

1995

Center for Psychological Studies 1995-1996 Catalog

Nova Southeastern University

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NOVA SOUTHEASTERN UNIVERSITY

CENTER FOR
PSYCHOLOGICAL STUDIES

1995-1996
CATALOG

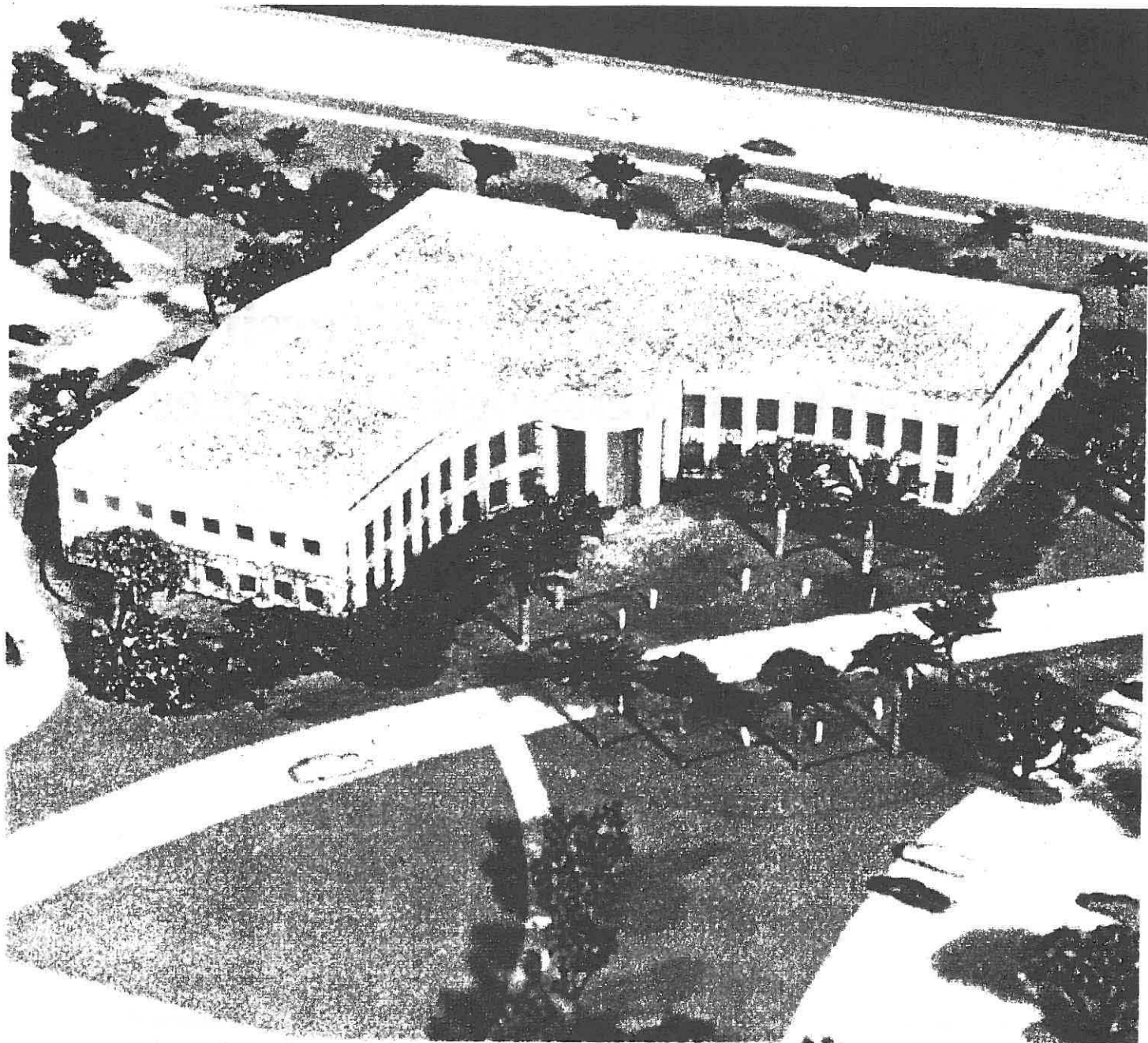


Nova Southeastern University Center for Psychological Studies 1995-1996 Catalog

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools 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' doctoral and internship programs are accredited by the American Psychological Association. Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion, creed, sexual orientation, or national or ethnic origin.

The information contained in this catalog is effective through June 30, 1996. Nova Southeastern's administration reserves the right without advance notice to change at any time the requirements for admission and graduation, modify the curriculum, adjust tuition or fees, and change regulations affecting the student body.

**Nova Southeastern University
Center for Psychological Studies**
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Maltz Psychology Building

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President's Message

Nova Southeastern University is committed to providing an educational environment that encourages students to be the best they can be. Historically, Nova has provided quality education through a diverse array of delivery systems ranging from the traditional to state-of-the-art electronic technologies. Consistent with our mission statement, we prepare students for leadership roles in the professions and provide support for research and community service while maintaining an environment fostering creativity and innovation. We recognize that, as Will Rogers once noted, "even if you're on the right track, if you just sit there you'll get run over."

Given our commitment to providing educational opportunities that prepare tomorrow's professionals to serve optimally their professions, clients, and society, it is essential that curricula be designed at each level to effectuate this mission. Tomorrow's professionals must possess not only the traditional attributes—expertise, ethical sensibilities, and commitment to furthering professional and societal values— but also the capacity to utilize contemporary technology, apply and appreciate relevant findings and approaches of other disciplines, and to operate in a culturally diverse manner.

Nova Southeastern's goal is to maintain and enhance the array of professional schools and concomitant programs required to fulfill its mission. It must support, enhance, and expand existing professional centers and, where appropriate, reorganize University components to facilitate synergy and enhance the education of professionals. We believe that education is not merely a means to an end, but is itself intrinsically valuable. Accordingly, the time spent at Nova Southeastern by students, faculty, and staff should be informative, exciting, and rewarding.

We welcome you in joining in our common mission of creating the best possible educational setting.

Ovid C. Lewis, J.S.D.
President



Dean's Message



The Center is unique in that it maintains the tripartite mission of training, research, and service. Through the Community Mental Health Center, relevant training opportunities are provided in both research and practice. Students and faculty are actively involved with the Community Mental Health Center, attempting to better understand contemporary problems while providing the highest quality service to the community. These applied research activities within the Center focus on pressing social and community problems. Community programs, offered by nationally recognized experts, provide the most current and sophisticated treatments available.

The Center offers two APA-accredited doctoral programs in clinical psychology and master's programs in mental health counseling and school guidance and counseling and manages a comprehensive Community Mental Health Center. The Psy.D. (doctor of psychology) program provides greater emphasis on training professionals to do service, while the Ph.D. (doctor of philosophy) provides greater emphasis on applied research. These programs educate students to provide a range of psychological services to a wide spectrum of people in need—from pediatric to gerontological, from individuals with acute problems in living to people who are seriously disturbed.

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

The Center has evolved as a national leader in providing educational training, advancing an understanding of human behavior, and providing clinical services to the public. It is our mission to continue to make significant contributions to our community and society well into the future.

Frank A. De Piano, Ph.D.
Dean, Center for Psychological Studies



Nova Southeastern University

NOVA SOUTHEASTERN UNIVERSITY is an independent, nonsectarian, nonprofit university chartered by the state of Florida in 1964. It is located on a 217-acre main campus west of Fort Lauderdale at 3301 College Avenue in Davie, 10 miles inland from the Atlantic Ocean and easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. Additional locations are in downtown Fort Lauderdale, North Miami Beach, Coral Springs, and Port Everglades. Its 13 centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, computer sciences, social sciences, business and public administration, osteopathic medicine, pharmacy, optometry, and allied health. As an acknowledged leader in field-based degree programs, Nova Southeastern offers courses of study leading to the bachelor's, master's, educational specialist, and doctoral degrees in education, in business and public administration, in psychology, in health professions, and in physical, social, and computer sciences.

The Family and School Center is a community resource that provides education and therapeutic services for families and their children. The center comprises three units: the University School, the Ralph J. Baudhuin Oral School, and the Family Center. The University School is a demonstration school serving children from preschool through high school, preparing them in the upper grades for college. The Baudhuin Oral School provides programs for children with specific learning needs, and/or hearing disabilities. The Family Center provides a spectrum of family related programs designed to promote positive interaction between parents and children.

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 the 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, such as law, education, psychology, medicine, optometry, pharmacy, and allied health, business and public administration, oceanography, and computer and information science. In the Nova Southeastern University educational continuum, preprofessional training begins as early as the University School, continues through the college level, and culminates in the various centers for professional studies. Through the Nova Southeastern University Educational 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 Nova Southeastern 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. Nova Southeastern also delivers

programs through a variety of educational technologies, including telecommunications. Nova Southeastern University is committed to the idea that education should not be timebound or placebound. 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 academic tradition.

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

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

Mission Statement

Nova Southeastern University provides educational programs of distinction from pre-kindergarten through the doctoral level at times and in locations convenient to students, prepares students for leadership roles in business and the professions, encourages research and community service, and fosters an atmosphere of creativity and innovation utilizing technology where appropriate.

Center for Psychological Studies

The Center for Psychological Studies, organized in 1967, is committed to providing the highest-quality educational experience to current and future psychologists and counseling professionals. These training experiences provide individuals with a sophisticated understanding of psychological research and the delivery of the highest-quality mental health care.

The Center's commitment to training in the area of psychological research and treatment for emotional and psychological problems confronts one of the greatest challenges facing modern man. No problems place greater demands on our wisdom, creativity, and expertise than those associated with human adjustment to our ever-changing world. To this end, our programs educate students to provide a range of psychological services to a wide spectrum of people in need—from pediatric to gerontological clientele, from individuals with normal problems in living to those who are seriously disturbed.

Also referred to as the School of Psychology, the Center is uniquely organized so that one faculty, full time and adjunct, serves all programs. Access to all of the specialty interests and clinical skills of over 32 full-time faculty members is available to all students in the school. Nova Southeastern University's Center for Psychological Studies seeks to create the advances in clinical training, research, and service for the psychology of tomorrow.



Academic Programs

Doctoral Programs in Clinical Psychology

The Center offers two doctoral programs in clinical psychology, both accredited by the American Psychological Association. Both programs prepare students for the practice of clinical psychology. The Doctor of Philosophy also provides preparation for academic and research activities. Both the Doctor of Philosophy (Ph.D.) and the Doctor of Psychology (Psy.D.) programs are full-time, on-campus programs with a 3-year residency requirement. The doctoral programs typically require a minimum of 4 years of on-campus postbaccalaureate study, including coursework, clinical practicums, the Clinical Competency Exam, and a dissertation (Ph.D.) or Directed Study: Research (Psy.D.). In addition, both require a 2,000-hour predoctoral clinical internship at an APA-approved site anywhere in the country.

Master of Science Programs

The Master's degree in Mental Health Counseling is intended to provide 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 master's program is offered either on campus in a semester format or at one of the field-based locations in a weekend format. At the present time, there are field-based programs offered in Florida at Clearwater, Coral Springs, Fort Myers, Gainesville, Jacksonville, Melbourne, Miami, Orlando, Palm Beach, and Tampa.

The Master's degree in School Guidance and Counseling is designed to provide training to individuals seeking positions as guidance counselors in school systems. At this time, the program is offered in limited locations (see section on master's programs).

Training Programs

Postdoctoral Institute of Psychoanalysis and Psychotherapy

The Institute offers formal training in intensive psychotherapy for mental health professionals with earned doctorates. The program consists of training in didactic work, personal analysis, and supervised case analysis. The format of the program permits the working professional to complete the required activities with minimal interference in his or her professional activities. The Institute also offers a one-year program in psychoanalytic psychotherapy to advanced NSU Center for Psychological Studies students, as well as selected others, in psychodynamic psychotherapy.

Postdoctoral Program in Psychopharmacology

The postdoctoral training program in psychopharmacology is designed to advance clinical skills in the treatment and management of medicated clients suffering from emotional problems or mental disorders. This is a two-part program consisting of didactic and practicum components.

Additionally, this program is designed to promote the understanding of the psychobiological processes in medicated patients. It will also emphasize the special psychotherapeutic requirements that relate to the combined therapeutic approach and to the medicating process. The program addresses methods of achieving a high level of interdisciplinary cooperation, managing transference issues, and resolving conflict among health care providers.

Postdoctoral Residency Training Program

The postdoctoral residency program, a member of the Association of Predoctoral and Postdoctoral Internship Centers (APPIC), offers an organized training experience in an area of clinical psychology. Depending on interests and available positions, postdoctoral residents receive advanced training and supervised experience in Nova Southeastern University Community Mental Health Center. The postdoctoral residency program is designed to meet eligibility requirements for licensure in the state of Florida and to provide psychological residents with training experiences in a variety of areas. Residency positions may vary in emphasis, including research, practice, administration, and supervision.

Southeast Institute for Cross-Cultural Counseling and Psychotherapy

The Institute promotes the assessment and counseling procedure geared to meet the challenge of burgeoning diversity in schools and postsecondary institutions through training, research, continuing education, and communication across disciplines. Various trends in dynamic assessment to integrate the principal advances in testing of minorities are addressed.

Continuing Education Program

The Center offers the community a series of continuing education workshops each year featuring nationally renowned presenters. The Center for Psychological Studies is approved by the American Psychological Association and the State of Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling and the Florida Board of Nursing to offer continuing education. Attendance can be applied to State of Florida requirements for relicensure and are often accepted by other state licensing boards.

Respecialization Training Program

Through the Ph.D. and Psy.D. curricula in clinical psychology, the Center provides training for psychologists who wish to change their specialties in accordance with the recommendations adopted by the American Psychological Association Council of Representatives. A program of study is individually designed to meet the unique backgrounds and requirements of each student. While completion of the program should satisfy the licensure requirements of most states, it is the student's responsibility to ensure that training meets the requirements of the state in which licensure may be sought.

Internship Program

The Center's Community Mental Health Center is approved by the American Psychological Association as a predoctoral internship site. Six full-time interns are selected each year from a nationwide pool of applicants to participate in supervised clinical experience, training meetings and seminars, and special areas of concentration.

Research

Research in the Center is supported by extensive computer facilities, including mainframe, workstations, and microcomputer environments and consultative services.

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. Examples of research in which the Center is currently engaged are the following:

AIDS and minorities
Alcohol and substance abuse
Anxiety disorders
Applied behavioral analysis
Assessment of minority students
Child and adolescent depression
Child neuropsychology
Clinical biofeedback
Developmental disabilities
Geriatric mental health
Health psychology

Hypnosis
Interpersonal violence
Marital and family systems
Multicultural education
Neuropsychology
Pediatric psychology
Psychoanalytic therapy
Social-clinical psychology
Stress disorders
Survivors of sexual abuse/assault

Computer/Statistical Lab

The Center maintains a lab service, staffed by a full-time faculty member and advanced graduate students, that provides methodological, statistical, and computing consultation to faculty and students engaged in research.

Protection of Human Subjects

The Center adheres to published professional and governmental guidelines and regulations for protecting human subjects in research.

Service

Nova Southeastern Community Mental Health Center

Outpatient Services

The Center for Psychological Studies operates a nonprofit outpatient mental health facility funded cooperatively by the Florida Department of Health and Rehabilitative Services (HRS), Broward County, Nova Southeastern University, and United Way. Services are available to all residents of Broward County including adults, children, adolescents, and elderly clients, regardless of race, color, sex, age, nondisqualifying disability, religion or creed, sexual orientation or national or ethnic origin. Over 3,500 unduplicated clients are served per year. The services offered by the Community Mental Health Center include the following:

Case management	Individual therapy
Child/adolescent therapy	Marital/family therapy
Community education	Medication management
Consultation/education	Psychiatric evaluation
Crisis management	Psychological evaluation
Group therapy	Screening/referral

The clinical staff consists of professionals in psychology, psychiatry, social work, mental health counseling, nursing, and education. The Community Mental Health Center maintains clinic sites on the main campus and in nearby Coral Springs and Lauderdale Lakes.

Within the Community Mental Health Center, students receive practicum training. More than 100 doctoral and master's practicum slots are provided for students at the clinics. In addition, doctoral students may be hired to provide clinical services on a part-time basis. Supervision is provided by faculty and clinic staff.

Special Clinical Services

Anxiety Treatment Program. The Anxiety Treatment Program provides assessment and treatment services to children, adolescents, and adults with anxiety disorders, including anxiety-based school refusal, obsessions and compulsions, generalized anxiety, panic attacks, stress reactions, and specific fears and phobias. Treatment will include but not be limited to cognitive-behavioral therapy (individual and group). Psychiatric assessments (including medication evaluation) are available when indicated.

Brain Injury Rehabilitation Program. The goals of the Brain Injury Rehabilitation Program are to diagnose disorders of the central nervous system; to provide consultation on the etiology, rate of progression, and prognosis of known or suspected cerebral pathology; and to offer recommendation or referral for the patient's treatment. Examples of typical referrals include differential diagnosis of organic vs. functional psychiatric symptoms; differential diagnosis of dementia vs. 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. Referrals generally come from physicians, mental health professionals, educators, and attorneys.

Brief Psychotherapy Program. The Brief Psychotherapy Program provides time-sensitive, focused psychotherapy to adults with a wide range of psychological conditions. Flexible treatment methods are used to help individuals make changes in the shortest time possible. Individual, family, and/or group therapy is provided by staff and trainees.

Child and Adolescent Depression Program. This program provides comprehensive diagnostic assessment and treatment of child and adolescent affective disorders, including major and minor depression, dysthymia, mania and hypomania, and atypical affective disorders. Treatments include but are not limited to cognitive/behavioral and interpersonal psychotherapy. The program focuses on developing and evaluating new modes of treatment and comparing the efficacy of short, intermediate, and long-term therapies. Behavioral interventions will be combined with psychotropic medications when indicated.

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.

Clinical Biofeedback Program. Located at all clinic sites, this unit was established to provide treatment to individuals with a variety of somatic and tension-related disorders. Treatment is applicable to a broad spectrum of complaints, including tension and migraine headaches, TMJ, anxiety, phobias, bruxism, chronic and acute pain, Raynaud's disorder, and essential hypertension. The equipment utilized is computer-based, state-of-the-art physiological monitoring systems. Biofeedback-facilitated relaxation training is often used as an adjunctive technique to other conventional therapies. Training in these techniques is offered to students through courses, practicum, and research opportunities.

Community Support Program. The Community Support Program provides a variety of treatment services to consumers with severe and persistent mental illness. People with schizophrenia, major affective disorders, and other major psychiatric conditions receive case management services, medication management, and a variety of psychotherapeutic services including individual, group, and/or family therapy. Services may be provided both in the office or in nontraditional settings in the community.

Dual Diagnosis Program. This program provides clinical and case management services to clients who have a substance abuse/dependency problem, in addition to a major psychiatric condition.

The program offers services at all clinic sites, including consultation and evaluation, individual and group therapy, and substance abuse education. Group sessions vary from a structured psychoeducational modality to a process-oriented group, depending on clients' needs and level of functioning. Family sessions are provided when possible.

General Child and Adolescent Program. This program provides comprehensive assessment and treatment services to children, adolescents, and their families. Clients range from children with initial symptoms of emotional disturbance to children who are so disturbed they require residential treatment.

Intensive Psychodynamic Psychotherapy Program. This program provides diagnostic and in-depth treatment services to adults and adolescents 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.

Interpersonal Violence Program. The specialized Interpersonal Violence Clinical Research Program provides high-level service through the Nova Southeastern University clinic system. The program provides clinical training experience to graduate students in the area of interpersonal violence. Clinical requirements of practicum students include conducting standardized assessment procedures and providing crisis, short-term, and longer-term intervention. Other requirements include maintaining client records and participation in supervision and other training experiences. Although the practicum experience focuses on the problem of interpersonal violence, intervention procedures address a broad base of individual, couple, and family clinical issues. Up to nine practicum students are placed within the program each year. The Interpersonal Violence Program also maintains a clinical research component.

Interpersonal Violence Project for a Safe Family Environment (SAFE), part of the Interpersonal Violence Program at Nova Southeastern University, is a broad-spectrum, home-based, ecobehavioral assessment and intervention designed for families: (1) characterized by some form of child maltreatment (physical abuse, sexual abuse, neglect), or (2) at high-risk for child maltreatment. SAFE focuses on the entire family unit and its relationship with multiple outside stressors (the family ecosystem). Intervention involves application of multiple treatment components that focus on the individual child, family, and the stressors in the family ecosystem. SAFE is goal-oriented, empirically based, and designed to impact on the wide range of areas of potential dysfunction or deficit. Specific SAFE components include: (1) parent-child relationship enhancement, (2) stress reduction, (3) relaxation training, (4) anger control, (5) basic skills training, (6) problem solving, (7) nutrition, (8) behavioral pediatrics, and (9) home safety skills.

Limited Case Management Program provides limited case management and therapy services, in addition to medication monitoring, to clients of the Nova Southeastern University Community Mental Health Center who have received maximum benefit from therapy services or have only limited case management needs.

Nova Southeastern Community Program for Older Adults (NCCOA). This program was designed to fulfill three major goals: (1) provide outpatient psychotherapy to residents in the community (at two locations: Lauderdale Lakes Clinic and Fair Oaks Hospital) who are 55 and

over and deliver services to visually impaired individuals through NCCOA Outreach Program at the Fort Lauderdale Lighthouse for the Blind; (2) train predoctoral and postdoctoral clinical psychologists in the nuances of assessment, consultation, and treatment of older ambulatory residents of the community; and (3) carry out clinical research that identifies the unique features of psychological disorders. Clients served in this program may be experiencing anxiety, depression, insomnia, psychosexual dysfunction, interpersonal difficulties, substance abuse, or some other form of psychopathology. Treatment is designed to meet the unique needs of the older adult and consists of individual, group, family, and/or marital therapy. Treatment modalities include psychotherapy, behavior therapy, cognitive therapy, biofeedback, and self-help groups.

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

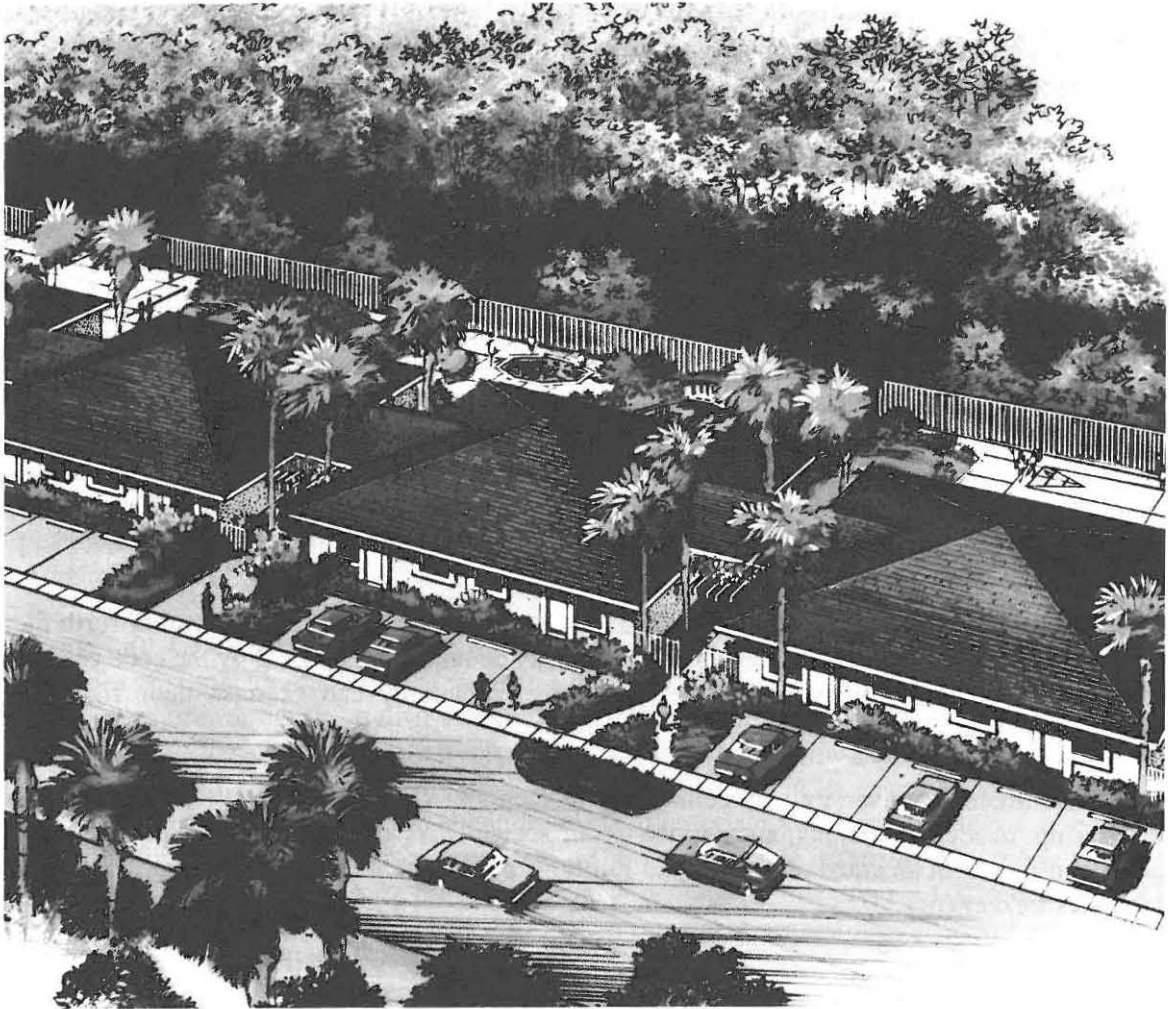
Sexual Abuse Survivors Program. The Sexual Abuse Survivors Program provides clinical services at all locations of Nova Southeastern University's Community Mental Health Center. The program serves adolescents and adults who were sexually abused as children and/or who suffer from dissociative disorders. Since dissociative disorders are a common result of childhood sexual abuse, the program accepts individuals with dissociative disorders for treatment even if they have no history or memory of sexual abuse. Available clinical services include psychological evaluation and testing, individual psychotherapy, group therapy, couples therapy, and family therapy. Up to six doctoral students receive clinical training in practicum placement at the program each year. Students can also participate in ongoing clinical research.

Student Counseling Program. The Student Counseling Program offers psychological support services for Nova College, the Shepard Broad Law Center, the students of the Health Sciences Division, and other graduate-level students who exhibit a wide range of problems such as depression, anxiety, substance abuse, eating disorders, etc. Counseling on academic issues is also offered; psychological testing is available. A stress inoculation program designed to assist students in managing anxiety related to examinations is also offered. Practicum placements and opportunities for research endeavors are available.

Geriatric and Residential Services

This program within Nova Southeastern University's Community Mental Health Center is publicly funded by the HRS and the U.S. Department of Housing and Urban Development. It provides comprehensive services to adults 55 or older who are experiencing a mental or emotional disorder or concurrent psychiatric and substance abuse problems (dually diagnosed).

The Geriatric Institute, a 62-bed facility located in Lauderhill, offers a continuum of inpatient/residential services that are available depending on the needs of the client. All the residences are designed and operated to provide a warm, family atmosphere where daily living and interpersonal skills are learned and practiced. The Day Treatment/Social Rehabilitation Program, located at the residence and in Lauderdale Lakes, serves more than 200 clients annually. Here, clients participate in groups and classes, including art, music, and movement therapy, current events, coping and self-esteem skills, and adult living skills geared to their individual needs. The Family Support Group meets each month and offers support, counseling, and information to families and friends of members.



Policies

The ultimate responsibility for knowing degree requirements, policies, legal and ethical requirements rests with the student.

Student Handbooks

All enrolled students receive a copy of their program's policies and procedures handbook that outlines the full text of requirements, policies, procedures, and information. Copies of the most recent handbooks are on file and available for review by applicants.

Reservation of Power

Nova Southeastern reserves the right to amend, modify, add to, or delete its rules, policies, and procedures 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 of 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.

Nondiscrimination and Protection from Sexual Harassment

Nova Southeastern University fully subscribes to and practices a policy of nondiscrimination in admissions and enrollment. No applicant or enrolled student shall be discriminated for or against because of race, color, sex, age, nondisqualifying disability, sexual orientation, religion or creed, or national or ethnic origin. The University registrar is designated as the policy coordinator to assure compliance with all federal, state, and local laws and regulations relative to nondiscrimination. The University also seeks to protect all employees and students from sexual harassment. Allegations of sexual harassment are to be brought to the Dean of the Center for Psychological Studies.

Code of Student Conduct and Academic Responsibility

The University code seeks to promote high standards of academic integrity by setting forth the responsibilities of students as members of the University community. Abiding by the code ensures a climate in which all members of the University community can exercise their rights of membership.

Nova Southeastern University as a community of men and women is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure every student an equal opportunity to fulfill his or her potential as a student at the highest standard of excellence.

Certain rights and obligations flow from membership in the academic community, including:

1. The rights of personal and intellectual freedom that are fundamental to the idea of a university. While students will be guided by faculty in their educational experiences, they are free to examine all pertinent data, to question assumptions, to be guided by the evidence of scholarly research, and to formulate their own opinions;
2. A scrupulous respect for the equal rights of others;
3. A dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.

Students are responsible for obtaining, learning, and observing the established University and Center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution and those of Broward County and the State of Florida. All members of the community should inform the appropriate official of any violation of conduct.

In addition, graduate students in psychology are expected to be knowledgeable about and conform to the letter and spirit of the ethical guidelines of their respective professions and to the provisions of Florida licensing laws. Copies of ethical guidelines are available from the Center for Psychological Studies. Academic conduct and supplementary standards are outlined in student handbooks. The Center prohibits direct payment to faculty by students and the Handbook details its policy on dual relationships between faculty and students.

Hazing. Nova Southeastern University prohibits any activity that may be construed as hazing. "Hazing" is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university.

Conduct Violations. Any violation(s) of any of the academic standards, conduct standards, or supplemental standards may result in a complaint being filed against a student to enforce the Code of Student Conduct and Academic Responsibility. Deans or directors may, at their discretion, immediately suspend students pending a hearing on charges of academic conduct or supplemental standard violations. Any student found guilty of a violation of the academic, conduct, or supplemental standards will be subject to disciplinary action, including expulsion from the University.

Appeals and Grievances. The purpose of the student appeal and grievance procedure is to provide for the orderly resolution of problems arising out of a student complaint concerning a policy, procedure, or administrative action of Nova Southeastern University. Prior to initiating a formal appeal, the student must first meet with the particular faculty member or administrator and attempt to resolve the matter informally. If this does not result in an acceptable resolution, the student shall bring the matter to the attention of the appropriate administrative office where an attempt at informal resolution will be continued. *This must be done within 30 days following the occurrence of the situation causing the appeal/grievance.* Should this process fail to bring about an acceptable resolution of the problem, the student must next request intervention through the Dean of the Center for Psychological Studies through the formal appeals procedure. The full text of the Code of Student Conduct and corresponding procedures are located in the program policies and procedures handbooks.

Grading and Academic Standing

All degree programs in the Center for Psychological Studies assign grades to coursework according to the following system: A, B, C, and F, except for dissertation and Directed Study: Research, which receive, P, F, or PR (in progress). A grade of I (incomplete) is given only with instructor's approval and under exceptional circumstances.

All graduate programs in the Center for Psychological Studies require, at minimum, that to remain in good academic standing a student must maintain a minimum cumulative grade point average of 3.0. In addition, other minimum requirements exist that are described in detail in student handbooks. Failure to meet these requirements will result in academic probation or dismissal, as detailed in the student handbooks for doctoral and master's programs. A student is allowed one year (two full semesters excluding summer session) to remove probationary status. Automatic dismissal will occur if more than two grades below B are recorded, if two grades of F are received, or if academic probation extends beyond one year. Automatic dismissal will also occur in doctoral programs if the Clinical Competency Exam is failed a second time or a grade of C or lower is received for Internship.

Attendance

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

Privacy of Records

The University follows the regulations stipulated in *Individual and Institutional Responsibilities: The Family Education Rights and Privacy Act—Student Records and Privacy*. The student has the right to seek access to his or her departmental files (e.g., admission, academic, clinical training records, practicum evaluation, and letters of recommendation) unless he or she has signed a waiver relinquishing such rights. This request must be made in writing. The full text of this policy appears in the student handbook.

Smoking and Nonsmoking

Smoking is prohibited in any Nova Southeastern University facility where, regardless of physical separation, nonsmokers share a ventilation system with smokers.

This policy does not apply to living quarters (dormitories), which are subject to a separate smoking policy. Nor does this policy in any way supersede the Florida Clean Indoor Air Act.

Support Services

Library

The University library system has more than 500,000 volume equivalents. The Einstein Library, located in the Parker Building, houses the University's major collection of books and journals in the humanities and sciences, with a concentration on research materials in psychology. Its more than 179,000 volume equivalents can be searched through the library's on-line catalog. Specialized indexes in CD-ROM format are available, as is dial-up access to the online catalog, First Search, and literature searches using DIALOG information databases. A member of SEFLIN and FLIN cooperative library networks, it can speed access to materials from other institutions throughout Florida and elsewhere. Distance library services are available to noncampus students via the electronic library. Students can access the library catalog, check periodical holdings, request materials, assistance with research, etc. Books and copies of articles from the Nova Southeastern University collection can be mailed directly to student homes.

Microlab

Hardware and software resources are available to students on-campus in the Parker Building and in the Goodwin Residence Hall. All operating systems and most popular word-processing programs are available as well as peripherals such as laser printers, CD-ROMs, scanners, touch screens, and laser disc players.

Media Services

The Learning Technology Laboratory in the Mailman-Hollywood Building has video, audio and slide production facilities, a library of instructional video and audiotapes, and audiovisual equipment.

CPS Testing Library and Computer Lab

The Center has its own library of testing instruments and kits for student check-out. Its computer lab has microcomputers, printers, and access to University mainframes for psychology graduate student use. The Lab also provides consultation for student and faculty research.

Financial Aid

Nova Southeastern University offers a comprehensive program of financial aid to assist students in meeting educational expenses, such as tuition, fees, and books, as well as indirect expenses for such things as food, clothing, room and board, and transportation.

The primary responsibility to pay for education will rest with the student and his or her family. Need-based financial aid is available to "fill the gap" between the cost of education and the amount that the family can reasonably be expected to contribute. The family's ability to pay is determined by performing a needs analysis based on the family's income and asset information. Other types of aid, which are not based on need, may also be available.

With the exception of academic scholarships, students must meet the following criteria in order to be eligible to apply for aid: Be a U.S. citizen or be in the United States for other than a temporary purpose; be accepted into an eligible degree-seeking program; and be enrolled on at least a half-time basis. Students who meet these criteria and need assistance to cover college expenses should apply for student aid. The following is a list of the student aid programs available at Nova Southeastern:

Institutional Scholarships. The Center for Psychological Studies maintains a limited amount of scholarship funds for students exhibiting special needs. **The Max Hutt scholarship is awarded to students whose studies and research are in dynamic psychology.** Some funds are designated for minority students with demonstrated financial need. For more information, contact the Office of the Dean.

Seminole and Miccosukee Indian Scholarships. Grants of up to \$2,000 per year are available to qualified members of the Seminole or Miccosukee Indian tribes. Applications are available from the higher education committee of either tribe.

Stafford Loan. The Guaranteed Student Loan program provides low-interest, long-term educational loans through participating banks, credit unions, and other financial institutions. The interest rate is 8%. Graduate students are eligible to borrow up to \$8,500 per year (effective October, 1993). Repayment begins 6 months after the student leaves school or drops below half time.

The Perkins (NDSL) Loan. The NDSL loan program offers long-term educational loans to students enrolled at least half time. Eligibility is based on financial need. Repayment begins 6 to 9 months after the student leaves school.

Supplemental Loan for Students. The SLS loan program provides non-need-based loans to independent students. The annual maximum loan limit is \$4,000. Repayment begins 30 to 60 days after the loan is disbursed; however, principal payments may be deferred while the student is enrolled full time. The interest rate is variable, but will not exceed 12%.

Health Education Assistance Loans. The HEAL program offers federally insured student loans to students enrolled full time in the Psy.D. or Ph.D. program. Students may borrow a maximum of \$12,500 per year. The interest rate on HEAL loans varies according to 91-day U.S. Treasury bill rates. Students may defer payment while in school. However, interest will accrue during enrollment periods.

Assistantships. Assistantships are available for advanced doctoral students through the Center. Included are clinical positions within the various clinics, teaching assistantships, and research assistantships. Contact the Director of Employee Relations for information regarding the availability of assistantships.

College Work-Study. Part-time jobs in the work-study program on campus are available for students demonstrating need. Generally, students work 10 to 20 hours per week. College work-study awards are based on financial need.

Student Employment. Part-time employment is available in many departments on campus. Several positions are open to students regardless of financial need. In addition, part-time clinical positions in the community are developed and made available to doctoral students through the Center.

In order to be considered for financial assistance, students are required to complete the Free Application for Federal Student Aid (FAFSA), the Nova Southeastern financial aid application, as well as other financial aid documents upon request. Application deadlines may be obtained from the Office of Student Financial Aid. It is important for applicants to apprise themselves of priority deadlines.

For more information and application forms, contact:

Office of Student Financial Aid
Nova Southeastern University
Administration Building
3301 College Avenue
Fort Lauderdale, Florida 33314
(954) 452-3380, or toll free (800) 522-3243

Veterans' Benefits

All programs described in this catalog are approved for the training of veterans and other eligible persons by the Bureau of the State Approval for Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact:

Coordinator of V.A. Benefits
Office of the University Registrar
Nova Southeastern University
3301 College Avenue
Fort Lauderdale, Florida 33314
(954) 452-7241 or toll free (800) 541-6682, Ext. 7241

All students will be provided a written progress/grade report at the end of every evaluation period. A copy will be placed in the student's permanent file maintained by the school.

International Students

International students who intend to reside in the United States and who are required to obtain an I-20 must be full-time, degree-seeking students and must attend the main campus in Fort Lauderdale, Florida. Foreign nationals 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 by satisfactorily completing the Test of English as a Foreign Language. For further information, contact:

International Student Advisor
Nova Southeastern University
3301 College Avenue
Fort Lauderdale, Florida 33314
(954) 452-7240 or toll free (800) 541-6682, Ext. 7240

Other Campus Facilities

Students with Disabilities

Nova Southeastern University provides services to meet the needs of students with disabilities. Students with special needs should contact Joyce H. Silverman, M.S., (954) 475-7570.

Housing

Housing is available on the main campus. One- and two-bedroom furnished apartments are available for graduate and married students without children.

Utilities, basic cable TV, local phone service, and central air conditioning are included in the housing rates. Housing availability is limited. Applicants are encouraged to apply early. Interested students are invited to obtain further information from:

Office of Residential Life
Nova Southeastern University
3301 College Avenue
Fort Lauderdale, Florida 33314
(954) 475-7052

Academic Calendars

The full texts of the Center's on- and off-campus calendars are published in the student handbooks.

FALL 1995

August 10-11	Registration and advisement for continuing on-campus master's students.
August 18	Orientation and registration for new on-campus master's students.
August 21-24 & 28	Registration for doctoral students.
Friday, August 25	Orientation and registration for new doctoral students.
Monday, August 28	Classes begin.
Monday, September 4	University offices closed in observance of Labor Day.
Monday, September 25	University offices closed in observance of Rosh Hashanah.
Wednesday, October 4	University offices closed in observance of Yom Kippur.
November 16-17	Registration and advisement for continuing on-campus master's students.
November 23-24	University offices closed in observance of Thanksgiving.
December 8	Orientation and registration for new on-campus master's students.
Monday, December 18	Fall semester ends.
Monday, December 25	University offices closed in observance of Christmas.
Monday, January 1	University offices closed in observance of New Year's Day.

WINTER 1996

Tuesday, January 2	Classes begin.
Monday, January 15	University offices are closed in observance of Martin Luther King, Jr. Day.
February 26 - March 1	Spring Break
March 14-15	Registration and advisement for continuing on-campus master's students for Summer 1996.
Friday, April 5	University offices are closed in observance of Good Friday.
Friday, April 19	Winter semester ends.
April 22	Orientation and registration for new on-campus master's students.

SUMMER 1996 - TERM I

April 24-26, and 29	Registration for doctoral students.
Monday, April 29	Classes begin.
Monday, May 27	University offices are closed in observance of Memorial Day.
Friday, June 21	Summer session ends.

SUMMER 1996 - TERM II

June 19-21 and June 24	Registration for doctoral students.
Monday, June 24	Classes begin.
Thursday, July 4	University offices are closed in observance of Independence Day.
Friday, August 16	Summer session ends.

Field-based master's program courses are scheduled from August through June. Fall orientation and registration for new field-based master's students will be held August 5, 1995. Winter orientation and registration for new field-based master's students will be held December 2, 1995. Detailed information and schedules are available in the master's program's [Policies and Procedures Handbook](#).

Doctoral Programs

The program leading to the Doctor of Philosophy (Ph.D.) degree in clinical psychology supports the proposition that the clinical psychologist will contribute most to society when educated for the roles of both scientist and practitioner. The focus of the program is on the empirical analysis of current topics and problems in clinical psychology, with a particular emphasis on the development of applications in applied clinical research. Much of the research conducted within the program involves the development and rigorous evaluation of innovative assessment and intervention for clinical problems. From this base, the student proceeds through research training that culminates in a dissertation-independent research defended before a faculty committee.

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 these experiences and a sequence of formal courses and graded exposure to clinical populations in supervised practice, the program nurtures the knowledge and skills required for the student to assume the role of academician, researcher, and practicing clinical psychologist.

Psy.D. Program

Traditionally, the training model for clinical psychologists has focused on the graduate student as scientist first and practitioner second. However, with the pressing need in society for practitioners, many graduate students have elected to enter the clinical services arena, rather than the academic or research arena. Consequently, in the 1960s, alternate training procedures were proposed that led to the development of a professional practitioner doctoral model. This model was officially

Doctoral Programs

By offering both the Doctor of Psychology (Psy.D.) and the Doctor of Philosophy (Ph.D.) degrees, the Center for Psychological Studies demonstrates its commitment to train psychologists both as researchers and as practitioners. While other programs train students in research and practice, the Psy.D. program is based on a model of the practitioner-scientist 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 predoctoral internship at a site where the student has applied and been accepted.

Beyond the required courses and experiences of each doctoral program, the development of individual interests in psychology is provided for through elective course offerings. The electives contribute to the growth and development in a variety of areas, such as family therapy, child clinical psychology, cross-cultural counseling, family violence, neuropsychology, psychoanalytic psychotherapy, applied analysis of behavior, gerontology, and others. The electives provide flexibility for students in pursuing their specialized interests.

The Center's faculty is committed to the development of strong collegial relationships with doctoral students. The development of such relationships facilitates the instructional support available to students as they strive for scholarship and mastery of the roles of the clinical psychologist.

Ph.D. Program

The program leading to the Doctor of Philosophy (Ph.D.) degree in clinical psychology supports the proposition that the clinical psychologist will contribute most to society when educated for the roles of both scientist and practitioner. The focus of the program is on the empirical analysis of current topics and problems in clinical psychology, with a particular emphasis on the development of sophistication in applied clinical research. Much of the research conducted within the program involves the development and rigorous investigation of innovative assessment and intervention for clinical problems. From this base, the student proceeds through research training that culminates in a dissertation—*independent research defended before a faculty committee.*

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 these experiences and a sequence of formal courses and graded exposure to clinical populations in supervised practicum, the program imparts the knowledge and skill required for the student to assume the role of academician, researcher, and practicing clinical psychologist.

Psy.D. Program

Traditionally, the training model for clinical psychologists has focused on the graduate student as scientist first and practitioner second. However, with the growing need in society for practitioners, many graduate students have elected to enter the clinical services arena, rather than the academic or research area. Consequently, in the 1960s, alternate training procedures were proposed that led to the development of a professional practitioner-scientist model. This model was officially

accepted by the American Psychological Association at the Vail Conference in 1973, when it was deemed a more viable foundation for the education and training of individuals preparing to enter careers whose primary focus is on direct clinical intervention, delivery of psychological services, and professional practice.

The primary goal of the Doctor of Psychology program (Psy.D.) is to offer academic, practicum, internship, and research experiences directly relevant to the practice of clinical psychology. The training retains the important scientific base upon which professional competence and knowledge rest, has students participate in ongoing research, and prepares them to be lifelong consumers of research. Clinical expertise is molded by a sequence of courses on assessment and intervention, both theory and technique, supplemented by practicum experiences with clients in a variety of settings under intensive supervision. The Psy.D. degree, through its curriculum, trains students to perform as clinicians, private practitioners, supervisors, mental health consultants, administrators of human service programs, instructors, and members of a research team. The degree of expertise in these various specialties is contingent upon individuals' educational concentrations and training exposures, as well as their career aspirations.

Doctoral Academic Policies

Registration and Residency

All students must be in full-time residence for 3 academic years, excluding summer sessions, to be eligible for the doctoral degree. This requirement, which is independent of the number of transfer credits the student may receive, is defined as completion of a minimum of nine semester hours of coursework per semester. After the residency requirement is met, students must enroll for at least one credit each semester. All enrolled students must be in continuous registration every fall and winter semester until they receive their degree, unless a leave of absence has been granted.

Candidacy

Upon admission, students are admitted to degree candidacy.

Transfers Between Programs

Doctoral students in clinical psychology are accepted into either the Psy.D. or the Ph.D. program. The programs are distinctive in focus, and it is expected that students enroll with the intention of completing the program into which they were accepted. The Center does not encourage transfer between programs, but a student may petition to do so. Formal requests for transfer should be made to the Office of Academic Affairs. Materials to be reviewed by faculty members include the student's folder in the current doctoral program and two current letters of recommendation from Nova Southeastern faculty. Students approved to transfer will not receive credit for required courses taken in their original doctoral program that are at a lower level than those required in their new program (i.e., no credit for *Intermediate Statistics* when transferring to the Ph.D. program).

En Route Master's Degree

Students enrolled in the Ph.D. or Psy.D. Programs in Clinical Psychology may earn, as an intermediate degree, the Master of Science in Psychology. The curriculum for this degree consists of a minimum of 30 credit hours normally offered during the first few semesters of the doctoral program. Courses transferred into Nova Southeastern's program do not count toward this degree. Any doctoral course with a comparable number of credit hours may be substituted for a transferred course. Graduates with this degree will not have met the educational requirements for certification or licensure in Florida and should not expect to provide psychological services as an independent practitioner. Rather, this degree should be utilized by the Ph.D. or Psy.D. student to demonstrate master's-level achievement.

Time Limits

All students are expected to complete their program and be awarded a doctoral degree within 8 years from the time of first registration. In the event that a student does not complete all requirements within the eight-year time limit, he or she must enroll in the Center and must maintain full-time status and residency and complete nine credits, on campus, each semester

excluding summer sessions, as specified in the Doctoral Student Handbook and approved by the Office of Academic Affairs. Failure to remain in continuous registration will be deemed as the student's withdrawal from the program.

Evaluation of Doctoral Students

Each student is evaluated on a number of occasions while enrolled in the program, including during the clinical competency exam and while on internship. The purpose of such evaluation is to provide students with relevant and timely feedback concerning their overall performance in the program and to serve as a screening procedure in order to ensure high-quality standards for the profession of psychology. Areas of evaluation include academic achievement, responsibility, personal adjustment, and interpersonal behavior.

Doctoral Curricula

Doctoral students must complete a minimum of 100 (Psy.D.) and 101 (Ph.D.) credits, successfully pass the Clinical Competency Exam, and complete a one-year internship, to be eligible for the degree. Courses are taken in general psychology, assessment, intervention, and methodology. Some courses have specific prerequisite requirements that students must meet; these should be checked to ensure compliance. The following pages outline the Psy.D. and Ph.D. curricula.

Clinical Training

Clinical Practicums provide students with assessment and intervention experience. Students have the opportunity to review the list of school-approved placements and indicate their preferences. The Director of Clinical Training makes assignments, taking student preferences into account. Assignments typically span two practicums and an 11-month period, beginning in late August (in some cases earlier in the summer). Students are required to meet all clinical obligations, some of which occur on evenings and weekends and during holidays and session breaks. Students' practicum activities are covered by the Center's professional liability insurance.

The Clinical Competency Examination must be taken and passed prior to accepting an internship placement. The examination evaluates the students' ethical knowledge, and understanding of and skills in assessment and intervention. Two faculty members appointed by the Director of Clinical Training conduct the examination. A student failing the exam can retake it; a second failure results in automatic dismissal from the doctoral program.

The Internship of 2,000 hours is the culmination of clinical training. Students can apply to any APA-approved training site in the country. Intern supervisors provide evaluation of the student. Internships typically are salaried positions and last one calendar year.

Research Training

Psy.D. students complete Directed Study: Research, which provides an opportunity to participate in faculty research or pursue their own interests. It is not intended to demonstrate competency at independently initiating and conducting research. Psy.D. students also can elect to take Research Practicums and an additional Directed Study: Research.

Ph.D. students are expected to be actively involved in research throughout their graduate training. First they complete a series of four Research Practicums, which provide the opportunity to sample research under different faculty members or continue under one. Then they plan and conduct research under faculty mentorship, the Major Paper. The culmination is the Dissertation, defended before a faculty committee as a contribution to the field and of publishable quality.

Nova Southeastern University Center for Psychological Studies

Ph.D. Program

Model Curriculum*

First Year Fall Semester	Prerequisites	Credits	Third Year Winter Semester	Prerequisites	Credits
1403 Adult Psychopathology		3	3702 Clinical Practicum IV	3601, 3701-3	3
1405 Developmental: Child & Adolescent		1.5	3704 Supervision IV	3703	1
1407 Developmental: Gerontology		1.5	3804 Major Paper	1803-4, 2803-4	1.5
1409 Professional Issues and Ethics		1	Electives		6
1501 Assessment: Intelligence Testing		3			
1703 Pre-Practicum I		1			
1801 Research Design		3			
1803 Research Practicum I		1			
First Year Winter Semester			Fourth Year Fall Semester		
1408 Child and Adolescent Psychopathology	1405	3		Clinical Competency Exam	
1502 Assessment: Interviewing		2	5850 Dissertation		6
1602 Theories of Intervention		3	Electives		3
1608 Cross Cultural Counseling		1.5			
1704 Pre-Practicum II	1703	1			
1804 Research Practicum II		1			
Second Year Fall Semester			Fourth Year Winter Semester		
2403 Psychobiology		3	5850 Dissertation		6
2505 Personality Assessment	1501-2	3	Electives		6
2701 Clinical Practicum I	(All First Year Except 1801)	3			
2703 Supervision I		1			
2803 Research Practicum III		1			
2807 Advanced Statistics		3			
Second Year Winter Semester			Fifth Year		
2404 Social/Cognitive Bases of Behavior		3	5700 Internship	All Course Work	2
2406 Psychopharmacology	2403	1.5	(1 Credit per Semester Fall and Winter)	Excluding 5850: Dissertation	
2702 Clinical Practicum II	2701-3	3			
2704 Supervision II	2703	1			
2804 Research Practicum IV		1			
2808 Multivariate Statistics I with Lab	2807	4			
Third Year Fall Semester			Total Degree Credits		
3601 Case Conceptualization		3	101		
3701 Clinical Practicum III	Co/Pre Req 3601	3	Notes:		
3703 Supervision III	1602-8, 2702-4	1	Electives Are to Be Selected as Follows:		
3804 Major Paper	2505, 2702-4	1.5	9 Credits Intervention		
3805 Multivariate Statistics Ii with Lab	2704	4	6 Credits Special Clinical Topics		
	1803-4,2803-4		Includes Such Topics as: Substance Abuse, Victimization, Chronically Mentally Ill, Human Sexuality		
	2806		*Required and Elective Courses May Be Taken in Any Semester (Including Summer) Provided That Prerequisites Have Been Satisfied.		

Nova Southeastern University Center for Psychological Studies

Psy.D. Program		Model Curriculum*			
First Year Fall Semester	Prerequisites	Credits	Third Year Winter Semester	Prerequisites	Credits
1403 Adult Psychopathology		3	3702 Clinical Practicum IV	3601, 3701-3	3
1405 Developmental: Child & Adolescent		1.5	3704 Supervision IV	3703	1
1407 Developmental: Gerontology		1.5	5890 Directed Study: Research		2
1409 Professional Issues and Ethics		1	Electives		6
1501 Assessment: Intelligence Testing		3			
1703 Pre-Practicum I		1			
1801 Research Design		3			
First Year Winter Semester			Fourth Year Fall Semester		
1408 Child and Adolescent Psychopathology	1405	3	Clinical Competency Exam Electives		9
1502 Assessment: Interviewing		2			
1506 Behavioral Assessment		1.5			
1508 Objective Personality Assessment		1.5			
1606 Cognitive/Behavior Therapy		1.5			
1608 Cross Cultural Counseling		1.5			
1704 Pre-Practicum II	1703	1			
Second Year Fall Semester			Fourth Year Winter Semester		
2403 Psychobiology		3	Electives		12
2601 Dynamic Therapy		1.5			
2603 Systems/Family Therapy		1.5			
2701 Clinical Practicum I	(All First Year Except 1801)	3			
2703 Supervision I		1			
2806 Intermediate Statistics with Lab		4			
Second Year Winter Semester			Fifth Year		
2404 Social/Cognitive Bases of Behavior		3	5700 Internship	All Course Work	2
2406 Psychopharmacology	2403	1.5	(1 Credit per Semester Fall and Winter)	Including 5890: Directed Study: Research	
2503 Projective Personality Assessment	1501-2-6-8	3			
2604 Child & Adolescent Intervention	1408	1.5			
2702 Clinical Practicum II	2701-3	3			
2704 Supervision II	2703	1			
Third Year Fall Semester			Total Degree Credits		
3501 Integrated Report	2503	3	Notes: Electives Are to Be Selected as Follows: 5 Credits Intervention 6 Credits Special Clinical Topics Includes Such Topics as: Substance Abuse, Victimization, Chronically Mentally Ill, Human Sexuality 12 Credits Any Area		
3601 Case Conceptualization	1606-8,2601-3-4,2702-4	3			
3701 Clinical Practicum III	Co/Pre Req 3601 2503, 2702-4	3			
3703 Supervision III	2704	1			
5890 Directed Study: Research		2			
			*Required and Elective Courses May Be Taken in Any Semester (Including Summer) Provided That Prerequisites Have Been Satisfied.		

Course Descriptions for Doctoral Programs

General Required

PSY 1403 Adult Psychopathology 3 Cr.

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

PSY 1405 Developmental: Child and Adolescent 1.5 Cr.

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, topics in this course, to be selected, that focus on normal and accelerated developmental progress, as well as factors that threaten to impede normal development.

PSY 1407 Development: Gerontology 1.5 Cr.

This course will review developmental theories of aging, personality development in late life, and theories of the biological and/or physiological aging process.

PSY 1408 Child and Adolescent Psychopathology 3 Cr.

This course will provide a comprehensive examination of specific disorders and problematic psychological states during childhood and adolescence. An emphasis will be placed on the description, theoretical conceptualization, and etiology of disorders. *Prerequisite: PSY 1405*

PSY 1409 Professional Issues and Ethics 1 Cr.

This course acquaints the student with the extant legal and ethical principles and standards of practice that psychologists have developed for the profession.

PSY 2403 Psychobiology 3 Cr.

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 2404 Social-Cognitive Bases of Behavior 3 Cr.

This course covers current theory and research on cognition, affect, motivation, and learning as they occur in integrated social and self functioning. Of particular interest are clinical applications of social-cognitive processes. These include attributional styles, self-regulation, person perception, relationships, clinical reasoning and judgment, and cognitive elaboration and attitude change in therapy.

PSY 2406 Psychopharmacology 1.5 Cr.

This course covers the basic science, theory, research, and clinical applications of psychopharmacology. It promotes the understanding of psychobiological processes in medicated patients and emphasizes the special psychotherapeutic requirements that relate to the currently prevalent combined therapeutic approach. The clinical issues are illustrated by case presentations and the review of the relevant literature. *Prerequisite: PSY 2403*

Assessment Required

PSY 1501 Assessment: Intelligence Testing 3 Cr.

The administration, interpretation, and communication of results of major intelligence tests is the focus of this course. Emphasis is placed on the many aspects of interpretation and report writing.

PSY 1502 Assessment: Interviewing 2 Cr.

This is a basic course on the theoretical and practical aspects of the clinical assessment interview. Emphasis is placed on development of communication skills, rapport building, evaluation strategies, consideration of diagnostic data, cultural and ethnic diversity, the Mental Status evaluation, and the ability to organize information in written and oral form.

PSY 1506 Behavioral Assessment (Psy.D.) 1.5 Cr.

This course will provide an overview of current strategies and issues in contemporary behavioral assessment. Included will be self-report and monitoring, direct and naturalistic observation of behavior, and physiological measurement. Application to a variety of clinical disorders will be addressed and attention directed to collateral factors such as behavioral assets and limitations, environmental supports, and restrictions that often have an impact on the client.

PSY 1508 Objective Personality Assessment (Psy.D.) 1.5 Cr.

This course examines theoretical, conceptual, and methodological issues in objective personality assessment. An emphasis will be placed upon objective personality tests such as the MMPI-2, MMPI-A, 16 PF, Millon's MCMI and others.

PSY 2503 Projective Personality Assessment (Psy.D.) 3 Cr.

This course will provide an introduction to the theory, administration, scoring, and interpretation of the major projective assessment measures including the Rorschach, TAT, Sentence Completion, and Figure Drawings. The specific value of the projective measures and associated research findings will be discussed. The student will also receive an introduction to integrating assessment materials for the purpose of writing psychological test reports. *Prerequisites: PSY 1501, PSY 1502, PSY 1506, PSY 1508*

PSY 2505 Personality Assessment (Ph.D.) 3 Cr.

This course will cover various objective, projective, and behavior assessment instruments used in personality assessment. Topics may include administration, scoring, and interpretation of such tests as the MMPI-2, Rorschach, TAT, Bender Gestalt, drawing, incomplete sentences, and symptom check lists. Report writing will be included. *Prerequisites: PSY 1501, PSY 1502*

PSY 3501 Integrated Report (Psy.D.) 3 Cr.

The primary goal of this course is to help the student write a well-integrated and meaningful psychological report. Starting with basic data obtained from a well-balanced battery of tests and other sources, which may include interviews and developmental and social histories, the student is guided through the process of clinical inference, learning to examine and analyze the data, formulate integrative hypotheses, and generate a synthesized, integrated, and meaningful psychological report. *Prerequisite: PSY 2503*

Intervention Required

PSY 1602 Theories of Intervention (Ph.D.) 3 Cr.

This course introduces concepts germane to all psychotherapies. Major paradigms are critically examined in terms of philosophy, key concepts, goals, therapeutic relationship, techniques, and applications. Attention is given to research literature on patient/therapist factors and process/outcome findings.

PSY 1606 Cognitive/Behavior Therapy (Psy.D.) 1.5 Cr.

This course will provide an overview of the conceptual and empirical bases for cognitive/behavioral therapies. Specifically, instruction in and practice of multiple intervention models will be emphasized. The utility of these models with a variety of clinical problems and client populations will also be highlighted.

PSY 1608 Cross Cultural Counseling 1.5 Cr.

This course is an overview and critique of counseling methodology when applied to persons who differ culturally and socially from the middle-class mainstream. The essential goal is to increase the awareness, sensitivity, and knowledge base of students by means of group interaction, case studies, and examination of attitudes and prejudices.

PSY 2601 Dynamic Therapy (Psy.D.) 1.5 Cr.

This introductory course is designed to familiarize students with basic concepts of psychodynamic psychotherapy. Topics considered may include therapeutic communication, therapist-client relationship including transference and countertransference, major resistances to treatment, and issues involved at the various phases of treatment.

PSY 2603 Systems/Family Therapy (Psy.D.) 1.5 Cr.

This course will cover systems theory with emphasis on applications to marital and family therapy. General systems theory, and conceptualizations from such schools as the Bowenian, Structural, and Strategic will be considered.

PSY 2604 Child and Adolescent Intervention (Psy.D.) 1.5 Cr.

This course covers current intervention strategies for children and adolescents. Application of theory, methods, and current research in this area will be reviewed. *Prerequisite: PSY 1408*

PSY 3601 Case Conceptualization 3 Cr.

This course addresses the processes of conceptualizing case material from diverse theoretical models and translating these conceptualizations into effective treatment strategies. Video- and/or audio-taped clinical interviews and written and/or orally presented case histories are used in class to demonstrate and provide practice in case conceptualization skills. *Prerequisites: (Ph.D.) PSY 1602, PSY 1608, PSY 2702, PSY 2704; (Psy.D.) PSY 1606, PSY 1608, PSY 2601, PSY 2603, PSY 2604, PSY 2702, PSY 2704*

Practicum and Internship Required

PSY 1703 Pre-Practicum I 1 Cr.

This course will expose students to a variety of client populations and will provide some introductory experiences in a therapeutic context. The course is designed to allow students an opportunity to observe clinical psychology in practice prior to their being required to assume an active therapeutic role.

PSY 1704 Pre-Practicum II 1 Cr.

Continuation of PSY 1703 Pre-Practicum I. *Prerequisite: PSY 1703*

PSY 2701 Clinical Practicum I 3 Cr.

The student is required to spend a minimum of 10 hours per week for 11 months at a selected agency(s). In this course the student is to acquire competency in the areas of interview and assessment, psychological testing, and psychotherapy. *Prerequisites: (Ph.D.) All first year courses except PSY 1801, PSY 1803, PSY 1804; (Psy.D.) All first year courses except PSY 1801*

PSY 2702 Clinical Practicum II 3 Cr.

See above description. *Prerequisites: PSY 2701, PSY 2703*

PSY 2703 Supervision I 1 Cr.

The student is required to spend approximately one hour face-to-face with a faculty member in an individual or small group format. The student is expected to present case material and be prepared to discuss cases each week. Tapes of therapy sessions may be required.

PSY 2704 Supervision II 1 Cr.

See above description. *Prerequisite: PSY 2703*

PSY 3701 Clinical Practicum III 1 Cr.

The student is required to spend a minimum of 15 hours per week for 11 months at a selected agency(s). *Prerequisites: (Ph.D.) PSY 2505, PSY 2702, PSY 2704, (Psy.D.) PSY 2503, PSY 2702, PSY 2704*

PSY 3702 Clinical Practicum IV 1 Cr.

See above description. *Prerequisites: PSY 3601, PSY 301, PSY 3703*

PSY 3703 Supervision III 1 Cr.

See above description. *Prerequisites: PSY 2704*

PSY 3704 Supervision IV 1 Cr.

See above description. *Prerequisites: PSY 3703*

PSY 5700 Internship 2 Cr.

The student is required to complete an internship, covering a 50-week period of 2,000 hours. This internship site must be accredited by the American Psychological Association or be a member of the Association of Psychology Internship Centers. *Prerequisite: All coursework*

Methodology, Research, and Dissertation Required

PSY 1801 Research Design 3 Cr.

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

PSY 1803 Research Practicum I (Ph.D.) 1 Cr.

Practicum requires students to participate in ongoing research activity with a faculty member. Objectives include ability to critically review literature, to abstract salient points from literature and present them cogently, to summarize conceptual and methodological issues in the literature, to formulate a research problem derived from the literature, to derive research hypotheses from a research question, to develop a research methodology, to test stated hypotheses, to implement research methodology, to analyze and interpret data, and to write research in APA style. Student may continue with current faculty supervisor or with a new one. Change in supervisor must be cleared with the Academic Affairs Office.

PSY 1804 Research Practicum II (Ph.D.) 1 Cr.

PSY 2803 Research Practicum III (Ph.D.) 1 Cr.

PSY 2804 Research Practicum IV (Ph.D.) 1 Cr.

PSY 2806 Intermediate Statistics With Lab (Psy.D.) 4 Cr.

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

PSY 2807 Advanced Statistics (Ph.D.) 3 Cr.

This course will focus on analysis of variance strategies for analyzing data from experimental and quasi-experimental designs. Topics covered include completely randomized designs, randomized block designs, repeated measures designs, hierarchical designs, and analysis of covariance designs. Planned and post-hoc comparisons will be addressed throughout.

PSY 2808 Multivariate Statistics I With Lab (Ph.D.) 4 Cr.

This course focuses on multivariate statistical analyses through a detailed exploration of bivariate and multivariate regression and correlation. Other multivariate procedures such as canonical correlation will also be introduced. The course includes a computer lab that focuses on the use of statistical package(s) to perform these analyses. *Prerequisite: PSY 2807*

PSY 3804 Major Paper (Ph.D.) 3 Cr.

This course requires the student to design and implement an original research project. It requires a prospectus for enrollment and a written final research report of results. Major paper must be completed by the end of the fall semester prior to accepting an internship. *Prerequisites: PSY 1803, PSY 1804, PSY 2803, PSY 2804*

PSY 3805 Multivariate Statistics II With Lab (Ph.D.) 4 Cr.

This course is a continuation of the content of Multivariate Statistics I and will include such topics as MANOVA and MANCOVA, classification and discrimination, and factor analytic methodology. The course includes a computer lab that focuses on the use of statistical package(s) to perform these analyses. *Prerequisite: PSY 2806*

PSY 5850 Dissertation (Ph.D.) 12 Cr.

The dissertation requires the design and implementation of an original significant research project. The student must orally defend the proposal and final product. A public presentation of research results in colloquium format is also required following the final dissertation defense. Bound copies of the approved dissertation must be submitted to the School and the University Library. Registration is minimally for two semesters.

PSY 5851 Continuing Dissertation (Ph.D.) 1 Cr.

Continuation of PSY 5850 Dissertation.

PSY 5890 Directed Study: Research (Psy.D.) 4 Cr.

The Directed Study: Research will be under the direction of one faculty member. Upon enrollment, the student must submit a prospectus describing the planned Study to the office of Academic Affairs. Content of the Study can be an empirical study, part of a larger study, a critical literature review, case study, or other professional activity/product. A scholarly paper will be required as a final product, submitted by the student to the supervising faculty member. Upon completion, an abstract of the Study paper will be filed with the Office of the Dean. Directed Study: Research must be completed by the end of the fall semester prior to accepting an internship. Registration is minimally for two semesters.

General Electives

PSY 4401 Clinical Neuropsychology 3 Cr.

The study of the relationship between brain function and behavior. Major topics include: anatomy and physiology of the human brain, behavioral functions associated with the cerebral hemispheres and lobes, neuro-behavioral presentations of common neurologic and psychiatric conditions, administration and interpretation of major neuropsychological test batteries, and diagnostic examination for brain dysfunction. *Prerequisite: PSY 2403*

PSY 4403 Neuroanatomy 3 Cr.

The understanding of the anatomical organization of the human nervous system is an important skill for a student of clinical neuropsychology. In this course the focus will be on those aspects of neuroanatomy that will aid in neuropsychological assessment and research. Topics will include the development, structure, and function of the human nervous system; neuroanatomical correlates of behavior; and the anatomical substrates of neuropathology. *Prerequisite: PSY 2403*

PSY 4404 Historical and Philosophical Issues in Psychology 3 Cr.

This course investigates historical and cultural influences on the theory construction and range of applicability of major approaches to psychological science and practice. It considers persistent conceptual issues in psychology, such as mechanism vs. intentionality and nomothetic vs. idiographic knowing. It evaluates the impact of logical empiricism and postpositivist philosophies of science. Finally, it explores new theoretical directions and formal models (e.g., dynamic interdependent systems--chaos theory) likely to influence psychology in the future. *Prerequisite: PSY 2404*

PSY 4407 Seminar in Social and Clinical Psychology 3 Cr.

This seminar will focus on current theory and research at the interface of social-personality psychology and clinical psychology. General topics include self-regulation, social cognition, and interpersonal processes in normal and abnormal functioning. Specific topics will reflect students' interest and current discoveries and controversies in the field. *Prerequisite: PSY 2404*

PSY 4409 Pediatric Psychology 3 Cr.

The purpose of this course is to provide the student with a comprehensive overview of the field of pediatric psychology. Students will be taught the various roles of a pediatric psychologist functioning within the medical environment and the interface between psychological and medical services and systems. Also, a significant proportion of the course will address the assessment and treatment of children who have psychological and adjustment difficulties due to a chronic, acute, and/or genetic medical diagnosis and its relevant medical intervention. *Prerequisite: PSY 1408*

PSY 4410 Psychology in Fiction 3 Cr.

This course is psychology, i.e., human experience, as told by fiction writers. By studying selected works, portions of truth about human behavior are sampled. Class discussions focus on this truth. Students are helped to experience vicariously different portions of the human condition, become more empathic with persons whose experiences are different from their own, refine skills of observing and influencing behavior, and internalize values significant in our work as therapists.

PSY 4412 Close Relationships 3 Cr.

This course will study recent work on the formation and maintenance of close relationships between adults. Topics include friendship and intimacy within and across gender, partner attributions, communication, and conflict. The therapy relationship will also be examined as a type of close relationship. *Prerequisite: PSY 2404*

PSY 4413 Issues in Adult Development 3 Cr.

This course covers the psychological development of the adult from post adolescence to the elderly phase of life. Issues included are: relationships (seeking, establishment, maintenance, separation, resolution, and reconnection), family development (parenting and step parenting), careers (choice, development, mature career change and retraining and work vs. family demands), and personal development (life satisfaction, aging processes throughout adulthood in the physical, social, emotional and intellectual areas, and later life planning and life style adjustments).

PSY 4415 Psychology and the Law 3 Cr.

This course will cover the role of psychology in criminal, civil, labor, and matrimonial law. Areas of discussion will include: socialization and deviance, theories of criminal behavior, crime victimization, the courts, eyewitness identification, mental illness and criminal justice, the death penalty, civil torts, child abuse, child custody, psychologists as consultants, psychologists as experts, repressed memories syndrome, and persuasion and its effects on jury behavior. This class will not cover the same material included in the study of forensic psychology; rather the perspective is largely social, cognitive, and criminological. The class will be taught in a lecture/seminar format, with emphasis on group discussion. Current research will be discussed as will case studies of actual trials where psychology has had an impact. Guest lecturers will include prominent attorneys who have involved psychologists in their trials. Ethical considerations will also be included in the course.

PSY 4416 Child Advocacy and the Law 3 Cr.

This course will provide training in basic issues of domestic law, special issues related to children and the law, exposure to various advocacy methods and processes related to children, and specific intervention techniques that can be used in making assessments of children who may be reluctant to provide certain kinds of information. Students successfully completing the course will be certified as guardians by the Broward Guardians and Ad Litem program.

PSY 4417 Forensic Issues and Psychology 1 Cr.

Basic issues related to expert courtroom testimony, deposition giving, and communications with attorneys will be provided. Issues that the expert might expect to encounter will be discussed. The course will use role playing and mock testimony as part of the format.

PSY 4418 Forensic Psychology: Criminal Law 3 Cr.

This course will cover topics dealing with the interaction of psychology and criminal law. Topics to be covered include: insanity, competency to stand trial, clinical assessment of dangerousness, delinquency, and the evaluation of malingering.

PSY 4419 Forensic Psychology: Family Law 3 Cr.

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

PSY 4422 Skills in Clinical Supervision and Administration 3 Cr.

This course will present material related to the process of supervision, learning how to provide meaningful supervision, styles of supervisory practice, styles of learning, and ethical consideration of supervision as well as distinguishing it from the process of psychotherapy. Additionally, a conceptualization of clinical administration based upon psychotherapeutic principles will be presented along with issues of delegation, use of authority, power dynamics, time management, organizational structure, and a comparison between management by objectives and management by results.

PSY 4423 The Psychologist as an Administrator 1 Cr.

Most psychologists are involved with some type of administration or management at some point in their career. This course will introduce students to various administrative issues that confront those responsible for mental health/psychological administration. Issues related to leadership, risk management, and management styles will be discussed. Management theory will be presented within the context of established therapeutic principles demonstrating the usefulness of learned clinical skills.

PSY 4428 Data Management 1.5 Cr.

This course is designed to provide an overview of typical problems encountered in designing and using large data sets in long- and short-term (e.g., dissertation) research projects. Methods and techniques for solving these problems will be discussed and will involve instruction on the usage of word processors (e.g., Word Perfect), text editors (e.g., PICO & vi), computer languages (e.g., FORTRAN & BASIC), statistical packages (e.g., SAS, SPSS, NCSS), and database entry programs (e.g., EPI Info). *Prerequisite: PSY 2807*

PSY 4429 Computer Skills in Psychology 3 Cr.

Students will receive a thorough introduction to the use of computers for conducting psychological research. Topics will include an overview of the variety of computer systems available, the use of electronic mail for communication and research, and methods available for data management. The use of the SAS system for managing research projects will be emphasized. No prior computer experience is required.

PSY 4430 Research Consultation 3 Cr.

This course is an applied seminar that will help students develop research consulting skills. Material from previous courses will be synthesized with new material to develop each student's skills in such areas as: (1) helping clients to formulate research strategies; (2) selecting the appropriate statistical methods for a problem; (3) analyzing troublesome data (e.g., large amounts of missing data); (4) performing program evaluations; (5) using a variety of computer systems to manage and analyze data; and (6) presenting results to clients in an understandable fashion. The process of conducting studies from initial conceptualization through final data analyses will be illustrated with a variety of case studies.

PSY 4432 Concepts and Issues in Substance Abuse 3 Cr.

New elective. Description forthcoming. **Special Clinical Topic.**

PSY 4501 Advanced Clinical Neuropsychology 3 Cr.

Intensive study of specialized methods of neuropsychological assessment as they apply to the recognition of central nervous system disorders. Examination results are presented and discussed in a case conference format. Topics include: administration and interpretation of the Luria-Nebraska Neuropsychological Battery, selection and interpretation of flexible batteries, functional systems of the brain, and profession issues. *Prerequisite: PSY 4401*

PSY 4503 MMPI 3 Cr.

The MMPI, MMPI-2 and MMPI-A are the most widely used clinical instruments and the most widely used personality test. Well over 15,000 research studies have been published using the test, and 1,000 specialized research scales have been developed. The course is intended to help the advanced student become more familiar with clinical interpretation of the MMPIs. We will also examine its various forms and the utility of specialized scales. In addition, we will explore its usefulness in conjunction with other instruments such as the MCMI. *Prerequisite: PSY 1508 or PSY 2505*

PSY 4505 Neurodiagnostic Testing in Psychological Practice 3 Cr.

Medical neurodiagnostic testing has undergone a major revolution in the past two decades, yielding increasingly relevant information as to the biological basis of cognitive and behavioral disorders in individual clients. This course is designed to teach the theory behind these procedures and their use and implications for psychological practice. The course will focus on the use of the CT scan, Magnetic Resonance Imaging, PETT Scan, SPECT. EEG, QEEG, Cerebral Blood Flow, and other related techniques both in identified brain injured clients as well as clients identified as having primarily Axis I and II disorders. The course will also cover the neurological basis of such disorders as schizophrenia, depression, obsessive compulsive disorder, hyperactivity, autism, and other common psychiatric problems. *Prerequisite: PSY 4401*

PSY 4510 Advanced Clinical Interview 3 Cr.

This course is structured for students with practicum experience who currently have an active caseload of clients. Its objective is to enhance students' interviewing skills with a variety of adult clients with specific attention directed to eliciting information, diminishing client resistance, and determining appropriate targets for modification. An additional aim is to better understand client communications, especially in the early phases of treatment, so as to avoid erroneous selection of targets. No text will be required; all classwork will involve analysis of the students' taped interviews, followed by role-played exercises. Grades will be determined solely on the basis of classroom performance. *Prerequisite: PSY 1502*

PSY 4514 Child Neuropsychological Assessment 3 Cr.

This course is designed to provide an introduction to developmental neuroanatomy, developmental neuropsychological research and theory, and to the neuropsychological assessment of children. Cases of acute brain trauma, chronic brain injury, communicative disorders, learning disabilities, brain disease, sensory-motor handicaps, and seizure disorders will be presented to demonstrate the behavioral effects of these conditions. *Prerequisite: PSY 2403*

PSY 4516 Clinical Assessment of Malingering and Deception 3 Cr.

Basic principles and concepts of how to assess for malingering and deception using a host of diagnostic, psychometric, and specialized techniques. Emphasis will be on how to use structured and unstructured clinical interview techniques to assess for dissimulation. In addition, special attention will be given the use of the Wechsler Scales, MMPI-2, Rorschach, and other psychological tests to ascertain whether or not a client is trying to minimize or exaggerate pathology. Role-playing and analysis of test data will be an integral part of the course. Research in the area of dissimulation will be discussed as well as implications on how to assess deception in special populations, such as amnesiacs, sex offenders, and individuals in custody disputes. Other specialized techniques, such as hypnosis, polygraph examination, and drug-assisted interviews, will also be explored. *Prerequisite: PSY 2503 or PSY 2505*

PSY 4520 Child Sexual Abuse Assessment 3 Cr.

The purpose of this course is to provide the student with state-of-the-art knowledge and the tools necessary to properly assess the validity of allegations of CSA, and to assess the psychological impact of CSA on known victims. *Prerequisites: PSY 1408, PSY 1502* **Special Clinical Topic.**

PSY 4525 Assessment of Culturally Diverse Clients 3 Cr.

This course involves a critical review of traditional assessment methods and instruments when used to measure the intelligence and aptitudes of those persons who differ markedly from the social and cultural norms. It will demonstrate the counterproductive pitfalls in the application of such techniques when used to label ethnic minorities and underprivileged clients. Students will learn to use and apply alternative methods. The theoretical and practical innovations of dynamic assessment will be analyzed. *Prerequisite: PSY 1608*

PSY 4526 Learning Potential Assessment and Instruction 3 Cr.

This course will include specific training in the concepts and application of Fuerstein's methods for assessing potential in culturally different clients and students and in enhancing their learning by means of remedial programs of instrumental enrichment. *Prerequisite: PSY 1608*

PSY 4550 Analytic Approaches to Assessment 3 Cr.

Frequently used projective tests from the test battery (Rorschach, TAT, SC, Bender, & DAP) will be examined from a psychoanalytic viewpoint. Test protocols will be reviewed and analyzed with similar content from different tests pointed out. How to structure will be accentuated. Report writing, stressing the principal conflict and showing how conceptualization of a case begins with the patient's initial response and builds from this impression, reinforcing or offering new ideas, will be demonstrated. The work of a number of outstanding authors will be examined from a conflict/defense orientation. Organization, synthesization, and integration of material will be highlighted. *Prerequisite: PSY 2503 or PSY 2505*

Intervention Electives**PSY 4603 Play Therapy 3 Cr.**

The purpose of this course is to delineate the various theoretical and practical approaches to play therapy. Conducted in a seminar fashion, class sessions will involve the discussion and instruction of theory, methods of intervention, and the special therapy issues. Additionally, an applied clinical approach will be emphasized via student play-therapy case presentations. *Prerequisite: PSY 1408*

PSY 4607 Group Therapy 3 Cr.

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

PSY 4608 Group Therapy II 3 Cr.

Advanced continuation of PSY 4697 Group Therapy. *Prerequisite: PSY 4607*

PSY 4609 Advanced Couples and Family Therapy 3 Cr.

This course is an advanced continuation of PSY 2603 Systems/Family Therapy and will emphasize case analyses and intervention strategies and techniques as applied to various couple and family configurations. *Prerequisite: PSY 2603*

PSY 4610 Human Sexuality and Sex Therapy 3 Cr.

Addresses topics in the area of human sexuality and sexual functioning from several perspectives such as historical, biological, psychosocial, and behavioral and clinical intervention. Various approaches to conducting sex therapy will be presented as well. **Special Clinical Topic.**

PSY 4612 Therapy with HIV/Aids Patients 3 Cr.

The objective of this course is to have students become thoroughly familiar with psychosocial, medical, and legal aspects of HIV, as well as examine their own feelings as therapists dealing with people infected with HIV. **Special Clinical Topic.**

PSY 4614 Interventions in Depression 3 Cr.

This course will cover the assessment, diagnosis, and treatment of mood disorders. Available literature on treatment outcome studies will be reviewed. The course will focus on actual treatment applications of depressed patients. Treatment modalities will include cognitive/behavioral therapy, interpersonal psychotherapy, and group approaches. Students must be in practicum and should expect to demonstrate some direct patient experience with the interventions studied.

PSY 4617 Eriksonian Hypnosis and Therapy 3 Cr.

Basic skills of Ericksonian hypnosis (e.g. indirect methods of induction, utilization techniques) and therapy (e.g. use of metaphors, expectation sets, paradoxical interventions) will be taught through Erickson's writings, lecture and class discussion, in-class demonstrations and exercises, and videotape demonstrations. *Prerequisite: Instructor permission*

PSY 4618 Clinical Applications of Hypnosis 1 Cr.

This course is intended to familiarize students with both research issues and clinical applications of hypnosis. Such topics as the nature of hypnosis; physiological and psychological manifestations of hypnosis; the effects of hypnosis on physical, cognitive, and intellectual performance; applications of hypnosis to psychosomatic disorders; hypnotic amnesia; and applications of hypnosis to a variety of clinical and addictive disorders will be examined. The second phase of the course will provide students with experience in hypnotic inductions and in the use of Hypnotic Susceptibility Scales.

PSY 4620 Behavior Therapy 3 Cr.

This course will cover the specific behavioral treatments for each of the major mental disorders as well as the underlying conceptual basis for the treatment selected. *Prerequisite: PSY 1602 or PSY 1606*

PSY 4623 Cognitive Behavioral Case Conceptualization 3 Cr.

The objective of this course is to familiarize advanced students with cognitive and behavioral approaches to treating patients. This will be accomplished through selected readings, class discussions, and re-conceptualization of previously treated and on-going cases. Discussions will center on appropriate selection of targets and treatments and the requirement of flexibility (i.e., shift of gears) when a given approach fails to work. Evaluation of cases via the single case design approach will be underscored. Where possible, application of innovative treatment strategies will be considered. A primary class assignment will be the conceptualization and development of an innovative treatment strategy with an accompanying brief treatment manual.

PSY 4624 Cognitive Behavioral Treatment of Anxiety 3 Cr.

This "hands-on" course uses a detailed case approach to assessing and treating anxiety disorders in both adults and children. Common cognitive-behavioral interventions—including systematic desensitization, in vivo exposure, coping self-statement training, etc.—will be reviewed, as well as assessment and diagnostic methods (i.e., interviews, BAT'S, self-report measures, etc.). Classes primarily will include didactic discussions and "lab" exercises. *Prerequisite: Practicum*

PSY 4625 Behavioral Intervention Disease Processes 3 Cr.

Psychology is playing an increasingly prominent role in medicine and rehabilitation. Research in the behavioral sciences has shown the importance of psychological and behavioral factors in disease and disability. However, psychologists are not always effective in medical centers. This course deals specifically with the psychological and behavioral factors of disease and disability and how to apply them successfully in medical settings. The different course lectures are taught by experts in the particular area of application. The course is designed to provide the student with an understanding of psychological and behavioral factors in disease and disability and provide knowledge of the specific techniques that are used to improve function from a psychological and behavioral perspective. It also provides an understanding of the role of the psychologist in medical settings and of how to successfully integrate psychology and medicine.

PSY 4626 Sports Psychology of Everyday Life 3 Cr.

This class will survey principles of learning and performance psychology including cognitive therapy, behavior therapy, hypnosis, imagery, and sports psychology and focus on applying these principles and techniques to performance psychology challenges of everyday life. Theory, research, and clinical application will include sports psychologists such as Nideffer and Suinn as well as cognitive therapists and leading figures in hypnosis. *Prerequisite: PSY 1602 or PSY 1606*

PSY 4628 Clinical Biofeedback 3 Cr.

This course provides a review of the areas of clinical application of biofeedback techniques. Emphasis will be placed on integrating biofeedback with general psychotherapeutic processes for children and adults. Diagnostic categories include general anxiety disorders, simple phobia, muscular disorders, cardiovascular and gastrointestinal disorders, chronic and acute pain conditions, sexual disorders, and autonomic dysregulation disorders. Biofeedback as a technique for preventive medicine and health will also be discussed. The course includes laboratory experiences.

PSY 4629 Health Psychology 3 Cr.

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

PSY 4630 Existential Therapy 3 Cr.

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

PSY 4631 Humanistic Therapy 3 Cr.

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

PSY 4632 Interpersonal/Systems Approaches to Therapy 3 Cr.

An overview of a range of perspectives and treatment approaches (e.g. Sullivanian, family systems, strategic intervention, Ericksonian, Laingian) that have in common an emphasis on the role of interpersonal, social, cultural, and political forces in their conceptualization of and response to psychological problems. Conducted in a seminar format, class meetings will consist of a discussion of concepts, issues, and intervention strategies covered in readings, videotapes, and case presentations.

PSY 4634 Psychodynamic Psychotherapy in Practice 3 Cr.

The focus of this seminar is the communicative process in psychotherapy. The student will not only attend to the manifest content of the patient's communication, but will also learn to hear and understand the latent (unconscious) message. In order to accomplish this goal each student must develop a working knowledge of Lang's text: *A Primer of Psychotherapy*, or Lang's *Psychotherapy: A basic Text*. The first several sessions will be devoted to this task. Students are required to tape some sessions of interesting, difficult, or troublesome cases for classroom presentation. *Prerequisite: Student must be in practicum*

PSY 4635 Psychodynamic Therapy I 3 Cr.

This introductory course is designed to familiarize students with the basic concepts, range, scope, and limitations of psychoanalytic psychotherapy as a treatment modality. It is anticipated that by the end of this course, the student will have acquired the basic concepts necessary to have a fuller appreciation of this therapeutic approach. *Prerequisite: PSY 1602 or PSY 2601*

PSY 4636 Psychodynamic Therapy II: Classic & Ego 3 Cr.

This course explains in depth the concepts of transference and counter-transference, starting with the seminal work of Sigmund Freud in 1912 to the present time. Original papers written by psychoanalysts. *Prerequisite: PSY 4635*

PSY 4638 Narcissistic and Borderline Disorders 3 Cr.

The main objective of this course is to explore systematically the clinical pictures, the therapeutic techniques, and the developmental theories of both the Borderline and Narcissistic Personality Disorders. *Prerequisite: PSY 4635*

PSY 4640 Special Problems in Psychotherapy 3 Cr.

This course is open to advanced students who are carrying patients in treatment. Clinical material will be used throughout the course. The following areas will be pursued: setting the stage for psychotherapy; establishing the frame; early trauma; self-disclosure; special events, extra-therapeutic contact; negativity; the revenge motive; handling dreams and fantasy; the metaphor and other poetic diction; and the erotic transference and counter transference.

PSY 4642 Self Psychology 3 Cr.

The purpose of this course is to acquaint students with the theoretical background and practical application of self psychology. Class will be devoted to discussion of readings and case presentation. *Prerequisite: PSY 4635*

PSY 4644 Psychoanalytic Concepts 3 Cr.

This course will offer a survey of concepts and theory of psychoanalysis and review their application within the psychoanalytic situation. The first part of each session will be devoted to theory and technique, while the second part of each session will focus on the practical or clinical application of theory. It is expected that students will participate actively in class discussions, as well as contribute to the clinical section of each session. Each student will be expected to present case material relevant to the subject being discussed. In addition, some written assignments may be given. There will be no examination in this class. *Prerequisite: Practicum 3*

PSY 4650 Crisis Intervention 3 Cr.

This course will consist of an overview of crisis intervention including differing approaches and techniques for this type of work. Specific topics will include working with the suicidal client, coping with grief, divorce, adolescent issues, victimization, and aging and illness. Community resources available for crisis intervention and the process of involuntary commitment will also be covered. *Prerequisite: PSY 1502*

PSY 4651 Seminar in Eclectic Psychotherapy 3 Cr.

Eclecticism refers to the method or practice of choosing what seems best or most likely to have therapeutic benefit for a client/patient from the variety of available systems, methods, and techniques. In order to help develop skills in thinking and application to foster an eclectic orientation, this course will lean heavily on case histories. Students will read, present, and discuss cases from modern therapists and from their own clinical experiences (e.g., practicum). In addition to the wealth of knowledge gleaned from analysis of these cases, students will develop intervention strategies based on recent trends in theory and technique. In addition, current psychotherapy literature and films will be critically examined. *Prerequisites: PSY 2701, PSY 2702, PSY 3601*

PSY 4653 Treatment of Rape Trauma Syndrome 3 Cr.

This course will focus on the psychological trauma of sexual assault. Issues will include molestation, incest sexual assault and abuse; incidence, psychological sequelae, diagnostic considerations, and treatment approaches. *Prerequisite: PSY 1403* **Special Clinical Topic.**

PSY 4657 Treatment of Dissociative Disorders 3 Cr.

This course is intended to present diagnostic and treatment strategies for dissociative disorders, particularly Multiple Personality Disorder. The course will be presented in seminar fashion utilizing lecture presentations, case studies, audio-visual presentations, and class discussion. *Prerequisite: PSY 1403*

PSY 4659 Advanced Cross-Cultural Counseling 3 Cr.

This course is designed to explore advanced issues related to the counseling and assessment of culturally diverse clients. Skills will be developed through the use of critical incident analysis and case study conceptualization. Students will be required to construct a case study, read weekly assignments, and participate in critical incident analysis. *Prerequisite: PSY 1608*

PSY 4662 Post-Traumatic Stress Disorders 3 Cr.

This course surveys the history, research, and treatment approaches with Post-Traumatic Stress Disorders in its many manifestations including post-combat syndromes, natural disaster survivors, occupational critical incidents, and victims of crime, sexual abuse, or accidents. *Prerequisite: PSY 1403* **Special Clinical Topic.**

PSY 4663 Counseling in Terminal Care 3 Cr.

This course will prove an integrated model for counseling the terminally ill that will include the patient, the family, and the social system. It will acquaint students with both a humanistic and a cognitive-behavioral thanatology. The needs of therapists' dealing with the stresses of terminal care will also be addressed. **Special Clinical Topic.**

PSY 4664 Psychological Intervention in Somatoform Disorders 3 Cr.

This is a theoretical and experiential course in which the students learn about and experience techniques of relaxation, imagery, cognitive restructuring, metaphors and hypnosis, and learn how and when to use those techniques in Somatoform disorders, e.g. pain (head, chest, during menstruation or sexual intercourse, etc.), gastrointestinal (ulcer diarrhea, etc.), pseudoneurological symptom (loss of senses or consciousness, etc.). The course includes theoretical material about these techniques, mind-body relationship according to the Psycho-Bio-Social approach, and updated research findings. Of particular interest is the effect of stress and depression versus happiness and hope on somatic processes and body health. Cases will be discussed. *Prerequisite: PSY 1403*

PSY 4666 Neurorehabilitation 3 Cr.

Rehabilitation neuropsychology will cover the role of the neuropsychologist in the comprehensive treatment of acute and chronic brain injured clients. The course will examine the interdisciplinary nature of the rehabilitation process, as well as the unique roles of each discipline. Using a Lurian model of rehabilitation, the role of the neuropsychologist will be identified, from acute injuries through long-term care. Clinical techniques and issues will be identified at each level of care, relating to the treatment of the client as well as the treatment of family and significant others. The current scientific basis of cognitive and behavioral interventions will be explored as well. *Prerequisite: PSY 4401*

PSY 4667 Advanced Rehabilitation Planning 3 Cr.

This course covers the clinical procedures and issues involved in making holistic assessments of the neuropsychological client in such a way as to advance rehabilitation planning and outcome. It will examine the selection and use of neuropsychological and personality tests (both objective and projective) along with the integration of historical, behavioral, and observational data. The impact of the natural course of rehabilitation will be examined, as well as the issue of secondary deficits that are not directly caused by the brain injury. The teaching techniques will focus on the analysis of real case data and information in both archive and active clinical patients. *Prerequisite: PSY 4401*

PSY 4668 Assessment and Treatment of Substance Abuse 3 Cr.

1 New elective. Description forthcoming. **Special Clinical Topic.**

PSY 4670 Short Term Therapy 3 Cr.

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

PSY 4671 Psychotherapy with Gay Men and Lesbians 3 Cr.

Gay men and lesbians in psychotherapy present to the clinician issues that are unique to this population. The goal of this course is to make the student aware, sensitive to, and knowledgeable of these salient issues in order to work more effectively in counseling gay men, lesbians, and their family members. These issues will be viewed through a developmental perspective, i.e., counseling gay adolescents, adults, couples, and the aging. The course design is an interactive approach using panel presentations, current research, case studies, and role playing in a small-class atmosphere. **Special Clinical Topic.**

PSY 4672 Women's Issues in Psychotherapy 3 Cr.

This course will focus on gender-related issues in the psychological treatment of women. Topics include: the psychology of women, gender stereotypes, gender-related issues in treating dysfunctions prevalent in women, and treatment of problems unique to women. Traditional and alternative interventions, feminist therapies, and consciousness raising will be reviewed. Gender issues will be examined in a small-class atmosphere to promote sensitivity to gender biases.

PSY 4673 Interpersonal Violence 3 Cr.

The purpose of this seminar is to examine current strategies and issues in clinical research and treatment with disparate forms of interpersonal violence, with an emphasis on perpetrators of these acts. Some of these will include: spouse abuse, child maltreatment, incest, (non-familial) sexual assault of children and adults, homicide, and serial rape and murder. Within each area, empirically-based approaches to assessment, prevention, and treatment will be discussed. Etiologic and maintaining factors for the various types of violence, and psychological profiling procedures with selected subtypes of violent offenders, also will be covered.

Practicum Electives**PSY 4701 Clinical Practicum V 3 Cr.**

The student is required to spend a minimum of 15 hours per week for one semester at a selected agency.

Prerequisites: PSY 2701, PSY 3701

PSY 4702 Clinical Practicum VI 3 Cr.

See above description. *Prerequisite: PSY 4701*

Statistics on 1995-1996 Entering Class

	Ph.D.	Psy.D.
Total number of applications	318	461
Total number entering program	14	65
Average GRE Scores:		
Verbal	594	539
Quantitative	622	590
Analytic	649	615
Combined	1216	1129
Average undergraduate GPA	3.52	3.46
Percentage of students entering with a master's degree	21%	7%
Average age	28	25
Gender:		
Male	5	14
Female	9	51
Ethnic Origin:		
White	12	56
Black	0	2
Hispanic	1	6
Asian	1	1
American Indian	0	0

AS OF 7/27/95

Doctoral Internship APA Site Placements

1991-1996 Partial Listing

Arkansas Mental Health Division, Little Rock, Arkansas
Arizona State University, Tempe, Arizona
Bayview Center for Mental Health, Miami, Florida
Baylor College of Medicine, Houston, Texas
Bayview Center for Mental Health, Miami, Florida
Belmont Center for Comprehensive Treatment, Philadelphia, Pennsylvania
Boston City Hospital, Boston, Massachusetts
Broughton Hospital, Morganton, North Carolina
Cambridge Hospital/Harvard Medical School, Cambridge, Massachusetts
Central New Hampshire Community Mental Health Services, Concord, New Hampshire
Child and Adolescent Service Center, Canton, Ohio
Children's Hospital, Columbus, Ohio
Children's Hospital at Stanford, Children's Health Council, Stanford, California
Children's Psychiatric Center, Miami, Florida
Connecticut Valley Hospital, Middletown, Connecticut
Cook County Hospital, Chicago, Illinois
Cumberland Psychology Internship Consortium, Nashville, Tennessee
Dartmouth Hitchcock Medical Center, Lebanon, New Hampshire
Devereaux Foundation, Devon, Pennsylvania
Duke University, Durham, North Carolina
Dutchess County Dept. of Mental Hygiene, Poughkeepsie, New York
Federal Correctional Institution, Petersburg, Virginia
Gainesville V.A. Hospital, Gainesville, Florida
Geisinger Medical Center, Danville, Pennsylvania
Henry Ford Health Sciences Center, Detroit, Michigan
Howard University Counseling Center, Washington, D.C.
Hunter Holmes McGuire VA Medical Center, Richmond, Virginia
Illinois State Psychiatric Institute, Chicago, Illinois
Institute of Living, Hartford, Connecticut
James A. Haley V.A. Hospital, Tampa, Florida
Jerry L. Pettis Memorial V.A. Hospital, Loma Linda, California
Jewish Board of Family and Children's Services, New York, New York
Johns Hopkins/The Kennedy Center, Baltimore, Maryland
Judge Baker Children's Hospital/Harvard Medical School, Boston, Massachusetts
Long Island Jewish Medical Center, Glen Oaks, New York
Mailman Center for Child Development, Miami, Florida
Manhattan V.A. Hospital, New York, New York
Marlboro Psychiatric Hospital, Marlboro, New Jersey
McLean Hospital; Harvard Medical School, Belmont, Massachusetts
Medical University of South Carolina, Charleston, South Carolina
Memphis V.A. Hospital, Memphis, Tennessee
Miami V.A. Hospital, Miami, Florida
Michigan State University Counseling Center, East Lansing, Michigan
Milwaukee County Mental Health Complex, Milwaukee, Wisconsin
Napa State Hospital, Napa, California
Norristown State Hospital, Norristown, Pennsylvania

Northeastern Ohio University College of Medicine, Akron, Ohio
North Shore University Hospital/Cornell University Medical College, Manhasset, New York
Northwest Dade Community Mental Health Clinic, Hialeah, Florida
Nova Southeastern University Community Mental Health Clinic, Fort Lauderdale, Florida
Pittsburgh VA Consortium, Pittsburgh, Pennsylvania
Reno V.A. Hospital, Reno, Nevada
Rusk Institute/NYU Medical Center, New York, New York
St. Louis V.A. Hospital, St. Louis, Missouri
St. Luke's/Roosevelt Hospital Center, New York, New York
South Shore Mental Health Center, Inc., Quincy, Massachusetts
State University of New York at Syracuse Health Science Center, Syracuse, New York
The Bradley Center, Columbus, Georgia
Topeka State Hospital, Topeka, Kansas
Towson State University Counseling Services, Towson, Maryland
Tufts University School of Medicine, Boston, Massachusetts
Ulster County Mental Health Center, Kingston, New York
U.S. Air Force Medical Center/Wright-Patterson AFB, Dayton, Ohio
U.S. Air Force Medical Center - Wilford Hall, Lackland AFB, San Antonio, Texas
U.S. Naval Hospital - Portsmouth, Norfolk, Virginia
University of Alabama, Birmingham, Alabama
University of Arizona Health Science Center, Tucson, Arizona
University of California, Santa Barbara, California
University of Colorado Health Science Center, Denver, Colorado
University of Florida, University Counseling Center, Gainesville, Florida
University of Illinois, Chicago, Illinois
University of Medicine and Dentistry of New Jersey, Newark, New Jersey
University of Massachusetts/Amherst, Amherst, Massachusetts
University of Miami/Jackson Memorial Hospital, Miami, Florida
University of Mississippi Medical Center, Jackson, Mississippi
University of North Carolina School of Medicine, Chapel Hill, North Carolina
University of Oklahoma Health Sciences Center, Oklahoma City, Oklahoma
University of Rochester School of Medicine and Dentistry, Rochester, New York
University of Virginia Counseling Center, Charlottesville, Virginia
VA Medical Center Atlanta, Decatur, Georgia
VA Medical Center, Miami, Florida
VA West Side Medical Center, Chicago, Illinois
VA Medical Center, Cleveland, Ohio
VA Medical Center, Los Angeles, California
VA Medical Center, Perry Point, Maryland
Washington State University Counseling Services, Pullman, Washington
West Haven V.A. Hospital, West Haven, Connecticut
West Virginia University, Morgantown, West Virginia
Worcester Youth Guidance, Worcester, Massachusetts
Yale University School of Medicine, New Haven, Connecticut

1995-1996 Doctoral Program Estimated Expenses

The total expenses of students enrolled in doctoral programs vary greatly depending upon individual circumstances. While tuition, registration and other fees*, and the cost of books are relatively constant for all students, other expenses will differ.

Tuition	\$490 per credit hour
Application Fee	\$ 40 (nonrefundable)
Seat Deposit	\$1,000 (nonrefundable; payable after acceptance and credited toward tuition)
Registration Fee	\$ 25 per semester
Late Registration Penalty	\$ 30
Student Government Association Fee	\$ 15 per term
Insurance Fee	\$ 5 per term
Transcript Fee	\$ 5 per term
Application for Degree Fee	\$ 65

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

Refund Policy

Students have three working days from the date of signing an enrollment contract or financial agreement with the University to cancel the contract and receive a full refund of any tuition and registration fees paid. Further, a student shall receive a full refund of tuition and registration fees paid by the student prior to the commencement of instruction if the student submits a written request to the institution within three working days of the payment.

Tuition Refund Schedule

Fall

Monday, August 28, 1995	End of 100% refund
Monday, September 11, 1995	End of 80% refund
Monday, September 18, 1995	End of 60% refund
Tuesday, September 26, 1995	End of 40% refund
Monday, October 2, 1995	End of 20% refund

Winter

Monday, January 2, 1996	End of 100% refund
Tuesday, January 16, 1996	End of 80% refund
Tuesday, January 23, 1996	End of 60% refund
Tuesday, January 30, 1996	End of 40% refund
Monday, February 5, 1996	End of 20% refund

Doctoral Admissions

Requirements

To be considered for admission to a doctoral program in clinical psychology, the applicant is required to present evidence of scholastic ability, significant interest in the area of psychology for which admission is sought, personal stability, interpersonal sensitivity, and sound moral character. Minimum requirements include a baccalaureate degree from a regionally accredited institution, a 3.0 undergraduate grade point average or a 3.5 graduate level grade point average (after completing a minimum 18 credits); a course in statistics; 18 credits of psychology, including a course in a basic area of psychology or a score of 550 or higher on the Graduate Record Examination (GRE) Psychology Test; and GRE Verbal, Quantitative, and Psychology scores of 450 or higher.

Achievement of the above minimum requirements are necessary for an application to be considered for a doctoral program. Higher GPA and GRE scores indicating greater potential to complete doctoral-level work will enhance an application (see statistics on 1995-1996 entering class). Other factors 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. **Personal interviews are required.** Completed applications and all supporting documents (as listed below) **must be complete and received** in the graduate admissions office by **January 6** of the calendar year for which admission is sought.

Application Procedure

The following information is required as part of the application:

1. A completed and signed Application Form.
2. A statement of your professional experiences, including a description of your clinical experience, your research experience, and those aspects of psychology in which you have the greatest interest. Additionally, describe briefly your professional goals.
3. A check for \$40 nonrefundable application fee (\$80 total if applying to both programs) made out to Nova Southeastern University.
4. The completed application worksheet.
5. Official GRE scores for the General and Psychology Tests to be sent directly to the Center for Psychological Studies, Graduate Admissions Office. Include a photocopy of the GRE scores (if available).
6. 3 Letters of Recommendation, in addition to the enclosed forms, from professors or supervisors most familiar with your work must be sent directly to the Graduate Admissions Office.
7. Official Transcripts from all institutions of higher education previously attended (to be sent directly to the Center for Psychological Studies, Graduate Admissions Office). If an initial transcript does not reflect degree conferral or final semester grades, you must forward a final transcript to the Graduate Admissions Office as soon as this information becomes available.
8. Where applicable, foreign nationals should submit TOEFL scores.

Transfer of Credits

All transfer credit must be awarded during the student's first academic year in the doctoral program. Request for transfer credit for first semester courses must be made during the summer prior to July 15. Request for transfer credit for second semester courses must be made during the fall prior to September 15.

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

1. It is a doctoral-level course taken at an institution accredited as degree-granting by a recognized regional accrediting body for higher education or APA-approved professional school as a postbaccalaureate student at the time coursework was completed. A doctoral-level course is defined as one that would be credited toward a doctoral degree at the institution where the course was taken. This must be verified in the school's catalog or a letter from the chair of the department and an official transcript.
2. It was completed no longer than five years prior to first registration in this program.
3. A grade of B or higher was received. A grade of P (Pass) or CR (Credit) or other such grade cannot be accepted as equivalent to B unless it can be officially verified as such.
4. It is evaluated as equivalent to a course in the program's required curriculum. Credits will not be awarded for electives.
5. The student must successfully demonstrate competence to the evaluating faculty member for assessment courses.

The student must mail, or hand deliver to the Office of Academic Affairs, the syllabus and catalog description of courses for which transfer is sought. Faculty members evaluating transfer courses may require the student to provide further documentation and supporting materials such as class notes and to meet with them.

The maximum number of credits transferred that will be credited toward graduation is 15. Although credits awarded beyond this number may be used to excuse a student from a particular course, an equivalent number of elective credits must be taken in order to fulfill the degree requirements.

No transfer credits may be applied to Pre-Practicum, Practicum, Internship or Electives. No transfer credit will be awarded for experiential learning. Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school.

Conditional Admission

Applicants admitted on a conditional basis will be required to meet specific requirements by the date indicated in official correspondence.

Master's Programs

Mental Health Counseling

The Master's Program in Mental Health Counseling was designed for the continued professional development of persons who presently work or will work their community in a variety of counseling capacities. Master's degree training is based on a developmental model that emphasizes interdisciplinary collaboration, cross-sector collaboration, and direct service. The field of mental health counseling, which has experienced a rapid rate of growth over the past decade, now has professionals placed in mental health centers, colleges and health care facilities, substance abuse clinics, hospitals, hospitals, educational settings, and school systems. The Center for Psychological Studies is fully committed to the goal of training competent professionals who will design and implement prevention and treatment programs and provide direct counseling services. The core network provides interdisciplinary training designed to equip individuals with the skills necessary to confront a wide variety of contemporary issues, such as substance abuse, family violence, mental health care, suicide prevention, and general emotional problems.

School Guidance and Counseling

The Master's Program in School Guidance and Counseling also based on a developmental approach prepares students to function as guidance counselors in school systems. While the role of the school counselor varies within and across schools, districts, and states, counselors increasingly serve in multiple roles, interacting and consulting with parents, teachers, school psychologists, and agencies to provide effective services to students. Consideration should be given to (1) Counselors will be called upon to respond to students' needs and ethnic diversity and to interact with students in both a remedial and a developmental way. In addition to the traditional responsibilities of the school counselor, a variety of contemporary issues will face the counselor, including dropout prevention, teenage pregnancy, reduction of runaway, personal and social stress, drug and alcohol abuse, etc. The curriculum was designed for the development training of professionals who will ultimately have an important impact on helping individual students and the school climate.

Various techniques and strategies will need to be employed by the school counselor including individual and group counseling, assessment, vocational and career guidance, multicultural counseling, consultation, and program development. Based on psychological and developmental theory, counselor training, therefore, will need to emphasize a broad base of techniques, strategies, and interventions.

The master's programs may be offered on our main campus in Fort Lauderdale or in the field-based format at various locations in Florida. Refer to the academic calendar for additional information.

Course Location

Most campus classes are typically offered in two regular semesters of approximately 16 weeks each. The summer semester are 10 and a half weeks in length with the exception of programs which spans a 12-week period. Classes normally meet once per week during the fall and winter

Master's Programs

Mental Health Counseling

The Master's Program in Mental Health Counseling was designed for the continued professional development of persons who currently serve or will serve their community in a variety of counseling capacities. Master's degree training is based on a developmental model that emphasizes interdisciplinary collaboration, prevention of dysfunction, and direct service. The field of mental health counseling, which has experienced a great deal of growth over the past decade, now has professionals placed in mental health settings, business and industry, substance abuse clinics, hospices, hospitals, educational settings, and private practice. The Center for Psychological Studies is firmly committed to the mission of training competent professionals who will design and implement prevention and treatment programs and provide direct counseling services. The coursework provides broad-based training designed to equip individuals with the skills necessary to confront a wide variety of contemporary issues, such as substance abuse, family violence, aging, eating disorders, suicidal tendencies, and general emotional problems.

School Guidance and Counseling

The Master's Program in School Guidance and Counseling, also based on a developmental model, prepares students to function as guidance counselors in school systems. While the role of the school counselor varies within and across schools, districts, and states, counselors increasingly serve in multiple roles, interacting and consulting with parents, teachers, school psychologists, and agencies to provide effective services to students (prekindergarten through grade 12). Counselors will be called upon to respond to students of varying backgrounds and ethnic diversity and to interact with students in both a remedial and a developmental way. In addition to the traditional responsibilities of the school counselor, a variety of contemporary issues will face the counselor, including dropout prevention, teenage pregnancy, reduction of truancy, personal issues and crises, drug and alcohol abuse, etc. The curriculum was designed for the competent training of professionals who will ultimately have an important impact on both the individual student and the school climate.

Varying techniques and strategies will need to be employed by the school counselor including individual and group counseling, assessment, vocational and career guidance, multicultural counseling, consultation, and program development. Based in psychological and developmental theory, counselor training, therefore, will need to encompass a broad base of techniques, strategies, and interventions.

The master's programs may be offered on the main campus in Fort Lauderdale or in the field-based format at various locations in Florida. Refer to the academic calendar for additional information.

Course Location

Main campus classes are typically offered in two regular semesters of approximately 16 weeks each. The summer semesters are seven and a half weeks in length with the exception of practicum, which spans a 12-week period. Classes typically meet once per week during the fall and winter

semesters and twice per week during the summer semesters. Most courses are scheduled from 4:00 p.m.-7:00 p.m. or 7:00 p.m.-10:00 p.m., Monday through Thursday, with some additional daytime and weekend offerings. Applicants should note that course schedules vary each semester.

The Master of Science degree programs and coursework are offered at selected locations in a field-based format. Accessibility to main campus administrators, advisors, faculty, library resources, and information is maintained through on-site administrators, faculty, and on-line services. In addition to main campus personnel, on-site personnel assist students and provide an effective liaison between the main campus and students and are available to students during classes and throughout the program.

In the field-based format, courses are taken one at a time (except during practicum). Each individual course begins with registration and spans an eight-week period. Forty-five hours are required and are scheduled into two full weekends. Courses for a given cluster of students are typically scheduled from August through late June. Each course is offered once for each cluster during the course of the approximately 3-year program. **Students admitted at a specific field-based site, must begin the program with the first scheduled course offered for their cluster as coursework is sequenced throughout the program.** Instructors are accessible to students throughout coursework.

Students register and begin course preparation approximately one month prior to the first class meeting. Class meetings (except the practicum) are scheduled on Fridays (6:00 p.m.-10:00 p.m.), Saturdays (8:30 a.m.-6:00 p.m.) and Sundays (8:30 a.m.-5:30 p.m.).

Schedules will be affected by official University holidays, such as Labor Day, Thanksgiving Day, etc. (see academic calendar).

Important: see detailed description of master's practicum information in this catalog.

Master's Programs Field-Based Site Information

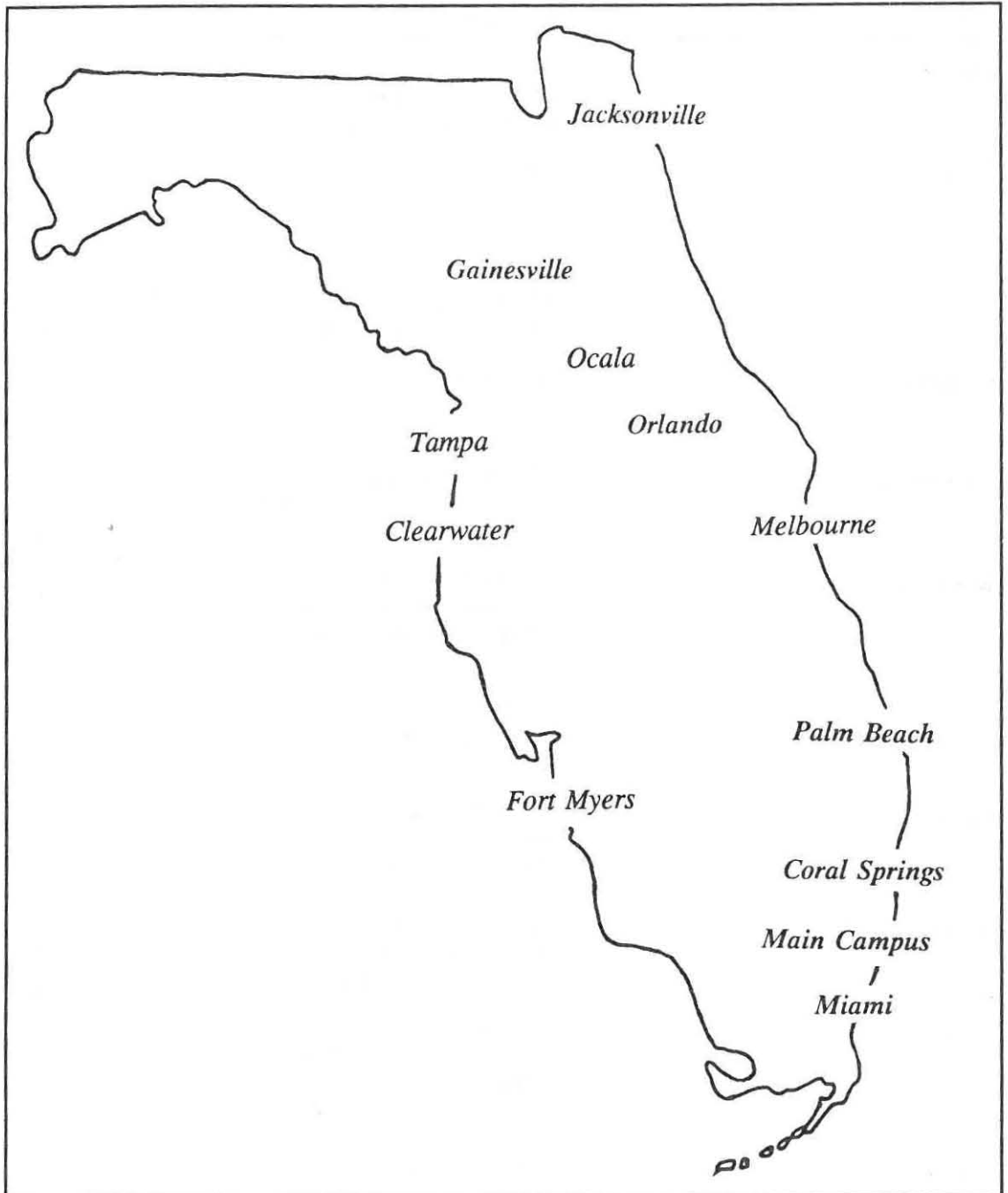
Site	Location
Clearwater	Sacred Heart School 7951 46 Way North Pinellas Park, FL 34645
Coral Springs	University School 10044 NW 31st Street Coral Springs, Florida 33065
Fort Myers	Cape Coral Hospital 636 Del Prado Boulevard Cape Coral, Florida 33910
Gainesville	Gainesville High School 1900 NW 13th Street Gainesville, Florida 32501
Jacksonville	Memorial Hospital 3625 East University Boulevard Jacksonville, Florida 32216
Melbourne	Brevard Community College 3865 North Wickham Road Melbourne, Florida 32936
Miami*	Miami-Dade Community College South Campus 11011 SW 104th Street Miami, Florida 33176
Ocala*	Forest High School 1614 SE Fort King Street Ocala, Florida 32671
Orlando	Southern College 5600 Lake Underhill Road Orlando, Florida 32870
Palm Beach	Palm Beach Community College Edward M. Eissey Campus 3160 PGA Boulevard Palm Beach Gardens, Florida 33410
Tampa*	Jefferson High School 4401 West Cypress Tampa, Florida 33607

For information regarding site locations, start dates, or deadlines, please refer to the Center for Psychological Studies application packet or contact the Center for Psychological Studies at (954) 475-7550.

*Current location of master's program in school guidance and counseling.

Master's Program

Site Locations*



*Additional sites may be announced. Locations may vary by program.

Master's Academic Policies

Registration

All students admitted to graduate study are to be in continuous registration every fall and winter semester until they receive their degree unless prior approval is received from the Program Office. Once candidacy is achieved, in order to remain an active and matriculated student, registration is required in every semester until the completion of degree requirements unless a leave of absence has been granted.

Failure to remain in continuous registration will be deemed as the student's formal withdrawal from the program. All other program, Center, and University requirements will be in effect.

Candidacy (Matriculation)

Mental Health Counseling Program. Students are admitted into graduate study at the master's level and are reviewed for degree candidacy (matriculation) after completion of the designated four courses (12 credits), which must be completed within the first six courses (18 credits) or two semesters for which the student is enrolled.

These four designated courses require demonstration of written, quantitative, and interpersonal skills, as well as overall professional functioning. The designated four courses for matriculation include Counseling Theories and Practice, Counseling Skills, Research and Evaluation for Counselors, and Human Development and Learning or Personality Theories.

During the formal review for matriculation, students' academic performance in the four designated courses listed above will be examined. Those students with a grade point average of 3.0 or above in the four designated courses will be matriculated. However, students who receive two grades below a "B" or a grade of "F" in any of the four designated courses will not be matriculated and will be withdrawn from graduate study.

Under no circumstances will students who achieve a grade point average of 2.5 or below in the four designated courses be permitted to take graduate level courses in the Center for Psychological Studies program.

Time Limits

Students must complete their program within five years from the date of first registration. This means that students are expected to complete all master's degree requirements including the comprehensive final examination and graduate within this time period. In the event that a matriculated student who has been in continuous enrollment does not complete all requirements within the five-year time limit, he or she must enroll in the master's program and:

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

Evaluation of Master's Students

Each student is evaluated on an ongoing basis while enrolled in the program. In addition, there are course evaluations, review for matriculation, evaluation of readiness for practicum, and a comprehensive examination. Evaluation provides students with relevant feedback concerning their performance and ensures high standards for the professions of counseling. Student advisement on relevant information, including practicum evaluations, is available through the program office.

School Guidance and Counseling Program. Students who are admitted to graduate study at the master's level are reviewed for degree candidacy (matriculation) after the completion of the first four courses (12 credits) for which the student is enrolled.

During the formal review for matriculation, a student's academic performance in the first four courses will be examined. Those students with a grade point average of 3.0 or above in the first four courses will be matriculated. Students with a grade of F in any one of the first four courses will not be matriculated.

Under no circumstances will students who achieve a grade point average of 2.5 or below in the first four courses be permitted to take graduate-level courses in the Center for Psychological Studies program.

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

Degree Completion Requirements

A student must complete all coursework required for the degree chosen with a minimum grade point average of at least 3.0 and successfully complete the comprehensive examination. The Master of Science in Mental Health Counseling Program requires a minimum of 57 semester hours of graduate credit. The Master of Science in School Guidance and Counseling Program requires a minimum of 36 semester hours of graduate credit. A candidate is expected to complete the master's program and graduate within five years.

Master's Degree in Mental Health Counseling (1995-1996)

Master's Degree Curriculum Fifty-Seven (57) Semester Hours

Required Courses	PSY 502 PSY 506 PSY 507 PSY 509 PSY 512 PSY 570 PSY 582 PSY 584 PSY 586 PSY 608 PSY 625 PSY 635 PSY 645 PSY 675 PSY 680 PSY 681 PSY 682	Counseling Theories & Practice Counseling Skills Research & Evaluation for Counselors Personality Theories Human Development & Learning Ethical, Legal, & Professional Issues for Counselors Human Sexuality Adult Psychopathology Child & Adolescent Psychopathology & Treatment Psychological Testing for Individual Evaluation Individual Counseling Strategies Group Theory & Practice Couples and Family Counseling Strategies Case Conceptualization & Treatment Planning Counseling Practicum I Counseling Practicum II Counseling Practicum III
Elective Courses: Partial Listing (Two will be selected from these and/or other available offerings)	CGPY 510 PSY 535 PSY 540 PSY 544 PSY 602 PSY 603 PSY 606 PSY 612 PSY 615 PSY 622 PSY 628 PSY 630 PSY 632 PSY 640 PSY 646 PSY 650 PSY 660	Career Development Clinical Biofeedback Aging I Aging II Behavioral Counseling Cognitive/Behavioral Counseling Strategies Advanced Behavioral Intervention Substance Abuse Addictive Behavior Disorders Psychology of Women Psychotherapy with Gay Men and Lesbians Cross-Cultural Counseling Social and Cultural Foundations of Counseling Advanced Marriage and Family Counseling Brief Psychodynamic Counseling Crisis Intervention and Management Community Mental Health

Master's Degree in Mental Health Counseling

Course Descriptions

Required Courses

PSY 502 Counseling Theories and Practice 3 Cr.

This course surveys the field of counseling. It considers the various theories of counseling and issues in the practice of mental health counseling.

PSY 506 Counseling Skills 3 Cr.

This lab course focuses on the development of fundamental counseling skills through the utilization of skills demonstration and in-class practice. Course content includes therapeutic listening and communication skills, basic interviewing techniques, empathy training, rapport building, and such intervention skills as structuring, confrontation, interpretation, and reframing. Also covered is the therapeutic relationship, communication in the context of cultural diversity, goal setting and sentence structuring, and outcome evaluation. *Prerequisite: PSY 502*

PSY 507 Research and Evaluation for Counselors 3 Cr.

This course seeks to prepare counselors to be informed consumers of research and evaluation. It covers basic statistics, basic research designs, and program evaluation. It provides experience in reading research and evaluation reports.

PSY 509 Personality Theories 3 Cr.

This course covers theories of personality in the psychodynamic, trait, behavioral, social-cognitive, and humanistic traditions. A major focus is how normal and abnormal personalities develop and change. Theories are critiqued and compared. Also covered is related contemporary research.

PSY 512 Human Development and Learning 3 Cr.

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

PSY 570 Ethical, Legal, and Professional Issues for Counselors 3 Cr.

This course covers standards for professional conduct in counseling. It considers ethical and legal decisions that counselors must make, such as scope of professional competence, confidentiality, duty to warn and protect, and value differences with clients. Case examples, current statutes, and counseling culturally diverse clients are discussed.

PSY 582 Human Sexuality 3 Cr.

This course is an overview of the basics of sexual anatomy, physiology, and development. The student will acquire an understanding of human sexual response, concepts of sex therapies, and human sexual dysfunction. Also included are methods of contraception, sex and family planning, variations of sexual behavior, and the importance of the counselor in the role of the educator.

PSY 584 Adult Psychopathology 3 Cr.

This course provides an introduction to the definition and study of abnormal or maladaptive behavior, including a broad range of psychopathology relevant to the adult and aged populations. Emphasis will be placed on a descriptive review of the major DSM-IV disorders, supplemented with theoretical considerations of etiology and treatment approaches.

PSY 586 Child and Adolescent Psychopathology and Treatment 3 Cr.

This course provides an introduction to the specific disorders and problematic psychological states manifested during childhood and adolescence. It will also provide an overview of currently used interventions with psychologically troubled youths.

PSY 608 Psychological Testing for Individual Evaluation 3 Cr.

This course surveys frequently used tests of aptitude, interest, and personality. Test content, purpose, psychometric properties, administration, and scoring procedures are compared and evaluated. Issues of test use with culturally diverse populations are addressed. *Prerequisite: PSY 507*

PSY 625 Individual Counseling Strategies 3 Cr.

This skills course provides in-depth training of one or two major approaches to individual psychotherapy. The student will acquire sufficient theoretical knowledge to conceptualize treatment cases and practical skills to implement treatment strategies. Training methods utilized will include role-play, audio and/or video taping, and other practical techniques. *Prerequisites: PSY 502; PSY 506; PSY 584 or consent of advisor*

PSY 635 Group Theory and Practice 3 Cr.

This course overviews various group theories and basic aspects of group therapy. Topics covered include group therapy as a laboratory for interpersonal learning, therapist facilitative techniques, group dynamics, the development and role of group cohesiveness, selection and composition of groups, and stages of group therapy. *Prerequisites: PSY 502; PSY 506*

PSY 645 Couples and Family Counseling Strategies 3 Cr.

This skills course surveys current approaches to couples and family counseling with an emphasis on a systemic conceptual model of family functioning and therapeutic intervention. It is designed to develop specific intervention competencies. *Prerequisites: PSY 502; PSY 506; PSY 584 or consent of advisor*

PSY 675 Case Conceptualization and Treatment Planning 3 Cr.

This course focuses on the processes of conceptualizing clinical cases from a variety of theoretical orientations and translating these conceptualizations into effective treatment plans. Video and audiotaped clinical interviews, case studies, and role-plays will be utilized to assist the student in formulating hypotheses about client difficulties and developing appropriate clinical interventions that address these difficulties. *Prerequisites: PSY 502; PSY 506; PSY 584; PSY 625*

PSY 680 Counseling Practicum I 3 Cr.

The student is required to spend a specified number of hours per week at a selected agency working under supervision with clients. During that time, the student is expected to increase his or her competence in the areas of basic interviewing, assessment, and counseling skills. Furthermore, the student will be made more aware of the ethical, legal, and professional issues inherent in the counseling process. *Prerequisites: PSY 502; PSY 506; PSY 507; PSY 509 or PSY 512; PSY 584; PSY 625; PSY 635; PSY 675 with a grade of B or better*

PSY 681 Counseling Practicum II 3 Cr.

This practicum is a continuation of Practicum I. The student will be expected to develop more advanced skills in interviewing, assessment, and intervention. Simultaneously, continued emphasis will be placed upon ethical, legal, and professional issues. *Prerequisite: PSY 680 with a grade of B or better*

PSY 682 Counseling Practicum III 3 Cr.

This practicum is a continuation of Practicum II. *Prerequisite: PSY 681 with a grade of B or better.*

Elective Courses**CGPY 510 Career Development 3 Cr.**

Theories of occupational choice, career development, and social mobility are reviewed within the context of national, state, or regional economic development. Occupational information is considered from the point of view of the individual as well as from the standpoint of manpower needs for industrial and economic development.

PSY 535 Clinical Biofeedback 3 Cr.

This course provides a review of the areas of clinical application of biofeedback techniques. Emphasis will be placed on integrating biofeedback with general psychotherapeutic processes for children and adults. Biofeedback as a technique for preventive medicine and health will also be discussed. The course includes laboratory experiences.

PSY 540 Aging I 3 Cr.

This course acquaints the student with the processes of normal aging. Genetic, physical, physiological, social, and environmental components of aging are examined.

PSY 544 Aging II 3 Cr.

Emotional disturbances common to the aging population are researched: the neuroses, especially depressive reaction, and the psychoses, especially organic brain syndrome. Treatment models are presented.

PSY 602 Behavioral Counseling 3 Cr.

This course will cover behavioral counseling procedures for a diversity of problems and will be organized around problem areas such as retardation, employment, children, depression, marital disorder, and parent-child problems. *Prerequisite: PSY 506*

PSY 603 Cognitive/Behavioral Counseling Strategies 3 Cr.

This course overviews the conceptual and empirical bases for cognitive/behavioral therapies. Specific emphasis will be on the development of intervention strategies. *Prerequisite: PSY 506*

PSY 606 Advanced Behavioral Intervention 3 Cr.

This course develops advanced techniques in cognitive and behavioral therapies. Applications to a variety of client issues and populations will be discussed. *Prerequisites: PSY 506; PSY 603*

PSY 612 Substance Abuse 3 Cr.

This course investigates the etiology of alcoholism and drug dependency. Attention is given to assessment and treatment in both individual and family therapy approaches. *Prerequisite: PSY 506*

PSY 615 Addictive Behavior Disorders 3 Cr.

This course surveys a multiplicity of addictive disorders. Disorders are studied in relation to assessment and treatment approaches and dual diagnosis. Specific skill development related to specific strategies will be a major part of the course. *Prerequisite: PSY 506*

PSY 622 Psychology of Women 3 Cr.

This course focuses on studies related to women and how women relate to the world as a result of their socialization. Research on sex differences related to physical and emotional factors is discussed. The course provides students with the opportunity to understand the current issues within the community and within the women's movement.

PSY 628 Treatment with Gay Men and Lesbians 3 Cr.

Gay men and lesbians in psychotherapy present to the clinician issues that are unique to this population. The goal of this course is to make the student aware, sensitive, and knowledgeable of these salient issues in order to work more effectively in counseling gay men, lesbians, and their family members. These issues will be viewed through developmental perspective, i.e., counseling gay adolescents, adults, couples, and the aging. The course is designed in an interactive approach using panel presentations, current research, case studies, and role playing in a small class atmosphere. *Prerequisite: PSY 506*

PSY 630 Cross-Cultural Counseling 3 Cr.

This course covers issues involved in the assessment of culturally different clients and overviews issues in the selection of techniques for counseling. An essential goal is to affect the awareness, knowledge base, and application of techniques. Methods used include group interaction, self-disclosure, in-depth examination of attitudes and prejudices, case studies, and role playing.

PSY 632 Social and Cultural Foundations of Counseling 3 Cr.

This course addresses cultural diversity and its implications for counseling. It considers the psychological impact of factors such as sex, race, ethnicity and culture, religious preference, socioeconomic status, sexual orientation, and physical disability. It explores common stereotypes and out-group prejudices and how to overcome them in counseling. Finally, it reviews counseling issues and strategies for diverse clients.

PSY 640 Advanced Marriage and Family Counseling 3 Cr.

This course develops advanced techniques in marital and family counseling with emphasis on various systemic models of family functioning and therapeutic intervention. *Prerequisite: PSY 645*

PSY 646 Brief Psychodynamic Counseling 3 Cr.

This introductory course will familiarize students with the basic concepts, range, scope, and limitations of this treatment modality. This course focuses on the communicative process and the subtle and intricate clinical interaction between clients and counselors. The student is helped to understand the importance of unconscious motivation, the dream work, the sequence of symptom formation, and the subtle nuances of the clinical interactions including both transference-countertransference reactions and the variety of therapeutic resistance. *Prerequisite: PSY 506*

PSY 650 Crisis Intervention and Management 3 Cr.

This course will examine the history, development, and theoretical underpinnings of crisis intervention. Major emphasis will be placed on learning skills and concepts relevant to the clinical management of major crisis situations, including suicide, rape, acute psychotic reactions, and death. Lecture, case studies, and role-playing will be utilized. *Prerequisite: PSY 506*

PSY 670 Community Mental Health 3 Cr.

The brief history of community psychology is reviewed with a focus on those events that led to the development of a "community point of view." The course also acquaints students with the various approaches (preventative model, consultative role, etc.) and techniques (needs assessment, program evaluation) used by community psychologists. Distinctions between traditional clinical interventions and community interventions are highlighted.

Master's Practicum Information

The practicum is conceived to be that phase of the master's program in which a counselor trainee is able to crystalize his or her educational experiences by actually translating theoretical constructs into practice. This type of supervised practice in counseling is generally viewed as an experience that assists the prospective counselor in functioning effectively in a future employment situation. It serves as a bridge between the theoretical and the real. It is the first opportunity for the counselor trainee to apply what he or she has learned from the more didactic portion of the curriculum.

Three consecutive semesters of practicum are required in the mental health counseling master's program and one 30-week practicum is required in the school guidance and counseling master's program. This affords students the opportunity of working with a variety of client/school populations over time. Enrolled students will receive a *Handbook of Practicum Experiences* and specific details on practicum at the appropriate time in their program. **Some students may need to take a leave of absence from their employment or reduce their work load during this portion of the program.**

Main Campus Format

Each practicum spans a full semester during fall and winter terms. The student will spend a specified number of hours in a community agency setting along with a three-hour weekly practicum seminar class. The summer term practicum will run for 12 weeks.

Field-Based Format

In the mental health counseling curriculum, each practicum spans a full semester (approximately 15 weeks). In the school guidance and counseling curriculum, the practicum spans a 30-week period. The student will spend a specified number of hours in a community agency/school setting, along with the regularly scheduled practicum seminar classes. Seminar classes will typically be scheduled during weekday evenings. Each site has a local practicum coordinator who assists in all arrangements for site placements. **Practicum constitutes a departure from the weekend format.** Please be advised that, during practicum, students may also be enrolled in regularly scheduled weekend classes.

Professional Liability Insurance

Students entering practicum will be charged a nominal fee for liability insurance coverage provided under the Center for Psychological Studies' group policy. All students are required to abide by the *Ethical Standards of the American Counseling Association*, the ethical standards of their respective professions, the policies and procedures of the Center for Psychological Studies, and agency placement rules and regulations.

Master's Program in School Guidance and Counseling (1995-1996)

Master's Degree Curriculum
Thirty-Six (36) Semester Hours

Required Courses		
	CGPY 502	Counseling Theories
	CGPY 505	School Counseling Skills
	CGPY 510	Career Development
	CGPY 512	Learning & Human Development
	CGPY 515	Principles of Counseling and Guidance
	CGPY 575	Ethical, Legal and Professional Issues for School Counselors
	CGPY 585	Psychology of Exceptional and At-Risk Children
	CGPY 608	Appraisal & Evaluation in School Counseling
	CGPY 630	Counseling the Culturally Different Student
	CGPY 636	Group Counseling
	CGPY 665	School Consultation Skills
	CGPY 688	Practicum: School Guidance (two semesters)

Master's Degree in School Guidance and Counseling

Course Descriptions

CGPY 502 Counseling Theories 3 Cr.

This course surveys the field of counseling. It considers the various theories of counseling and issues of counseling in school settings.

CGPY 504 School Counseling Skills 3 Cr.

This small-lab course focuses on the development of school counseling skills including basic interviewing and other assessment skills, with an emphasis on therapeutic listening skills. Stress will also be placed upon the acquisition of skills related to empathy, the counselor-counselee relationship, and the establishment of a therapeutic alliance in the context of cultural diversity. Teaching methods will include modeling and role playing, along with didactic presentations and readings. *Prerequisite: CGPY 502*

CGPY 510 Career Development 3 Cr.

Theories of occupational choice, career development, and social mobility are reviewed within the context of national, state, or regional economic development. Occupational information is considered from the point of view of the individual, as well as from the standpoint of manpower needs for industrial and economic development.

CGPY 512 Learning and Human Development 3 Cr.

This course covers how developmental maturation and social learning shape personality, both in childhood and adulthood. Theory and research in social development and learning are covered in topics such as attachment, aggression, sexuality, morality and self-regulation, and self-concept. Applications to the school setting are examined.

CGPY 515 Principles of Counseling and Guidance 3 Cr.

This course covers the philosophy, functions, management, and operation of a counseling and guidance program in elementary and secondary schools.

CGPY 575 Ethical, Legal, and Professional Issues for School Counselors 3 Cr.

This course covers standards for professional conduct in school counseling. It considers ethical and legal decisions that school counselors must make, such as scope of professional competence, confidentiality, legal rights of students, duty to warn and protect, and value differences with students. Case examples, current regulations, and standards on utilizing assessment data and issues in counseling culturally diverse students are discussed.

PSY 585 Psychology of Exceptional and At-Risk Children 3 Cr.

This course covers the etiology and characteristics of exceptionalities and children at risk for underachievement and dropping out. Also covered is the role of the guidance counselor in identifying such problems, drawing on available resources, and making appropriate referrals.

CGPY 608 Appraisal and Evaluation in School Counseling 3 Cr.

This course covers basic measurement concepts, test content and purpose, psychometric properties, administration, and scoring procedures. Frequently used tests of aptitude, interest, and personality are reviewed. Issues of test use with culturally diverse populations are addressed.

CGPY 630 Counseling the Culturally Different Student 3 Cr.

This course covers issues involved in the assessment and placement of minority students and overviews issues in the selection of techniques for counseling. An essential goal is to affect the awareness, knowledge base, and application of techniques. Methods used include group interaction, self-disclosure, in-depth examination of attitudes and prejudices, case studies, and role playing.

CGPY 636 Group Counseling 3 Cr.

This course overviews various group theories and basic aspects of group process. Topics covered include group counseling as a laboratory for interpersonal learning, counselors' facilitative techniques, group dynamics, the development and role of group cohesiveness, selection and composition of groups, and stages of group counseling. *Prerequisite: CGPY 505.*

CGPY 665 School Consultation Skills 3 Cr.

This course focuses on developing specific techniques in consultation. It integrates the various aspects of a school guidance program with particular reference to problem solving and the utilization of available data. Case examples specific to the school setting are discussed, and opportunities for skill development are provided through role playing.

CGPY 688 Practicum: School Guidance 3 Cr.

Supervised guidance practicum in an elementary, middle, or secondary school setting. *Prerequisites: CGPY 502; CGPY 505; CGPY 512; CGPY 515; CGPY 575; CGPY 636; CGPY 665 and consent of advisor.*

1995-1996 Master's Program Estimated Expenses

The total expenses of students enrolled in master's programs vary greatly depending upon individual circumstances. While tuition, registration and other fees*, and the cost of books are relatively constant for all students, other expenses are not.

Tuition	\$ 380 per credit hour
Application Fee	\$ 40 (nonrefundable)
Seat Deposit	\$ 250 (nonrefundable, payable upon acceptance and credited toward tuition)
Registration Fee	\$ 25 per semester (main campus) \$ 10 per course (field-based)
Late Registration Penalty	\$ 30
Student Government Association	\$ 10 per term (main campus only) (fall and winter only)
Practicum Insurance	\$ 6 per practicum
Transcript Fee	\$ 5
Application for Degree Fee	\$ 65

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

Refund Policy

Students have three working days from the date of signing an enrollment contract or financial agreement with the University to cancel the contract and receive a full refund of any tuition and registration fees paid. Further, a student shall receive a full refund of tuition and registration fees paid by the student prior to the commencement of instruction if the student submits a written request to the institution within three working days of the payment.

Tuition Refund Schedule

Main Campus

Fall

Monday, August 28, 1995	End of 100% refund
Monday, September 11, 1995	End of 80% refund
Monday, September 18, 1995	End of 60% refund
Tuesday, September 26, 1995	End of 40% refund
Monday, October 2, 1995	End of 20% refund

Winter

Tuesday, January 2, 1996	End of 100% refund
Tuesday, January 16, 1996	End of 80% refund
Tuesday, January 23, 1996	End of 60% refund
Tuesday, January 30, 1996	End of 40% refund
Monday, February 5, 1996	End of 20% refund

Field-Based

- Withdrawal prior to the first class session 100% refund
- Withdrawal prior to the second weekend of class 50% refund.

Licensure and Certification

State of Florida Licensure for Mental Health Counselors

On October 1, 1987, Florida enacted new legislation (Chapter 491, *Florida Statutes*) that governs licensure requirements for Mental Health Counselors. Applicants interested in licensure should request in writing a copy of licensure requirements from the following:

Agency for Health Care Administration
Board of Clinical Social Work,
Marriage and Family Therapy and
Mental Health Counseling
Northwood Centre
1940 North Monroe Street
Tallahassee, Florida 32399-0750
(904) 487-2520

Individual eligibility should be verified periodically through careful review of the state licensure regulations, which are subject to change.

State of Florida Certification in Guidance and Counseling

The Master of Science in School Guidance and Counseling Program was designed for the continued professional development of persons seeking positions in school guidance. For Florida certification in guidance and counseling (prekindergarten through grade 12), coursework in Nova Southeastern's M.S. program in school guidance and counseling is approved by the Florida Department of Education under Plan 2, Rule 64-4.0181, *Florida Statutes*, on a course-by-course basis. Applicants are responsible for verifying requirements for certification in guidance and counseling with their local school board certification office or with the State Department of Education. Florida requirements for certification do **not necessarily apply** to certification requirements in other states.

Individual eligibility must be verified through the State Department of Education. Certification requirements are subject to change.

Master's Admissions

Requirements

To be considered for admission to graduate study in the master's programs, the applicant is required to present evidence of scholastic ability, interest in the area of psychology and counseling, personal stability, and sound character. All applicants must have a baccalaureate degree from a regionally accredited institution. Admitted applicants will be required to meet the requirements for degree candidacy.

Application Procedures

Degree Seeking Students

1. Complete the master's programs application form.
2. Include, with the application, a check for \$40 (nonrefundable application fee) made out to Nova Southeastern University.
3. Submit **two** letters of recommendation from professors, employers, supervisors, or similar persons most familiar with your work.
4. Arrange for **official** transcripts from **all** accredited colleges or universities attended to be mailed *directly* to Graduate Admissions, Center for Psychological Studies. If the initial transcript forwarded does not reflect degree conferral or final semester grades, **you must forward a final transcript as soon as this information becomes available.**
5. Submit a two-page, typed professional statement of goals that includes information about experience in the field of counseling, professional interests, and career goals.
6. Include a copy of your teaching certificate (**school guidance and counseling applicants only**). Applicants may request a waiver of this requirement by contacting the Office of Graduate Admissions.
7. Where applicable for foreign nationals, applicants should submit TOEFL scores.

Special Students (non-degree-seeking)

1. Complete the master's programs application form.
2. Include, with the application, a check for \$40 (nonrefundable application fee) made out to Nova Southeastern University.
3. Submit **two** letters of recommendation from professors, employers, supervisors, or similar persons most familiar with your work.
4. Arrange for **official** transcripts from all accredited universities where bachelor's and master's degrees were conferred to be mailed *directly* to Graduate Admissions, Center for Psychological Studies.
5. Submit a letter specifying desired coursework.
6. Include a copy of your teaching certificate (**school guidance and counseling applicants only**). Applicants may request a waiver of this requirement by contacting the Office of Graduate Admissions.

An interview or additional documentation may be required for purposes of screening or advisement. Applicants are responsible for ensuring that their file is complete and received by the announced deadline. Check on the status of your file with the Office of Graduate Admissions, (954) 475-7099, prior to the application deadline.

Application Deadlines

Students may be admitted to main campus programs for fall, winter, or summer sessions. Field-based cluster admission periods will vary. Specific application information related to site(s) are included in a separate application packet available from the Center for Psychological Studies.

Admission of Master's Students to Doctoral Programs

Acceptance to or completion of the Center of Psychological Studies master's program implies neither automatic admission to doctoral programs nor transfer of credit to the doctoral program. Applicants may apply to both programs, but must do so via separate application procedures. Potential master's applicants considering applying for doctoral program admission should seek advisement at the earliest possible date.

Master's Program Transfer of Credits

Students requesting transfer of credit must submit a written request for transfer along with supporting documentation to the master's program administrator. Sufficient documentation should be presented to allow for evaluation, including an official transcript from the institution where the course was taken and a course description as listed in the institution's catalog. Other documentation may include syllabi, course notes, or other material as requested.

A total of 6 credits may be credited toward graduation.

- A. Transfer of credits will be awarded when the course being evaluated meets **all** of the following criteria:
- 1) It is a graduate-level course taken at an institution accredited as degree granting by a recognized regional accrediting body for higher education at the time the coursework was taken. A graduate-level course is defined as one that would be credited toward a master's degree at the institution where the course was taken. This must be verified in the school's 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 or related in content to elective courses in the curriculum.
 - 3) It was completed no longer than five years prior to the student's first registration in the program; and
 - 4) A grade of B or higher was received. A grade of P (Pass) or CR (Credit) or other such grade cannot be accepted as equivalent unless it can be officially verified as such.

It will be the responsibility of the student to satisfactorily demonstrate the equivalence of the course(s) proposed in order for credits to be awarded.

Courses completed at other institutions after the student has enrolled in the master's program will be considered if there has been *prior* approval by the administrator of the master's program. Typically, such transfer credit is granted only under special circumstances. Transfer credits are not taken into account when computing the student's grade point average.

No transfer credits may be applied to practicum.

No transfer credit will be awarded for portfolio-based experiential learning.

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

Conditional Admission

Applicants admitted on a conditional basis will be required to meet the specified requirements by the date indicated in official correspondence.

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Full Time Faculty

1995-1996

Nathan H. Azrin, Ph.D., ABPP, Harvard University, Professor. Depression, marital and couple counseling; nervous habits; muscular tics; stuttering and dysfluencies; self-injurious behavior; toilet training; vocational counseling and placement; alcoholism; retardation; employee motivation and staff management; rehabilitation of the brain-injured; insomnia; drug addiction; bulimia; behavior therapy.

David F. Barone, Ph.D., University of California, Santa Barbara, Associate Professor. Social-cognitive psychology and clinical applications; biases in clinical and social judgment; personal goal conflicts; interpersonal problem solving; planned parenthood and pregnancy prevention; chaos theory; history and theory of psychology.

William J. Burns, Ph.D., ABPP, University of North Dakota, Professor. Child-clinical, developmental, and pediatric psychology; pre- and perinatal effects of drug abuse; longitudinal outcomes of neuropsychological abnormalities at birth.

Frank A. De Piano, Ph.D., University of South Carolina, Professor. Hypnosis; neuropsychology; community psychology; development of models for professional training of psychologists.

William Dorfman, Ph.D., Ohio State University, Associate Professor. Community mental health; short-term approaches to psychotherapy; eclectic approaches to individual and marital psychotherapy; psychodiagnosis, objective personality measurement with the MMPI and MMPI-2; 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, Associate Professor. Pediatric and child-clinical psychology; childhood adjustment to chronic diseases (e.g., Turner's Syndrome and cancer); psychosomatic disorders, eating disorders, child abuse and preparation of children for invasive medical procedures; child treatment outcome research.

Steven N. Gold, Ph.D., Michigan State University, Associate Professor. Adult survivors of childhood sexual abuse; dissociative disorders; post-traumatic stress disorder; doctoral level clinical training; hypnotherapy; psychological assessment; interpersonal, family and systems theory and intervention; psychological assessment; personality theory.

Charles Golden, Ph.D., University of Hawaii, Professor. Clinical neuropsychology; head injury, stroke; neuropsychological assessment; pain management; brain-behavior relationships; medical psychology; personality assessment; multiple sclerosis; rehabilitation of brain injury; community reintegration of brain injury; child neuropsychology; neuropsychology in school settings.

Pamela A. Hall, Psy.D., Florida Institute of Technology, Assistant Professor. Child-clinical psychology; Attention Deficit Hyperactivity Disorder (multi-model approach); childhood adjustment to traumatic events; adolescent disorders; special treatment issues related to fostercare children, administration of publicly funded mental health programs.

Michel Hersen, Ph.D., ABMP, ABPP, ABPP, State University of New York at Buffalo, Professor. Assessment and treatment of anxiety and depression in the elderly; single-case research; behavioral assessment and treatment; assessment and treatment of child abuse; assessment and treatment of older visually impaired adults.

Philinda Hutchings, Ph.D., ABPP, University of Kansas, Associate Professor. Sexual assault and post-traumatic stress disorder; depression; major and chronic psychiatric disorders; psychodiagnostic assessment; individual and group psychotherapy; assessment and treatment of older visually impaired adults.

Robert Kabacoff, Ph.D., University of Missouri-St. Louis, Associate Professor. Family assessment and treatment; adult psychopathology; multivariate statistics; computer applications; research methodology.

Alan D. Katell, Ph.D., West Virginia University, Associate 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.

William Kelleher, Ph.D., University of Georgia, Associate Professor. Cognitive behavior therapy, behavioral health psychology, chronic pain/illness management, geropsychology, psychoeducational intervention approaches, biofeedback, stress management, weight control, treatment and assessment.

Alan Kent, Ph.D., DePaul University, Assistant Professor. Crisis intervention and short-term therapy, managed health care, community mental health, serious mental disorders, ethics in psychotherapy.

Robert Lane, Ph.D., ABPP, New York University, Resident Psychoanalytic Scholar. Psychopathology; diagnosis; difficult patients; psychoanalysis, psychotherapy, and supervision.

Cynthia Last, Ph.D., State University of New York at Albany, Professor. Anxiety disorders; child psychopathology; DSM diagnosis; behavior therapy.

John E. Lewis, Ph.D., Syracuse University, Assistant Professor. Intercultural psychotherapy and assessment; counseling and psychotherapy with prison populations; educational and vocational assessment and counseling.

Wiley Mittenberg, Ph.D., Chicago Medical School, Associate Professor. Neuropsychology of aging and age-related dementia; memory function in cortical and subcortical dementias; neuropsychology of head injury.

Doil Montgomery, Ph.D., West Virginia University, Professor. Applied psychology; clinical applications of biofeedback; psychological intervention; techniques for chronic and acute pain conditions; self-regulation of dysfunctional physiological systems; professional development of biofeedback therapists.

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

Helen Orvaschel, Ph.D., New School for Social Research, Professor. Child and adolescent mood disorders; genetic contributions to psychopathology; risk factors for child psychiatric disorders; psychiatric epidemiology; differential diagnostic assessment of child and adolescent psychopathology.

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

Leonard Roth, Ph.D., ABPP, Rutgers, The State University of New Jersey, Associate Professor. Marital therapy; clinical consultation, administration, and supervision; psychodynamic short-term psychotherapy; clinical gerontology.

Ronald J. Samuda, Ph.D., Ottawa University, Professor. Psychological assessment of ethnic minorities; cross-cultural counseling and psychotherapy; psychodiagnosis; vocational guidance and career development; nontraditional and dynamic methods for the assessment of culturally different clients.

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

Alfred H. Sellers, Ph.D., Nova Southeastern University, Assistant Professor. Applied statistics; research design and consultation.

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

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

Linda Sobell, Ph.D., University of California, Irvine, Professor. Alcohol, tobacco, and other drug use disorders; cognitive-behavior therapy; research dissemination, assessment and treatment outcome evaluation; behavior change processes, particularly natural recovery; validity of self-reports.

Mark Sobell, Ph.D., 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.

Vincent B. Van Hasselt, Ph.D., University of Pittsburgh, Professor. Behavioral assessment and treatment; behavior therapy for disabled and behaviorally disordered children and youth; behavioral intervention for older adults; behavioral forensics; assessment of violent criminals

Professors Emeriti

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

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

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

Part-Time Core Faculty

Fran Fassman, Psy.D., Nova University. Existential/humanistic psychotherapy; individual, group, marital and family; women in transition; alternative lifestyles; early development; supervision and training; program consultation and design; anxiety disorders.

Mitchell Gordon, Ph.D., 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.

Cheryl Gotthelf, Ph.D., Nova University. Forensic psychology; biofeedback; muscle reeducation; pain management; stress management; hypertension; insomnia; headache pain; Raynaud's disease; neuropsychology; hypnosis; individual psychotherapy; group psychotherapy.

Janos Kurucz, M.D., University of Budapest, Visiting Professor. Psychobiology; psychopharmacology; neuropathology; community mental health; quality assurance and risk management in mental health centers.

Richard Levine, Ph.D., Northwestern University. Individual and family therapy; children of divorce; cross-cultural issues; ethics.

Eugene May, Ph.D., University of Illinois. Humanistic and existential psychology and group psychotherapy.

Isabel Streisand, Ph.D., Nova University. Sex therapy, marital, family and couple counseling; individual and group therapy.

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Nova Southeastern University Degree Offerings

Doctoral and Professional Degrees

Doctor of Business Administration in:

- Accounting (D.B.A./Acc.)
- Business Administration (D.B.A.)
- Finance (D.B.A./Fin.)
- Health Services (D.B.A./H.S.)
- Human Resource Management (D.B.A./H.R.M.)
- Information Systems (D.B.A./IS)
- International Management (D.B.A./I.M.)
- Marketing (D.B.A./Mkt.)

Doctor of Education (Ed.D.) in:

- Adult Education
- Child and Youth Studies
- Computer and Information Technology
- Computer Education
- Educational Leadership
- Health Care Education
- Higher Education
- Instructional Technology and Distance Education
- Vocational, Technical, Occupational Education

Doctor of International Business Administration (D.I.B.A.) in:

- International Business Administration

Doctor of Occupational Therapy (D.O.T.)

Doctor of Optometry (O.D.)

Doctor of Osteopathy (D.O.)

Doctor of Pharmacy (Pharm.D.)

Doctor of Philosophy (Ph.D.) in:

- Clinical Psychology
- Dispute Resolution
- Family Therapy
- Oceanography

Doctor of Physical Therapy (D.Sc.P.T.)

Doctor of Psychology (Psy.D.) in:

- Clinical Psychology

Doctor of Public Administration (D.P.A.) in:

- Public Administration

Doctor of Science (Sc.D.) in:

- Computer Information Systems
- Computer Science
- Computer Technology in Education
- Information Science
- Information Systems
- Training and Learning

Juris Doctor (J.D.) in:

- Law

Specialist Degrees

Clinical Specialist (C.I.S.) in:

- Family Systems Health Care

Educational Specialist (Ed.S.) in:

- Computer Education
- Computer-Based Learning
- Education

Master's Degrees

Master of Accounting (M.Acc.) in:

- Accounting

Master of Business Administration (M.B.A.) in:

- Business Administration

Master of International Business Administration (M.I.B.A.) in:

- International Business Administration

Master of Occupational Therapy (M.O.T.)

Master of Physical Therapy (M.P.T.)

Master of Public Administration (M.P.A.) in:

- Public Administration
- Public Administration/Coastal Zone Management
- Public Administration/Marine Biology

Master of Science (M.S.) in:

- Child and Youth Care Administration
- Child Care Administration
- Coastal Zone Management
- Computer-Based Learning
- Computer Information Systems
- Computer Science Education
- Dispute Resolution
- Education
- Elder Care Administration
- Family Support Studies
- Family Therapy
- Health Services Administration
- Human Resource Management
- Human Services Administration
- Information Technology and Distance Education
- Management Information Systems
- Marine Biology
- Mental Health Counseling
- School Guidance and Counseling
- Speech-Language Pathology

Master of Medical Science (M.Sc.)

Bachelor's Degrees

Bachelor of Arts (B.A.) in:

- Liberal Arts

Bachelor of Science (B.S.) in:

- Accounting
- Administrative Studies
- Applied Professional Studies
- Business Administration
- Computer Information Systems
- Computer Science
- Early Childhood Education

Elementary Education

- Exceptional Education
- General Studies
- Hospitality Management

Legal Assistant

- Legal Studies (prelaw)
- Life Sciences (premedical)
- Ocean Studies
- Physician Assistant
- Professional Management
- Psychology
- Secondary Education
- Vision Science



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