distance learning delivered by teleconferencing. The university's microcomputer laboratory resources include a growing inventory of instructional software for use by students and faculty members.

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

Document Delivery
Students can request up to a maximum of 25 free documents per week. These include books, copies of journal articles, NSU dissertations, and ERIC ED documents. In addition, starting in 2002, students have free access to more than 100,00 full-image digitized dissertations and theses made available through NSU's Digital Dissertations subscription. This provides graduate students with world-class access to primary research materials of 1,000 graduate schools and universities in the United States, Canada, and selected institutions from other countries written since 1997. Students can also obtain microfiche copies of NSU Major Applied Research Projects, practica, applied dissertations, and microfiche copies of ERIC ED documents. Distance students are not charged for the cost of acquiring materials from document delivery services, for the cost of photocopying of journal articles from the NSU Libraries or for the cost of mailing, faxing, or scanning materials to students.

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

HURRICANE INFORMATION

In the event of a pending hurricane, the president of the university will determine whether the university will close. Information on the closing of the university will be available from the 24 hour "Hurricane Hotline" at 1-800-256-5065. Off-campus candidates should contact the program office or where applicable the off-campus student education center for updated information.

Center for Psychological Studies Organization

CPS Faculty Professional Interests

Full-Time Faculty

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

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

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

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

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

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

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

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

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

Jennifer Davidtz, Ph.D. University of Massachusetts, Amherst, assistant professor. Impact of intersubjective and countertransference phenomena on therapeutic alliance and psychotherapy process and outcome; therapist development; psychotherapy integration; personality disorders; suicidal and non-suicidal self-injurious behavior; and complex trauma.

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

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

William Dorfman, Ph.D., ABPP, Ohio State University, professor. Community mental health; short-term approaches to psychotherapy; eclectic approaches to individual and marital psychotherapy; 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Full-Time Faculty from Other NSU Centers

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

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

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

Professors Emeriti

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

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

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

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

Part-Time Core Faculty

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

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

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

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

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

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

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

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

Adam Schulman, Ph.D., Nova Southeastern University. Individual and group therapy with adults; marital and family therapy; parenting issues.
M. Ross Seligson, Ph.D., California School of Professional Psychology. Forensic psychology; HIV/AIDS related issues.

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

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

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

Clinical Faculty

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

Lisa Lashley, Psy.D., Nova Southeastern University, assistant clinical professor; Assistant director of the Neuropsychological /Psychological Assessment Center. Child, adolescent, adult, and geriatric neuropsychological assessment. Interests include brain injury, learning disability, ADHD, and sports/concussion and forensic assessment.

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

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

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

Adjunct Faculty

Beatriz Amador, Psy.D.
Carlos Albizu University

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

Betty Badger, Ed.D.
Nova University

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

Joseph Blitch, Ph.D.
University of South Carolina

Michael Bourke, Ph.D.
Nova Southeastern University

Alan Braunstein, Ph.D.
University of Miami

Jan Burte, Ph.D.
Hofstra University

Michael Carifio, Ph.D.
Auburn University

Scott Christian, Psy.D.
Nova Southeastern University

Carolina Claro, Ph.D.
Nova Southeastern University

Christine Collado-Acebal, Ph.D.
Barry University

James Conti, Ph.D.
University of Massachusetts Amherst

Migdalia Coubertier, Ph.D.
Barry University

Arthur Cox, DSW
Columbia University

Robert Crandall, Ed.D.
Florida Atlantic University

John Crocitto, Ed.D.
George Washington University

William Day, Ph.D.
Florida State University

Nathalie de Fabrique, Psy.D.
Nova Southeastern University

Carol Delaney, Psy.D., RN, CAP
Miami Institute of Psychology

Maribel Del Rio-Roberts
Nova Southeastern University

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

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

Allan Etzkin, Ph.D., LMHC
University of Akron

Sarajo Falk, Psy.D.
Nova University

Maria Fimiani, Psy.D.
Nova Southeastern University

Louise Fitzgerald, Ph.D.
Ohio State University

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

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

Kevin Glavin, Ph.D.
Kent State University

Anna M. Gillard, Ph.D.
Loyola University of Chicago

Manuel Gonzalez-Abreu, Ph.D.
Nova Southeastern University

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

Martin Greengrass, Ph.D.
University of Connecticut

Jessica Gurvit, Psy.D.
Nova Southeastern University

Melissa Hale, Psy.D., BCBA
Nova Southeastern University

Maxie Harris, Ph.D.
Nova Southeastern University

Bruce Hartley, Ph.D., LMHC
University of Florida

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

Albert Inclan, Ph.D.
University of Florida

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

Dale Kadlecek, Ed.D.
Illinois State University

George Kallas, Psy.D.
Carlos Albizu University

Jodi Katz, Psy.D.
Nova Southeastern University

Shannon Knight, Ph.D.
University of Florida

Sean Leonard, Ph.D.
Nova Southeastern University

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

Eileen Lyons, Ph.D
University of South Florida

Cristina Magalhaes, Ph.D.
Nova Southeastern University

Ellen Magalhaes, Ph.D.
Nova Southeastern University

Craig Marker, Ph.D.
Chicago Medical School

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

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

Scott Massaro, Psy.D.
Nova Southeastern University

Gary Matloff, Ph.D.
University of Florida

Mark Middlebrooks, Ph.D.
Nova University

Esther Misdraji, Psy.D.
Carlos Albizu University

Jill C. Morris, Ph.D.
Nova Southeastern University

Terri Mortensen, Psy.D.
Argosy University

Gretchen Moy, Ph.D.
Nova Southeastern University

Joanne Oestmann, Ed.D.
University of Sarasota

Ghan Omar, Psy.D.
Florida Institute of Technology

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

Marcia Pita, Ph.D.
George Washington University

Amanda Prive, Ph.D.
University of South Florida

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

L. Dennison Reed, Psy.D.
Nova University

Michael Reiter, Ph.D.
Nova Southeastern University

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

Andrew Rubin, Ph.D.
Illinois Institute of Technology

Stephen Rudin, Ed.D.
University of Illinois

Michele Sanchez, Psy.D.
Miami Institute of Psychology

Alicia Scott, Ph.D.
University of Florida

Kenneth Shamlian, Ph.D.
University of Southern Maine

Nurit Sheinberg, Ed.D.
Harvard University

Kenneth Smylie, Ph.D., LMFT LMHC
University of Florida

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

Robert Templeton, Ed.S.
Nova University

Alex Thomas, Ph.D.
University of Toledo

Abigail Tucker, Psy.D.
Nova Southeastern University

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

Manuela Villa, Ph.D.
Nova Southeastern University

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

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

Donna Weiss, Psy.D.
Nova Southeastern University

Camellia Westwell, Psy.D.
Nova Southeastern University

Ellen Whelan, Psy.D.
Nova Southeastern University

Tamara White, Ed.D.
Nova Southeastern University

Lee Wilkinson, Ph.D.
University of Newcastle

Ayala Winer, Ph.D.
Nova Southeastern University

David Womack, Ed.D.
Nova Southeastern University

Marlene Zychowicz, Ed.D.
Northern Illinois University

IMPORTANT TELEPHONE NUMBERS

Dean's Office	Karen Grosby, M.Ed.	(954) 262-5701
	Diane Karol	
Academic Affairs Office	John E. Lewis, Ph.D.	(954) 262-5729
	Patricia Hill	(954) 262-5726
Clinical Training Office	Alan Katell, Ph.D.	(954) 262-5749
	William I. Dorfman, Ph.D.	(954) 262-5710
	Linda Sobell, Ph.D.	(954) 262-5811
	Wendy Stone	(954) 262-5749
Clinics	Campus	(954) 262-5730
Doctoral Program Office	Main Campus	(954) 262-5826
	Sarah Valley-Gray, Psy.D.	(954) 262-5783
	Angela Waguespack, Ph.D.	(954) 262-5719
	Suzanne O'Sullivan, M.A.	(954) 262-5826
	Jane Lazarus, Ed.S.	(954) 850-2748

Tampa (Specialist Program)

Student Educational Center	Racquel Khuri, Director	(813) 574-5200
Program Administration	Tracy Schatzberg, Ed.D.	(813) 837-4956
Bursar		(954) 262-5200
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NSU Bookstore		(954) 262-4750
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CPS Testing Library		(954) 262-5940

CPS PHONE LIST							
Karen Grosby-Dean	25701	grosby	2021				
Faculty	**Phone**	**Email**	**Room**	**Staff**	**Phone**	**Email**	**Room**
Acevedo, Amarilis	25741	aa1011	2034	Allen, Bill - MSC (DAIS)	25785	whallen	2259
Berger, Carolyn	25689	cs453	2078	Bilia, Julia (MKT)	25832	bilia	2010
Black, Ryan	25794	blackrya	2048	Balize, Marie	25757	mb1503	Front Off
Brochu, Paula		pbrochu	2078A	Bratcher, Jean	25847	jeanbrat	1027A
Broderick, Gordon		gbroderick	2067	Brodsky, Donna	25709	schwardo	2081
Burns, W. Joe	25708	burns	2040	Burgoyne, Janice (DAIS HR)	23017	janicelb	2024
Campbell, Stephen	25759	stephcam	1027	Coore, Shane	25797	scoore	Front Off
Caproni, Peter	25882	pc491	2039	Copeland, Francisca	25690	fcopelan	2028
Cash, Gene	25703	cralph		Cunin, Gloria	25776	gloriapc	Front Off
Craddock, Travis		tcraddock	2068	Jones, Kristen	25884	cunningh	1101
Cuc, Alexandru	25889	calex	1062	Dash, Diane	25871	dash	1091
Davidtz, Jennifer			1056	Ey, Rita	25763	erita	2014
DeLucia, Christian	25810	cdelucia	1078	Gaines, Doreen	25788	gainesde	Front Off
DePiano, Frank		depiano	1074	Galvao, Isolda	25712	galvaois	2020
Dorfman, William	25710	dorfman	1055	Garay, Adriana	25736	ag1260	2025
Faust, Jan	25713	jfaust	2038	Garcia-Lavin, Barbara	27917	garciala	1036
Fins, Ana	25897	anaifins	2016	Guterman, Erica (SHSS)	23003	guterman	2026
Formoso, Diana	25772	formoso	1072	Hill, Patricia	25726	marshhil	2015
Gold, Steven	25714	gold	2018	Jesus, Yvonne	23026	yjesus	2010
Golden, Charles	25715	goldench	1028	Kalam, Sherene	25721	kalamd	2083
Jungersen, Tara	25764	tj290	1073	Karol, Diane	25701	karol	2022
Karl, Shannon	25725	shanray	2064	Kaskel, Samira	25756	kaskel	2028
Katell, Alan	25749	katell	1075	Lashley, Lisa	25886	lkohn	1111
Kibler, Jeffrey	25879	kibler	2017	Levine, Brenda	25799	brenda.levine	2076
Lewis, John	25729	lewis	1063	Louis, Menes J.	25797	menes	Front Off
Mace, Floyd C.	26910	fcmace	2066	Marshall, Susanne (DAIS)	23014	msusanne (MSC)	2226
Messer Steve	25792	sm1851	2063	Martinez, Ana	25831	anamarti	1037
Mittenberg, Wiley	25734	wiley	2035	Mazine Michele	25756	mm3383	2029
Moragne, Timothy	25735	moragne	1080	Medina, Tiffani	25795	tiffmedi	Front Off
Nierenberg, Barry	25732	nierenbe	1077	Mustipher, Jusef	25718	mustiphe	2028
Poland, Scott	25881	spoland	2036	Navarrete, Carmen	25754	carmenen	1091
Quintar, Bady	25751	badyq	1083A	Negron, Jennifer	25797	dnegron	Front Off
Reitman, David	25717	reitmand	2072	Nemeth, Melissa	25821	nemeth	1100
Russo, Steve	25807	stepruss	1054	O'Sullivan, Suzanne	25826	osulliva	2076
Schneider, Barry	25742	schneidb	1077	Otero, Mirian	25868	motero1	2029
Shapiro, David	25705	Shapirod	2036	Perez, Carlos	25702	Perez (MSC)	2287

Faculty	Phone	Email	Room	Staff	Phone	Email	Room
Siev, Jedidiah	25804	js3088	1083A	Perez, Christine	25795	cp849	Front Off
Simco, Ed	25744	ed	2072	Quesada, Nancy	25740	qnancy	2081
Sobell, Linda	25811	sobelll	1054	Richards, Marcia	25799	marcia.richards	2081
Sobell, Mark	25747	sobellm	1061	Schnur, Leonard	25731	schnur	1102
Suarez-Morales, Lourdes	25813	lsuarezmorales	2030	Silverman, Joyce	25711	silvermj	2077
ter Maat, Mercedes	25728	termaat		Stokes, Marie	25782	mdstokes	2041
Thompson, Isabel	25602	ithompson	2030A	Stone, Wendy	25749	stonewen	2015
Valenzuela, Jessica	25737	jv637	2031	Thaw, Jean	25761	jthaw	2029
Valley-Gray, Sarah	25783	valleygr	2073	Tomozawa, Yukari	25755	tomozawa	1100A
Van Hasselt, Vincent	25752	vanhasse	1079	Winer, Ayala	25874	ayalawin	1218
Waguespack, Angela	25719	waguespa	2070	Wolczansk, Kristen	25823	wolczans	Front Off
Walker, Lenore	25724	walkerle	1081	Zawoyski, Pat	25720	zawoyski	2081
				CPS-OIT - maltzweb@nova.edu		2nd Floor Faculty	23856

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