

1989

Doctoral Programs in Clinical Psychology Policies and Procedures Handbook 1989-1990

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Doctoral Programs in Clinical Psychology

Policies and Procedures Handbook

1989 - 1990



SCHOOL OF PSYCHOLOGY

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"I HEREBY CERTIFY THAT THIS CATALOG IS
TRUE AND ACCURATE AS TO CONTENT AND POLICY"

Debra A. Puzzo

DEBRA A. PUZZO
COORDINATOR OF VETERAN'S BENEFITS

Doctoral Programs in
Clinical Psychology
School of Psychology

POLICIES AND PROCEDURES
HANDBOOK

1989-1990

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The Academic Calendar

The on-campus academic programs are offered during an academic year that is divided into semesters of 15 weeks each. Additionally, there are two summer sessions, each seven and a half weeks long. The following calendar of 1989-90 applies to all programs offered through the Center except the field-based program.

Fall 1989

Wed., Aug 23-28	<u>Registration for Doctoral Programs</u>
Tue., Aug 22	Orientation and course selection for new doctoral students
Mon., Aug. 28	Classes begin. Last day for regular registration. Late registration fee of \$30.00 will be charged after this date.
Mon., Sept. 4	Labor Day, University offices closed
Tues., Sept. 5	Last day for completing late registration
Fri., Sept. 8	Last day for adding classes
Mon., Sept. 11	End of 80% refund
Mon., Sept. 18	End of 60% refund
Mon., Sept. 25	End of 40% refund
Mon., Oct. 2	End of 20% refund. Last day for dropping classes
Mon., Oct. 9	Yom Kippur, University offices closed
Mon., Oct. 23	<u>Preregistration for Doctoral Program for Spring, 1990.</u>
Thurs., Nov. 23-24	Thanksgiving, University closed
Fri., Dec. 15	Fall semester ends
Fri., Dec. 22	Final grades due in Academic Affairs office

Spring, 1990

Mon., Jan. 1	New Year's Day, University offices closed
Wed., Jan. 3- Jan. 8	<u>Registration for Doctoral Programs</u>

Mon., Jan. 8	Classes begin. Last day for regular completing registration. Late registration fee of \$30.00 will be charged after this date.
Mon., Jan. 15	Last day for completing late registration
Fri., Jan. 19	Last day for adding classes; end of 80% refund
Fri., Jan. 26	End of 60% refund
Fri., Feb. 2	End of 40% refund
Fri., Feb. 9	End of 20% refund; last day for dropping courses
Mon.-Fri., Mar. 5-9	Spring Break
Mon. Apr. 2	<u>Preregistration for Doctoral Programs for Summer, 1990</u>
Fri., Apr. 13	Good Friday. University closed.
Fri., Apr. 27	Spring semester ends
Fri., May 4	Final grades in Academic Affairs office

Summer, 1990 - Term I

Mon., April 30	<u>Registration for Doctoral Programs</u>
Mon., May 7	Classes begin. Last day for regular registration. Late registration fee of \$30.00 will be charged after this date.
Fri., May 11	Last day for completing late registration, end of 75% refund period.
Fri., May 18	Last day for adding classes, end of 50% refund period.
Fri., May 25	Last day for dropping classes, end of 25% refund period.
Mon., May 28	Memorial Day, University offices closed
Fri., June 29	Summer session ends
Fri., July 6	Final grades due in Academic Affairs office

Summer, 1990 - Term II

Wed., Jun. 27- July 2 Mon., July 2	<u>Registration for Doctoral Programs</u> Classes begin. Last day for completing regular registration. Late registration fee of \$30.00 will be charged after this date
Wed., July 4	Independence Day, University closed.
Fri., July 6	Last day for completing late registration, end of 75% refund period
Fri., July 13	Last day for adding classes, end of 50% refund period
Fri., July 20	Last day for dropping classes, end of 25% refund period
Fri., Aug. 24	Summer session ends
Fri., Aug. 31	Final grades due in Academic Affairs office

All University Offices are Closed on the Following Days:

1989		1990
March 24	Good Friday	April 13
May 29	Memorial Day	May 28
July 4	Independence Day	July 4
Sept. 4	Labor Day	Sept. 3
	Rosh Hashanah	Sept. 20
Oct. 9	Yom Kippur	Sept. 29
Nov. 23-24	Thanksgiving	Nov. 22-23
Dec. 24-Noon	Christmas	Dec. 24-Noon
Dec. 25		Dec. 25
Dec. 31-Noon		Dec. 31-Noon
Jan. 1 (1990)	New Year's Day	Jan. 1 (1991)

I. Introduction to the School of Psychology

The School of Psychology welcomes you to graduate study at Nova University. Because of the competitive nature of the application process for the Ph.D. and Psy.D. clinical programs, your acceptance assures that you have distinguished yourself by your academic and professional achievements.

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

This Policies and Procedures Handbook was designed to familiarize you with the specific policies and procedures governing the Ph.D. and Psy.D. clinical programs. Knowledge of the contents of the Handbook and of the Bulletin is essential to ensure the smooth functioning of your graduate training. You are urged to read this handbook at the start of your program and to make frequent reference to it. Ignorance of policies and procedures in this Handbook is not an acceptable defense for failing to abide by them. The graduate programs continue to evolve, and periodically there may be changes in curriculum, research, practicums, and other requirements. Because these changes will occur primarily in order to better train the student to meet the needs of society, the School normally will allow

students whose programs already are in progress to take advantage of such changes and in some instances may require them.

Accreditation

Nova University is accredited by the Commission on Colleges and the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist's, and doctoral degrees. In addition, the Ph.D. and the Psy.D. programs are fully accredited by the American Psychological Association.

School Philosophy

The School of Psychology is tripartite in its mission. It is committed to providing quality educational experiences and training in psychology, encouraging the advancement of knowledge through research, and providing high level psychological services to a variety of individuals with varying needs. It is believed that the School is best suited to provide for the needs of society by supporting a wide range of points of view within psychology; therefore, while many "schools of thought" are represented within the School, no particular position or point of view dominates.

It is further believed that the School can provide for a variety of professional needs simultaneously. There is a strong commitment to the advancement of psychological knowledge. Faculty are encouraged to remain active in their research pursuits, and the clinical Ph.D. program provides training for doctoral candidates pursuing careers as applied researchers.

Equally strong is the commitment to provide training for the practitioner-oriented psychologist. The Psy.D. program in clinical psychology provides quality training for doctoral candidates committed to the practice of psychology. A pre-specialization in Applied Developmental Psychology is available to interested doctoral students in either the Ph.D. or Psy.D. program. The master's program in mental health counseling provides quality training for individuals engaging in service delivery within agencies and under supervision.

Finally, the School is committed to providing educational experiences for the professional community. Respecialization training for nonclinical psychologists is available. Advanced training in psychoanalytic techniques is offered through the Post-Doctoral Institute of Psychoanalysis and Psychotherapy. Continued educational experiences are provided to licensed mental health professionals through the Continuing Education Program.

The School believes each individual can best serve both the profession of psychology and society as a whole through an educational experience which encourages critical thinking, creative analysis, and an openness to new ideas and positions.

As evidenced by the existence of the various programs, the School is strongly committed to training psychologists both as researchers and as practitioners. While programs train students in research and practice, the Ph.D. program is based on a scientist-practitioner model and the Psy.D. program is based on a

practitioner-scientist model. Each program has a structured curriculum leading the doctoral student to develop the knowledge and skills relevant to the program's model.

Beyond the required courses and experiences of each of the doctoral programs, the development of individual interests in psychology is provided for through elective course offerings. The electives provide the opportunity for the development of expertise in a variety of specialities such as family therapy, child-clinical psychology, hypnosis, behavioral medicine, psychoanalytic psychotherapy, the applied analysis of behavior etc. The electives provide flexibility for the students to establish their specialized interests.

The School of Psychology is committed to the development of strong collegial relationships between faculty and students. The development of such relationships facilitates the instructional process by maximizing the support available to students.

Ph.D. program. The clinical psychology program leading to the Doctor of Philosophy degree at Nova University adheres firmly to the principle that psychology is an empirically based discipline. The clinical psychology program will contribute most to the society which supports it if the education of the clinical psychologist provides for the acquisition of the roles of the scientist and the practitioner. The focus of the program is the empirical analysis of current topics and problems in clinical psychology, placing particular emphasis upon the development of sophistication in applied clinical research. It is believed that

only through the investigation of the psychological problems confronting contemporary man, woman, and child can our society gain the knowledge needed to provide solutions to these problems now and in the future. Thus, much of the research conducted within the program involves the development and rigorous investigation of innovative treatment approaches to clinical problems rather than merely the analysis and evaluation of existing procedures.

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

Graduates of the program are providing psychological services in a number of settings. Some have chosen to function in academic settings, others in medical schools, and still others as agency administrators. The majority of the graduates, however, have opted to function in services settings which permit them to utilize their clinical training as well as their training in program and outcome evaluations.

Psy.D. program. Traditionally, the training model for clinical psychologists, known as the scientist-practitioner model, has focused on training the graduate student as a

scientist first and a practitioner second. However, with the growing need in society for practitioners, many graduate students have elected to enter directly into the clinical services arena, rather than academics or research. Consequently, in the 1960's alternate training procedures were proposed which led to the development of programs emphasizing a professional (practitioner) - scientist model. This model officially was endorsed at the APA Vail Conference in 1973 as a more viable foundation for the education and training of individuals preparing to enter careers concerned with direct clinical intervention, delivery of psychological services, and professional practice in general, as opposed to the research-oriented training they had been receiving.

The primary goal of the Psy.D. program is to offer academic, practicum, internship, and research experiences directly relevant to the practitioner aspect of the practitioner-scientist configuration while retaining the important scientific base upon which professional competence and knowledge rest. Through a carefully planned curriculum, students become skilled in the administration and interpretation of cognitive and personality tests. Clinical training is molded by a sequence of therapeutic technique courses, supplemented by practicum experiences with clients in a variety of settings under intense supervision. The Psy.D. degree, with an appropriate curriculum, offers evidence that the graduate student can be properly and expertly trained to perform as a clinician, private practitioner, supervisor, mental

health consultant, teacher of clinical psychology, administrator of human service programs, as well as, a consumer of, or participant in, research. The degree of expertise in these various specialities, of course, is contingent upon the individuals' educational concentrations and training exposures, as well as their career aspirations.

II. Academic Policies and Procedures

Calendar and Classes

Academic year. The academic calendar is outlined at the beginning of the Student Handbook. The academic year of the Ph.D. and Psy.D. programs is divided into two semesters of 15 weeks each. Students are expected to register for both semesters unless they have an approved leave of absence (see section on enrollment options). The summer sessions are equivalent to the regular semester in terms of contact hours, but are 7 1/2 weeks in length. Registration for the summer sessions is optional for students.

Attendance. Attendance at all regularly scheduled meetings of a course is expected. Students who find it necessary to miss a class have the responsibility to obtain the missed information and/or make up work missed.

Religious holidays. It is the policy of the University to excuse without penalty students who are absent due to religious observances and to allow the make-up of work missed.

Examinations and special required out-of-class activities

ordinarily are not scheduled on those days when religiously observant students refrain from participating in secular activities. The University is closed on many commonly observed religious holidays.

Tuition and Fees for the 1989-1990 Academic Year

Doctoral tuition for 1989-90 is \$330 per credit hour. Estimated expenses for the doctoral programs, based on an academic year of two semesters are as follows:

Tuition	\$7920 to \$11,220
Registration Fees	\$ 50
Books and Supplies (approximate)	\$ 600
Housing (nine months on campus)	\$3450 to \$4350
Estimated living expenses	\$4000

The expenses outlined above are to be considered as very general estimates and may vary by several hundred dollars, depending upon individual circumstances. Some courses require additional fees for laboratory and/or rental of equipment. Students also are required to pay a fee (approximately \$6/year) for professional liability insurance which the University obtains on their behalf.

Matriculation Status

Students who have been accepted to the program are considered to be matriculated.

Advisement

Each student is assigned a faculty member who serves as the student's academic advisor. Students are encouraged to utilize their advisors as sources of general information about the program; for specific guidance regarding their courses of study, goals, and areas of interest; and for help with special problems involving either academic or clinical aspects of training. Faculty members who have academic or clinical concerns about a student should bring them to the attention of that student's advisor. The advisor may then meet with and counsel the student. Because the advisor can be most effective when familiar with the student's circumstances, it is in the student's best interest to maintain close contact with his/her advisor.

Incoming students are assigned a faculty advisor on a random basis. The student may request a change in advisor anytime after the first semester by contacting the Director of Academic Affairs. Advanced students sometimes change their advisor to their Dissertation or Research Project Chair. If the newly requested advisor agrees to the assignment, the transfer will be made at the beginning of the next academic semester. All students are encouraged to meet with their advisors at least once each semester. First-year students should meet with their advisor after the midterms of the first and second semesters to discuss their academic progress and adjustment to the program. Advisors must approve and sign registration forms prior to registration each semester.

Registration Policies

All enrolled students must be in continuous registration every Fall and Spring semester until they receive their degree (see section on enrollment options). In the event that (a) all course work has been completed; (b) the student is not registered for internship, and (c) the dissertation or research project has not passed final defense, continuous registration for a minimum of 1 credit must be maintained until the degree is awarded. If a student wants to schedule a proposal defense or final defense during summer semesters, registration for a minimum of 1 credit during that term is required. Students going on internship must register for the Fall and Spring semesters (1 credit each) to fulfill their curriculum requirements. Before leaving the area, students should complete two registration forms (with checks to cover tuition and fees attached) and leave them at the Academic Affairs office. The Fall registration and check will be sent to the Registrar's office during the registration period. The Spring registration and post-dated check will be held until registration for Spring is due.

Arrangement with the Comptroller regarding payment of tuition and fees is part of the registration process and registration is a prerequisite to class attendance.

New students. New students are required to attend Orientation, held during the week of registration, at which time they will be notified of the advisor assigned to them.

Continuing students. Continuing students also must make an appointment with their advisors during, or prior to, course selection to review academic progress and to plan the coming semester's courses. The Registrar's office will not accept a registration form without the advisor's signature.

Late registration. Students who register late will be assessed a late registration fee. The academic calendar stipulates the last day for completing late registration.

Drop/add. The academic calendar outlines the dates and refund schedule for courses dropped by the student. A course which is dropped within the time frame permitted is removed from the student's transcript. Before the residency requirement is satisfied, dropping a course which would bring a student's course load below the minimum semester requirements (9 credits), requires approval by the student's advisor and the Director of Academic Affairs.

Withdrawal from classes (See Grading Policy)

Auditing of courses. Under special circumstances, and with permission of the instructor, students may be permitted to audit a course. Fees for auditing will be charged at one half the rate of regular tuition. Permission from the course instructor and the Director of Academic Affairs is required and space in the class must be available. No credit is given, but such courses appear on the transcript as "Audit."

Transfer of Credits

Newly admitted students requesting advanced standing must make an appointment and meet with the Director of Academic Affairs who is responsible for awarding these credits. At that time sufficient documentation should be presented to allow for evaluation of the student's previous course work; this may include course notes, syllabi, and other supporting material. Only course work taken at a doctoral level will be considered for transfer into one of the doctoral programs. It is the responsibility of the student to satisfactorily demonstrate the equivalence of the course(s) proposed in order for credits to be awarded.

The maximum number of credits transferred which will be credited toward graduation is fifteen. Although credits awarded beyond this number may be used to excuse a student from a particular course(s) an equivalent number of credits must be taken in order to fulfill the degree requirements. All transfer credits must be awarded during the student's first academic year in a doctoral program.

Requests for transfer of credit for first semester courses should be made during the summer to avoid last minute planning and possible confusion at the time of first registration. This can be done through the mail or by making an appointment with the Director of Academic Affairs prior to August 23.

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 accredited college, university or APA approved professional school as a post-baccalaureate student. A doctoral level course is defined as one which would be credited toward a doctoral degree at the institution where the course was taken. This must be verified in that School's Bulletin or through a letter from the Chair of the Department.
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 grades cannot be accepted as equivalent to "B" unless it can be officially verified as such.
4. It is a course, which is evaluated as equivalent to one in the program's required curriculum. Credits will not be awarded for electives.
5. The student must demonstrate competence before credits for assessment courses are awarded.

No transfer credits may be applied to Clinical Observation, Practicum, or Internship.

Policy Regarding Transfers Between the Ph.D. and the Psy.D. Programs

It is the policy of the School of Psychology that doctoral students in clinical psychology should preselect either the Ph.D. or the Psy.D. program prior to making application for admission. The programs are distinctive in focus and it is hoped that student applicants will be able to discriminate between them and make an appropriate choice.

From time to time situations occur in which doctoral students in one or the other program may decide that they have chosen the wrong program and that they believe they would function better in the other one. While not encouraging

interprogram transfers, the School recognizes that from time to time such transfers must be considered.

Students in either doctoral program desiring to transfer to the other must follow the steps outlined below:

1. The student will present a written request for transfer to the Director of Academic Affairs who will then meet with the student to discuss the reasons and advisability of transferring, transfer of credits, etc.
2. If the student continues to seek the transfer and is approved, the Director of Academic Affairs will provide notification to the student in writing.
3. If the transfer is not approved, the student will be notified in writing by the Director of Academic Affairs. A meeting will be scheduled to discuss the decision. The student may seek review from the Dean.
4. All doctoral course work taken within the School of Psychology will be credited to a student upon completion of the transfer. The Director of Academic Affairs will determine whether previous courses will be credited as required or elective courses in the new program. Courses which meet requirements in the new program will be counted toward graduation in that program.

Enrollment Options

All students must be in full-time residence for three academic years, excluding summer sessions and internship, to be eligible for the doctoral degree. This requirement is independent of the number of transfer credits the student may receive.

In order to maintain student status in the Ph.D. or Psy.D. program, students must be registered continuously each semester under one of the following categories until all program requirements are met:

Active student: full-time status.

1. For the purposes of fulfilling the three-year residence requirement, students are considered to be full-time if they complete at least nine credit hours each semester. Should a student consider completing less than nine credit hours in any given semester, special permission is required by the student's advisor and the Director of Academic Affairs.
2. For the purposes of financial aid, or to maintain matriculation status, students who have met the residence requirement, and who are making satisfactory progress toward degree completion, are considered to be full-time when registered for less than nine semester hours in any of the following:
 - (a) Clinical Internship
 - (b) Dissertation
 - (c) Continuing Dissertation Advisement

Inactive Student.

1. Leave of absence. Students who must interrupt their studies for an adequate reason, such as illness, may be granted a leave of absence. Students must apply in writing for leave of absence to the Director of Academic Affairs. If granted, the leave shall be for a stated period of time, a period normally not to exceed one year. Under normal circumstances students should apply for a leave of absence no later than one month prior to registration for the next semester. Students on approved leaves of absence are not charged tuition. Time spent on a leave of absence is not charged against the eight year time limit (see Time Limits on next page).
2. Registration in absentia. Students who qualify for a leave of absence may be granted permission to register in absentia. (Note: Students on internship do not register in absentia.) Students registering in absentia are charged tuition for one credit hour for each semester they so register.

Students who interrupt their studies without a leave of absence or without registering in absentia are considered to have withdrawn from their program. Such students must make formal application and go through the entire Admission process if they wish to re-enter the program at a later date.

Time Limits

All students must complete their program within eight years from the date of first registration. This means that students must receive the doctoral degree within this time period.

In some rare situations, unexpected research problems may arise and the student may request an extension of the eight year time limit. If granted, the extension will not exceed one year. In no event will more than one extension be granted to a student.

To request an extension, the following criteria must be met:

- a. Successful completion of internship.
- b. Successful completion of all curriculum requirements.
- c. Successful defense of dissertation or research project proposal.
- d. Evidence of progress in completing the dissertation or research project.
- e. Evidence of impediment to completion (research-related, not personal).

Grading Policy

The following policies apply to all academic programs in the School of Psychology. All degree programs in the School of Psychology assign grades to course work according to the following system:

<u>Grade</u>	<u>Achievement Rating</u>	<u>Quality Points</u>
A	Excellent	4
B	Satisfactory	3
C	Marginal Pass	2
F	Failure	0
P	Pass	-
I	Incomplete	-
PR	In Progress (used for clinical and research Practicum, Dissertation, Research Project & Internship Only)	-
W	Withdrawal	-

In most courses, a grade of A, B, C, or F will be assigned based upon the instructor's assessment and evaluation of the student's work. Some courses (for example, research practicums, major paper and the Dissertation in the Ph.D. program, and the Research Project in the Psy.D. program) are graded in terms of Pass ("P") or Fail ("F").

A "W" grade is assigned when a student withdraws from a course after the "last day to drop courses" indicated in the academic calendar and prior to the eleventh scheduled class. After the start of the eleventh scheduled class, the student will be assigned a failing grade.

An "I" (incomplete) indicates that the student has not completed the course requirements and that the instructor has given additional time to do so. An "I" grade is not routinely assigned in courses. A student may not, by choice, take an incomplete in a course merely by failing to complete the course requirements. Should the instructor choose to assign an incomplete, a contract form is to be completed and signed by the instructor and the student and the original kept on record in the Office of the Director of Academic Affairs. The contract must specify the following:

1. The requirements to be completed by the student to remove the incomplete.
2. The time period within which the student must satisfy the incomplete. The time limit is to be specified by the instructor, but must not exceed 10 weeks from the end of the semester.

3. The grade which the student will receive if the incomplete is not satisfied by the conclusion of the specified time period.

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

A student will not be permitted to register for a sequential course when a grade of "I" (incomplete) has been received in a prerequisite course.

Academic Standing

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

Remediation policy. A student receiving a grade of "F" in any course must repeat the course the next semester in which that course is offered. Both grades shall remain on the student's record and shall count towards an accumulation of below "B" grades, (see section entitled Dismissal); however, only the higher of the two grades will be counted toward the student's G.P.A.

A grade lower than "B" in a skills course (assessment or therapy) is not considered as satisfying curriculum requirements. If such a grade is received in a required course, it must be repeated. If it is an assessment or therapy elective, the

student has the option of repeating the course or taking another which will satisfy curriculum requirements. Both grades shall remain on the student's record and shall count towards an accumulation of below "B" grades, (see section entitled Dismissal); however, only the higher of the two grades will be counted towards the student's G.P.A.

A grade of "C" or "F" in a first-year prerequisite course must be made up (and at least a grade of B obtained) before practicum can be started, even if the student is not on probation. A grade of "C" in a required skills course (assessment or therapy) obtained while on practicum, independent of probationary status, can be grounds for removal from practicum following automatic review by the Director of Clinical Training. If, while on the practicum, a student goes on probation, the Director of Clinical Training will decide on a case-basis whether the student will terminate or continue practicum.

A grade of "C" in clinical practicum reflects inadequate performance and requires a student to be evaluated as to fitness for continuation in the program. In addition, if a student is to be continued, the practicum must be repeated and a grade of "B" or better obtained. If a student receives a grade of "C" or lower on internship, termination from the program is automatic.

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

1. The cumulative grade point average falls below 3.0.
2. A grade of "F" is awarded.

3. Three concurrent incompletes ("I") appear on the transcript.

The student, the student's advisor, the Director of Academic Affairs, and the Dean of the School will receive written notification of the student's probationary status.

The student is allowed one year (two full semesters excluding summer sessions) to remove the probationary status. While on probation, students must maintain full-time enrollment.

No student on probation will be permitted to apply for internship or dissertation credit.

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

1. Academic probation extends through 2 semesters (Summer Session not included).
2. More than 2 grades below "B" are received.
3. Two grades of "F" are received.
4. The Clinical Competency Examination is failed a second time.
5. A grade of "C" or lower is received for Internship.

Evaluation of Doctoral Students

Each student is evaluated on a number of occasions while enrolled in the program, including while on internship. In addition to course evaluations, early each Spring semester a formal faculty evaluation of all students is coordinated by the Director of Academic Affairs. The purpose of this 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. Relevant information including academic achievements, clinical practicum evaluations, and research evaluations is coordinated through the Office of the Director of Academic Affairs. Each student's attitude and aptitude will be assessed at the end of every semester by each instructor of courses the student is taking. During the student's first year, this information will be used to assess readiness for Practicum placement. All students will be provided by their academic advisor with feedback from these assessments at the end of each semester. This information on the student's progress will be discussed at a scheduled faculty meeting.

If, at any time, the student's academic advisor or any other faculty member has reason to question the satisfactory progress of any student in the program, he/she will then bring that student to the attention of the entire faculty for additional review and comment. Thereafter, the evaluative data collected on all students are maintained by each student's respective advisor. While it is difficult to operationally define specific characteristics associated with quality professionalism, students and faculty have targeted several behavioral categories that they consider to be integral and necessary parts of professional functioning. These broad areas are the following:

1. Academic abilities

- a. Academic standing as discussed above.
- b. Ability to communicate orally and in writing.
- c. Timely and responsible performance of assignments.
- d. Clinical Competency examination performance.
- e. Management of Dissertation or Research Project.

2. Responsible behavior

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

3. Ethical Behavior

- a. Completes the Ethics class with a grade of B or better; students receiving a lower grade must retake the course until a grade of B or better is achieved.
- b. Abides by the ethical standards of the profession as delineated in the American Psychological Association's publication Ethical Standards of Psychologists.
- c. Abides by University requirements as outlined in this student Policies and Procedures Handbook and in the Center Bulletin.

4. Intrapersonal Behavior

- a. Presents a generally respectful and non-defensive attitude.
- b. Displays mature and appropriate behavior.
- c. Demonstrates ability to function independently.
- d. Shows usual and customary judgment and discretion in both student and professional activities.

- e. Participates in activities which are pursuant to professional development.
- f. Develops intrinsic criteria to evaluate own performance.

5. Interpersonal Behavior

- a. Cooperative with and respectful of others.
- b. Can give, accept, and utilize constructive criticism.
- c. Develops and maintains positive relationships with peers and faculty.
- d. Develops satisfactory working relationships with supervisors and advisors.

Ethical Issues

General guidelines for students and graduates. All students and graduates are expected to be knowledgeable about and conform to both the letter and spirit of the Ethical Principles for Psychologists as approved and adopted by the Committee on Scientific and Professional Ethics and Conduct (American Psychologist, June 1981); to the provisions of the Florida Licensing Law; and to the provisions of the American Psychological Association's General Guidelines for Providers (1987). A copy of the full text of materials to which students and graduates are expected to conform is available in the office of the Associate Dean. From time to time these materials are amended. Students and graduates are expected to review these materials periodically to ensure that they have an understanding of current guidelines.

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

1. No student should represent him/her self as being in possession of the doctorate degree, either orally or in writing, directly or by implication, until all formal requirements for the degree have been satisfactorily completed, and the Board of Trustees has met and conferred the degree.
2. It is misleading and inappropriate to append "Ph.D. student," or some similar designation, after your name.
3. A student should guard against being in a position of having final clinical responsibility for clinical work. This point is most important both ethically and legally.
4. In Florida, new graduates are legally ineligible to represent themselves as "psychologists" or "psychotherapists" or to offer or advertise independent psychological services until the Florida license is awarded.
5. Students should familiarize themselves with the Florida State Law for Psychology (Florida Statutes 490).

Discrimination. Nova University works to create a study environment that is fair, humane, and responsive to all students, an environment which supports, nurtures, and rewards career and educational goals on the basis of ability and work performance.

Racial, ethnic, or gender discrimination in addition to sexual or other harrassment by faculty, administration, other students or University employees is inimical to such an environment. Such conduct is an abuse and, whenever imposed on a student, requires prompt remedial action. Discriminatory or unethical conduct should be reported to the Dean's Office.

Student records and privacy. 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/her departmental files (e.g., admission, academic,

clinical training records, practicum evaluation, and letters of recommendation) unless they have signed a waiver relinquishing such rights. This request must be made in writing and submitted to the Director of Academic Affairs.

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

Student Proscribed Conduct

A student who is found guilty of academic misconduct shall be subject to the maximum sanction of dismissal or any lesser sanction. Academic misconduct includes all forms of student academic misconduct, whenever committed, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Original work: Assignments such as course preparations, exams, tests, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another author, but if this is the case, those ideas or words must be indicated by quotation marks or other accepted reference devices.

Work is not original that has been submitted previously by the author (except with the permission of the instructors

involved) or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an expressed part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination. Referencing the works of another author: All academic work submitted to Nova University for credit or as partial fulfillment of course requirements must adhere to the accepted rules of documentation. Standards of scholarship require that proper acknowledgment be given by the writer when the thoughts and words of another author are used. It is recommended that students acquire a style manual appropriate to their program of study and become familiar with accepted scholarly and editorial practice.

In addition to academic standards, the student must maintain behavior appropriate to professional, ethical, and non-discriminatory standards.

A student should not interfere with the rights of other students seeking their education at the University. Accordingly, theft, vandalism, or any other disruptive behaviors are unacceptable.

When circumstances are such as to place a student in a position of power over University personnel, inside or outside

the institution, the student should avoid any reasonable suspicion that he/she has used that power for personal benefit or in a capricious manner.

Policy on Dual Relationships Between Faculty and Students

While in principle the APA policy of discouraging dual relationships is endorsed, recognition is given to the fact that, given the complexity and diversity of our functions, certain dual relationships between faculty and students are bound to arise. Faculty and students are therefore urged to be sensitive and aware of the existence of dual relationships and to enter into these with full awareness of their implications. Sexual relationships between faculty and students are explicitly discouraged. Sexual harrassment of students by faculty is forbidden.

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

As necessary, an Ad Hoc Committee shall be appointed to review any complaints which might arise as the result of dual employment relationships.

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

With reference to the provision of psychological services by faculty to students, it is recognized that there might be special circumstances in which this may be seen as necessary. Examples include, but are not limited to, circumstances in which some unusual expertise that a faculty member might possess is required, circumstances in which a student was in treatment with a faculty member prior to becoming a student in the School of Psychology, or circumstances in which a candidate in the Post Doctoral Program, in order to fulfill Program requirements, requires psychoanalysis and cannot find a suitable analyst who is not affiliated with the Post Doctoral Institute.

Student 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 University.

Prior to initiating an appeal/grievance procedure 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 informal resolution will be attempted. 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 School of Psychology.

Appeal procedure.

1. The student shall file a written appeal with the Dean of the School of Psychology. This document should contain a concise statement of all relevant facts including the particular manner in which a student believes he/she was mistreated.
2. Upon receipt of a written appeal, the Dean of the School shall review the appeal to determine whether the appeal presents a complaint upon which action should be taken. The Dean will respond within five working days upon receipt of the appeal petition.
 - a. If the Dean decides that no action should be taken, the appeal procedure will be terminated and a brief written explanation will be submitted to the student.
 - b. If the Dean decides that a hearing should occur to determine whether the alleged conduct stated in the appeal should result in some action concerning the complaint, the Dean of the School shall bring the complaint before the School's Administrative Committee which will function as an appellate board. The Board will conduct a substantive review regarding all facts pertinent to the case and will render a decision to uphold or negate the original decision.
 - c. If the Dean determines that the appeal involves issues of discrimination, the Affirmative Action Officer of the University will be informed and consulted.

- d. Upon completion of the appeal, the student may request a grievance procedure for the purpose of reviewing the process associated with the decision in question.
- e. Upon written request by student, the Dean will review all pertinent information and render a decision regarding the appropriateness of engaging in the grievance process. If it is determined that justification for a grievance is not appropriate, a written response will be forwarded to the student. If a basis for procedural review (grievance) is determined to exist, the Dean shall begin the process of appointing a grievance committee.

Formation of Grievance Committee.

1. The Grievance Committee shall consist of three members of the faculty of the School of Psychology. One member shall be appointed by the Dean, one member shall be appointed by the student, and the third member shall be chosen by the first two members.
2. The Committee will elect a chair who will be responsible for scheduling a meeting. Both parties will be notified of this meeting and will attend. At the time of this hearing both parties shall submit their evidence and arguments concerning the matter. The Committee will establish a procedure for conducting the hearing. All hearings shall be conducted on the main campus during normal working hours (Monday-Friday, 8:30 a.m. - 5:00 p.m.), unless otherwise determined. There will be no meeting of the Committee unless an active appeal has been filed in accordance with this procedure.
3. The hearing shall be recorded by the Chair of the Grievance Committee.

Charge of the committee.

1. The Committee will render a decision regarding the allegations as specifically charged by the student. These allegations will involve only procedural issues. A substantive review will not be conducted by the grievance committee.
2. This decision will be presented in writing to the Dean within 10 working days of the time of the final formal hearing.
3. The Committee shall have no right to modify, add to, or subtract from this procedure.

4. The Committee's decision shall be final. However, either party shall have the right to contest any Committee final decision by contesting before Broward County Court of Competence Jurisdiction that such a decision was arbitrary or capricious.
5. The Committee will function in a manner to render its decision in as expeditious manner as possible.

Any suit filed pursuant to this procedure shall be filed in Broward County, Florida and the laws of Florida shall control.

Reservation of Power

Nova University shall reserve the right to amend, modify, change, add to, or delete from such rules and regulations which may affect its relations with its students as may be prescribed by law or deemed necessary by the administration.

Further, Nova reserves the right to change academic requirements, curriculum, tuition and/or fees when, in the judgment of the administration, such changes are needed.

Graduation Procedures

A student who has completed all requirements for the doctoral degree must complete a degree application form, obtainable at the Registrar's office, and pay a graduation fee. The application must be cleared by four people. The Comptroller attests that all bills and fees due the University have been paid. The Librarian indicates that all books have been returned and all library fees paid. The Dean verifies that all course work, the Internship, and Dissertation are completed. The Registrar also signs the form.

When cleared, the application is presented to the Board of Trustees for the awarding of the degree. The actual diploma is mailed to the student within six to eight weeks after the degree is conferred.

Graduation exercises for Nova University take place each summer. Students who are, or expect to be, eligible to participate in graduation services will be contacted ahead of time by the Registrar's Office with information about date, time, and cap and gown fees.

III. Financial Aid

In order to assist the greatest number of students in meeting the direct and indirect costs of their education, Nova University and the School of Psychology provide several forms of financial aid. These sources of financial aid include scholarship assistance, loan programs, and employment opportunities including work-study programs.

Programs Administered by the Office of Student Financial Aid

A number of programs of financial aid are administered through Nova's Office of Student Financial Aid. These programs include Scholarships, Stafford Student Loans, Health Education Assistance Loans, Perkins National Direct Student Loans, and the College Work Study Program. Students interested in these forms of financial aid should contact the Office of Student Financial Aid for information, application materials, and deadlines.

Programs Administered by the School of Psychology

The School of Psychology offers various forms of financial aid to academically qualified full-time students enrolled in the doctoral programs. Unless otherwise specified, financial support is based upon financial need, and students requesting support must have a completed Financial Aid Form on file with the University's Office of Student Financial Aid.

Students wishing to apply for School of Psychology scholarships and/or assistantships should obtain an application form from the Office of the Dean. This form must be completed by the published deadline for financial aid.

The general qualifications for all School of Psychology scholarships and/or assistantships are the following:

- o Must be a full-time student in good academic standing.
- o Must show evidence of financial need (except as noted) as determined through the Office of Student Financial Aid.

Max Hutt Scholarship Fund. The Max L. Hutt Memorial Scholarship is awarded each year to a doctoral student whose studies and research are in the area of dynamic psychology and whose interests and work extend the contributions of Dr. Hutt in the areas of theory, psychotherapy, and projective testing. While financial need will be considered, the committee making the selection will be primarily concerned with the achievements and potential of the student and his or her commitment to dynamic psychology. The annual award is for \$10,000.

Students applying for the Max L. Hutt Memorial Scholarship must provide a personal statement demonstrating their commitment to dynamic psychology. They must also provide letters of support from at least three faculty members endorsing the student for the Scholarship and substantiating that the student's interests are in the area of dynamic psychology.

Tuition waivers. The School maintains a limited amount of funds to provide partial tuition relief for students exhibiting special needs. Such support is extremely limited and should not be anticipated by the majority of students. Students interested in obtaining information about tuition waivers should contact the Office of the Dean.

Minority scholarships. Some funds are available to assist a few minority students with demonstrated financial need. For information contact the Office of the Dean.

Emergency loan funds. The School maintains an emergency loan fund for students with short-term financial exigencies. Loans are limited to a maximum of \$500 and must be repaid within ninety days. For information contact the Office of the Dean.

Student Employment Within the School

Clinical positions. Some advanced doctoral students are hired by the various clinics affiliated with Nova University. These positions are generally awarded on a competitive basis and usually require a 20-hour time commitment per week. Supervision for these positions normally will be provided by the clinical staff at the particular clinics.

Teaching positions. Teaching of undergraduate psychology courses is occasionally available to advanced (second year and beyond) doctoral students. These positions may include some travel to off-campus sites. Prior to teaching an undergraduate course, students may be required to complete PSY 4408 (Teaching Practicum).

Teaching assistantships. Students of both programs are frequently hired as teaching assistants to assist faculty in teaching doctoral and master's level courses.

Research assistantships. Sometimes faculty obtain a grant or contract funds for research assistantships in conducting their research. These positions are competitive and generally are available only to students at advanced levels.

Policy on Outside Employment

Work outside the University is completely independent of the University and the School's financial support program and control. Students are reminded, however, that the doctoral program is full-time and that any external employment should not be permitted to interfere with a student's program obligations. Students accepting jobs of a psychological nature have an obligation to ensure that they do not violate professional ethics or licensing standards or other laws. The independent practice of psychology by students in the program is not permitted (see APA Standards for Providers of Psychological Services). It is advisable for a student to discuss any outside employment with his/her advisor.

IV. Curriculum and Degree Completion Requirements

The Ph.D. and Psy.D. programs are full-time on-campus programs typically requiring a minimum of five years of postbaccalaureate study including the completion of a Dissertation or Research Project and a one-year, full-time Pre-Doctoral Clinical Internship. This minimum may be lessened under certain circumstances, but in all cases a minimum residency requirement of three years must be met. A student must complete all requirements for the degree within eight years of the date of admission.

In both programs, students must satisfactorily complete all curriculum requirements including clinical practicum, the Clinical Competency Examination, Dissertation (Ph.D.) or a Research Project (Psy.D.), and the Pre-Doctoral Internship. The components of each of the doctoral programs are the following:

- General curriculum
- Colloquium
- Electives
- Clinical practicum
- Research requirements (including Dissertation or Research Project)
- Clinical competency examination
- Clinical internship

Each of these components is discussed in the following sections of the Handbook.

General Curriculum

The curriculum of each of the doctoral programs is designed to provide the knowledge and training necessary for the student to develop as a clinical psychologist. The curricula were developed by the faculty to provide both depth and breadth in psychology to the extent feasible within the time span of a graduate program. Both curricula also meet all of the curricular requirements of the American Psychological Association and enable the graduate to be eligible for licensure in Florida and other states. However, it is recommended that students examine the licensure requirements of the state to which they wish to make licensure application to ensure that the curricular requirements of that state are met.

The curriculum of each program is presented below in a model course sequence. While generally the courses will be offered in the sequences shown, exceptions do occur and the student should not regard the sequences as inviolable. To assist the student in completing the program, some courses are offered during the summer sessions. Students are free to plan an individualized course sequence with their advisors that will best meet their educational goals and timetables. In doing so, however, care should be exercised to ensure that all prerequisites and co-requisites are met.

The Ph.D. program requires a minimum of 109 credit hours whereas the Psy.D. program requires a minimum of 107 credits. A list of courses which are required for the Pre-Specialization in Applied Developmental Psychology is available in the Director of Academic Affairs' office. The required courses arranged in a model sequence are presented on the following pages.

Ph.D. ProgramYear I - Fall Semester

<u>Course #</u>	<u>Course Name</u>	<u>Credits</u>
PSY 1401	History & Systems of Personality Theory	3
PSY 1403	Adult Psychopathology	3
PSY 1501	Assessment I: Intellectual	2
PSY 1503	Assessment II: Interviewing With Lab	2
PSY 1601	Analysis of Psychotherapeutic Intervention	3
PSY 1701	Clinical Observation I	1
PSY 1803	Research Practicum I	<u>1</u>
	TOTAL	15

Year I - Spring Semester

<u>Course #</u>	<u>Course</u>	<u>Credits</u>
PSY 1402	Social Cognitive Bases of Behavior	3
PSY 1404	Developmental Psychopathology & Interventions	3
PSY 1406	Professional Issues & Ethics	1
PSY 1504	Assessment III: Personality & Behavioral	3
PSY 1602	Therapy Approaches I: Major Orientations	3
PSY 1702	Clinical Observation II	1
PSY 1804	Research Practicum II	<u>1</u>
	TOTAL	15

Year II - Fall Semester

<u>Course #</u>	<u>Course</u>	<u>Credits</u>
PSY 2401	Colloquium Series on Special Populations	1
PSY 2501	Assessment IV: Rorschach & Full Battery	3
PSY 2601	Therapy Approaches II: Multiple Clients	3
PSY 2701	Clinical Practicum I	3
PSY 2703	Supervision I	1
PSY 2803	Research Practicum III	1
PSY 2805	Advanced Research Design	<u>3</u>

TOTAL 15

Year II - Spring Semester

<u>Course #</u>	<u>Course</u>	<u>Credits</u>
PSY 2404	Psychobiology & Psychopharmacology With Lab	4
PSY 2702	Clinical Practicum II	3
PSY 2704	Supervision II	1
PSY 2804	Research Practicum IV	1
PSY 2806	Multivariate Statistical Methods I	4
	*Elective	<u>3</u>
TOTAL		16

Year III - Fall Semester

<u>Course #</u>	<u>Course</u>	<u>Credits</u>
PSY 3401	Professional Development	1
PSY 3701	Clinical Practicum III	3
PSY 3703	Supervision III	1
PSY 3803	Major Paper	3
PSY 3805	Multivariate Statistical Methods II	4
PSY 3709	Peer Supervision I	0
	*Elective (Intervention)	<u>3</u>
TOTAL		15

Year III - Spring Semester

<u>Course #</u>	<u>Course</u>	<u>Credits</u>
PSY 3806	Research Seminar	3
PSY 3702	Clinical Practicum IV	3
PSY 3704	Supervision IV	1
PSY 3808	Advanced Tests & Measurements	3
PSY 3710	Peer Supervision II	0
	*Elective	<u>3</u>
TOTAL		13

Year IV - Fall Semester

<u>Course #</u>	<u>Course</u>	<u>Credits</u>
PSY 5850	Dissertation	6
	*Elective	<u>3</u>

TOTAL 9

Year IV - Spring Semester

<u>Course #</u>	<u>Course</u>	<u>Credits</u>
PSY 5850	Dissertation	6
	*Elective	<u>3</u>
TOTAL		9

Year V

<u>Course #</u>	<u>Course</u>	<u>Credits</u>
PSY 5700	Internship (1 credit per semester - Fall & Spring)	<u>2</u>
TOTAL		2

TOTAL DEGREE CREDITS 109

*PH.D. STUDENTS ARE REQUIRED TO TAKE ELECTIVES IN THE FOLLOWING AREAS:

- 2 Intervention Electives (Pre-reqs. 1601,1602,2601)
- 3 Any Area

Psy.D. Program

Year I - Fall Semester

<u>Course #</u>	<u>Course</u>	<u>Credits</u>
PSY 1401	History & Systems of Personality Theory	3
PSY 1403	Adult Psychopathology	3
PSY 1501	Assessment I: Intellectual	2
PSY 1503	Assessment II: Interviewing With Lab	2
PSY 1601	Analysis of Psychotherapeutic Intervention	3
PSY 1701	Clinical Observation I	<u>1</u>
TOTAL		14

Year I - Spring Semester

<u>Course #</u>	<u>Course</u>	<u>Credits</u>
PSY 1402	Social Cognitive Bases of Behavior	3
PSY 1404	Developmental Psychopathology & Interventions	3
PSY 1406	Professional Issues & Ethics	1
PSY 1504	Assessment III: Personality & Behavioral	3
PSY 1602	Therapy Approaches I: Major Orientations	3
PSY 1702	Clinical Observation II	<u>1</u>
	TOTAL	14

Year II - Fall Semester

<u>Course #</u>	<u>Course</u>	<u>Credits</u>
PSY 2401	Colloquium Series on Special Populations	1
PSY 2501	Assessment IV: Rorschach & Full Battery	3
PSY 2601	Therapy Approaches II: Multiple Clients	3
PSY 2701	Clinical Practicum I	3
PSY 2703	Supervision I	1
PSY 2801	Intermediate Statistics With Lab	<u>4</u>
	TOTAL	15

Year II - Spring Semester

<u>Course #</u>	<u>Course</u>	<u>Credits</u>
PSY 2404	Psychobiology & Psychopharmacology With Lab	4
PSY 2502	Advanced Full Battery	3
PSY 2702	Clinical Practicum II	3
PSY 2704	Supervision II	1
PSY 2802	Intermediate Research Design	<u>3</u>
	TOTAL	14

Year III - Fall Semester

<u>Course #</u>	<u>Course</u>	<u>Credits</u>
PSY 3401	Professional Development	1
PSY 3701	Clinical Practicum III	3
PSY 3703	Supervision III	1
PSY 3709	Peer Supervision I	0
PSY 4600	*Elective (Intervention)	3
	*Elective	3
	*Elective	<u>3</u>
	TOTAL	14

Year III - Spring Semester

<u>Course #</u>	<u>Course</u>	<u>Credits</u>
PSY 3702	Clinical Practicum IV	3
PSY 3704	Supervision IV	1
PSY 5800	Research Project	3
PSY 3710	Peer Supervision II	0
	*Elective	3
	*Elective	<u>3</u>
	TOTAL	13

Year IV - Fall Semester

<u>Course #</u>	<u>Course</u>	<u>Credits</u>
PSY 5800	Research Project	3
	*Elective	3
	*Elective	3
	*Elective	<u>3</u>
	TOTAL	12

Year IV - Spring Semester

<u>Course #</u>	<u>Course</u>	<u>Credits</u>
	*Elective	3
	*Elective	3
	*Elective	<u>3</u>
	TOTAL	9

Year V

<u>Course #</u>	<u>Course</u>	<u>Credits</u>
PSY 5700	Internship (1 credit per semester - Fall and Spring)	<u>2</u>
	TOTAL	<u>2</u>
	TOTAL DEGREE CREDITS	107

*PSY.D. STUDENTS ARE REQUIRED TO TAKE ELECTIVES IN THE FOLLOWING AREAS:

- 4 Intervention Electives (Pre-reqs.-1601,1602,2601)
- 1 Assessment Elective
- 6 Any Area

Required Prerequisites (these apply to both Ph.D. and Psy.D. unless specifically indicated).

<u>Course #</u>	<u>Prerequisite(s)</u>
1504	1501, 1502, 1503
1602	1601
1702	1701
1804	1803 (Ph.D.)
2501	1501, 1503, 1504
2601	1602
2701	1403, 1404, 1406, 1501, 1503, 1504, 1601, 1602, 1702
2803	1804 (Ph.D.)
2805	2801 (Intermediate Stat or equivalent - Ph.D.),
2702	2701
2704	2703
2802	2801 (Psy.D.)
2804	2803 (Ph.D.)
2806	2805 (Ph.D.)
3401	1406
3701	2501, 2601, 2702
3703	2704
3803	2804 (Ph.D.)
3805	2806 (Ph.D.)
3806	3805 (Ph.D.)
4600 -	(Interv. Elective) 1601, 1602, 2601
3702	3701, (Intervention Elective)
3704	3703
3806	3805 (Ph.D.)
5850	3806 (Ph.D.)
5700	All coursework (plus Dissertation Proposal - Ph.D.)

Master of Science in Psychology. 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 45 hours of courses which are normally taken during the first two years of the doctoral program. The required courses for both Ph.D and Psy.D. students are PSY 1501, PSY 1401, PSY 1403, PSY 1601, PSY 1701, PSY 1503, PSY 1402, PSY 1404, PSY 1602, PSY 1406, PSY 1702, PSY 1504, PSY 2401, PSY 2501, PSY 2601, PSY 2701 and PSY 2703. Additional required courses for Ph.D. students are PSY 1803, PSY 1804, PSY 2803 and PSY 2805. Additional required courses for Psy.D. students are PSY 2801 and two additional credits. Prior to being awarded the Master of Science in Psychology degree, students will be evaluated by the faculty to assess their competencies in academic performance, clinical skills, and research skills. Graduates with this degree will not be eligible for certification or license as psychologists and should not expect to provide psychological services on the independent practitioner level. Rather, this degree will be utilized by the Ph.D. or Psy.D. student to demonstrate master's level achievement.

Colloquia Series on Special Populations

A weekly lecture series is provided for all doctoral students and the faculty. Second year students are required to register for and attend these lectures as part of their

curriculum. Faculty and other students are encouraged to attend. The colloquia typically are presented by speakers from local facilities, including Nova University. From time to time distinguished speakers from outside the local area are brought to Nova University to present a colloquia. The lectures will include a variety of topics regarding disadvantaged, under-represented, and minority populations.

Electives

Each of the doctoral curricula allows for the student to take elective courses in order to meet individual special interests and to enrich the educational experiences. Note that in each curriculum a certain number of electives are specified which must be taken in the therapy and/or assessment area. Students may chose electives from any of the doctoral offerings of the School of Psychology. With the consent of the Director of Academic Affairs, course offerings in other academic centers at the University such as business, education, law, or computer science may also be taken as electives. Possible electives include, but are not limited to the following courses:

GENERAL

PSY 4401	Clinical Neuropsychology
PSY 4403	Child and Family Programs
PSY 4405	Seminar in Social Psychology (Pre-req 1402)
PSY 4406	Seminar in Addictive Behavior
PSY 4407	Seminar in Social and Clinical Psychology
PSY 4408	Teaching Practicum
PSY 4409	Pediatric Psychology
PSY 4410	Psychology in Fiction
PSY 4411	Clinical Sport Psychology
PSY 4420	Behavior Medicine I: Overview
PSY 4421	Behavior Medicine II: Methodology

ASSESSMENT

PSY 4501 Advanced Clinical Neuropsychology
 PSY 4502 Advanced Projective Techniques
 PSY 4503 MMPI
 PSY 4511 Developmental Assessment
 PSY 4512 Language Development and Pathology
 PSY 4513 Forensic Assessment
 PSY 4514 Child Neuropsychological Assessment
 PSY 4515 Assessment Seminar: Special Populations

INTERVENTION

PSY 4601 Child Interventions
 PSY 4606 Play Therapy
 PSY 4604 Play Therapy II
 PSY 4605 Marital and Family Therapy
 PSY 4606 Marital and Family Therapy II
 PSY 4607 Group Therapy
 PSY 4608 Group Therapy II
 PSY 4610 Human Sexuality and Sex Therapy
 PSY 4615 Hypnotherapy
 PSY 4616 Techniques of Hypnoanalysis and Hypnotherapy
 PSY 4617 Ericksonian Hypnosis and Therapy
 PSY 4620 Behavior Therapy
 PSY 4621 Behavior Modification
 PSY 4625 Behavior Interventions: Disease Process I
 PSY 4626 Behavior Interventions: Disease Process II
 PSY 4630 Existential Therapy
 PSY 4631 Humanistic Therapy
 PSY 4632 Interpersonal/Systems Approaches in Therapy
 PSY 4635 Psychodynamic Therapy I
 PSY 4636 Psychodynamic Therapy: Classical and Ego
 Psychology
 PSY 4637 Psychodynamic Therapy: Contemporary Approaches
 PSY 4638 Narcissistic and Borderline Disorders
 PSY 4640 Cognitive/RET
 PSY 4650 Crisis Intervention
 PSY 4651 Seminar in Eclectic Therapy
 PSY 4652 Cross Cultural Counselling
 PSY 4653 Treatment of Rape Trauma Syndrome
 PSY 4654 Psychotherapy Intervention Seminar
 PSY 4655 Family Violence

PRACTICUM

PSY 4701 Clinical Practicum V
 PSY 4702 Clinical Practicum VI

Clinical Practicum Policies and Procedures

The clinical practica of both doctoral programs are taken in the second and third years, before Internship, and are intended to provide the student with assessment and therapeutic experiences in community agencies with a diversity of clients and programs. Each year, students are placed at approximately 30 different public and/or non-profit agencies in Broward, Dade, and West Palm Beach counties. The agencies are diverse in orientation, clients served, treatment settings, modalities used, and number of psychologists available. To be approved, a practicum agency must provide primary supervision by a licensed clinical psychologist who is employed at least half-time by the agency (the "field supervisor").

Students registering for clinical practicum will be provided with clinical supervision, and will register for "Supervision." Assignment to a faculty supervisor is made by the Director of Clinical Training after indication by students of their top five preferences and consultations with faculty. Preference for supervisor cannot be guaranteed, but every effort will be made to be responsive to student needs.

All students must take two years of practicum. In the first practicum year (PSY 2701 and PSY 2702) students spend a minimum of 10 hours a week working at the practicum site. In the second practicum year (PSY 3701 and PSY 3702) students spend a minimum of 15 hours at an agency different from the

one selected in the first practicum year. No student may begin a practicum if on probation for any reason. Elective practicum will be for a minimum of 10 hours, but the amount of time will be negotiated with the site.

Prerequisites. Prerequisite courses to the practicum for both Ph.D and Psy.D. students are the following:

PSY 2701 - Clinical Practicum I

PSY 1403 Adult Psychopathology
 PSY 1404 Developmental Psychopathology and Interventions
 PSY 1406 Professional Issues and Ethics
 PSY 1501 Assessment I: Intellectual
 PSY 1503 Assessment II: Interviewing with Lab
 PSY 1504 Assessment III: Personality and Behavioral
 PSY 1601 Analysis of Psychotherapeutic Intervention
 PSY 1602 Therapy Approaches I: Major Orientations
 PSY 1701 Clinical Observations I
 PSY 1702 Clinical Observations II

PSY 2702 - Clinical Practicum II

PSY 2701 Clinical Practicum I

PSY 3701 - Clinical Practicum III

PSY 2501 Assessment IV: Rorschach and Full Battery
 PSY 2601 Therapy Approaches II: Multiple Clients
 PSY 2702 Clinical Practicum II
 PSY 2703 Supervision I
 PSY 2704 Supervision II

PSY 3702 - Clinical Practicum IV

PSY 3701 Clinical Practicum III
 Therapy Elective
 PSY 3703 Supervision III

Practicum placement restrictions. Only in extraordinary instances will students be permitted to take a practicum in a setting where they recently were or currently are employed. Exceptions will be made if students can be placed in a

setting totally apart from their work unit and are under the supervision of a psychologist who previously has had no supervisory or administrative responsibility for their work. No practicum can be taken in a private group setting at any time. Students should also be aware that some of our practicum sites require evening or weekend, as well as daytime, hours. No placements are available with evening hours only. Students should also be aware that agencies continue to function normally during periods when classes are not in session. Students, therefore, are expected to meet all clinical obligations during vacation and intersession breaks.

Procedure for application. In the Spring, students will receive a packet which describes each practicum site, and a form on which students indicate their preferred practicum choices and their reasons for so choosing. This form is returned to the Director of Clinical Training who makes the assignments and notifies the students regarding their placement.

Under no circumstances should students seek a placement on their own, nor should they attempt to contact field supervisors to discuss placement without permission from the Director of Clinical Training. Rather, students should review the packet of agency descriptions, review previous student evaluations which are available through the office of the Director of Clinical Training, talk to students currently

placed at agencies being considered, and talk with their advisors and the Director of Clinical Training. Wherever possible a student's top choice will be given preference, if congruent with the student's individual training needs.

After assignments are made, students should contact the designated contact person at the practicum site. Typically the agency will request an interview. It is advisable to also present an updated vita at the time of your interview. On rare occasions the supervisor may find the student better suited for a different setting, and an alternate placement will then be arranged. Elective practicum placements will be provided on an as available basis.

Evaluation of student performance. At the end of each semester, the field supervisor completes a form on which the student is rated on clinical functioning, comments are made about areas of strengths and weaknesses, and a grade is assigned. Students must see, discuss, and sign this form.

Student evaluation of placement site. Students also fill out an evaluation on the placement site. This form is confidential in that it is not shown to field supervisors. It is returned to the Director of Clinical Training and kept in an agency file which is available to any student considering that agency as a practicum choice. Only a summary of all student feedback is given to sites.

Unsatisfactory performance/experiences. A grade of "C" or less in practicum requires that the student repeat that semester's work (see section: Remediation Policy).

If there is any difficulty during a practicum, the faculty member from whom the student is receiving clinical supervision should be notified at once. If necessary, the faculty member will present the problem for resolution to the Director of Clinical Training. Such problems might include: not enough supervision; inadequate supervision; staff relationships; not enough, too much, or inappropriate work; etc. The Director of Clinical Training will do everything possible to resolve these difficulties so that the practicum is a useful learning experience.

Professional liability insurance. All doctoral students are required to carry professional liability insurance through the University. Students are required to enroll in the plan at the time of registration.

Your Student/School professional liability insurance policy provides protection for you while you are attending Nova University and while you are in field placement only.

If you work as a professional in a non-school related activity your policy will not cover you.

University-related training sites. The School of Psychology has a special relationship with a number of clinics in the area. These sites provide practicum training

placements for graduate students and, at times, may offer assistantships for a number of the doctoral students. They also offer opportunities to conduct clinical research. A brief description of those sites directly related to the University are contained under the clinical section in this Handbook.

Ph.D. Program Research Requirements

Both doctoral programs include research training as part of the required curricula. However, because the Ph.D. program trains clinical psychologists primarily as applied scientists, the research experiences are considerably more extensive in that program than in the Psy.D. program. The research requirements of the Ph.D. program are described below.

It is expected that Ph.D. students will be actively involved in research throughout their graduate training. During the first semester the student's involvement usually will consist of observational and supervised experiences. In the second semester, it is generally expected that the student will take a more active role. By the second year it is expected that the student will conduct research on a semi-autonomous basis. This involvement may result in a junior authorship of a publishable manuscript. In the third year, the student should begin planning independent research which will lead to the dissertation. Alternately, students may

serve as advanced members in their advisors' research programs.

As indicated in the program philosophy statement, the Ph.D. program has a strong research orientation. Thus, the expectation is that graduates will exhibit competence in research and will engage in research activities following the completion of the program. During the program, they will be given the opportunity to learn research skills and the opportunity to exhibit these skills. The Ph.D. curriculum addresses this need in part by providing the following sequence of required courses:

PSY 1803	Research Practicum I
PSY 1804	Research Practicum II
PSY 2803	Research Practicum III
PSY 2804	Research Practicum IV
PSY 3803	Major Paper
PSY 3806	Research Seminar

Students may not register for Dissertation credit until after they have enrolled in PSY 3086. However, students may undertake research which ultimately will lead to their dissertations prior to the completion of PSY 3803. In fact, it is expected that the initial research work that will result in the dissertation will be completed in many instances before the first Dissertation enrollment.

The above noted sequence is structured, in part, as an apprenticeship approach to the acquisition of research skills and, in part, as a structured individual learning experience. It is expected that students will spend a sufficient amount of time in such activities to complete the requirements as

outlined in the Research Practicum Contract. In the more advanced phases, students will be expected to develop sophistication in the conceptualization and conduct of independent research. In the Dissertation, which completes this sequence, the student must demonstrate competency in the conduct of research in clinical psychology by completing and reporting on a research study deemed to be of publishable quality. The Dissertation, of course, represents the culmination of the student's research training as well as the final pre-doctoral opportunity to demonstrate the acquired research skills. At a minimum, the above research sequence will prepare the student for the dissertation.

The following list of learning objectives is provided as guidelines to assist students and research advisors in planning the activities in which the student will be engaged during the research sequence:

1. Given any research article in clinical psychology, the student will be able to review it critically, discuss its strengths and weaknesses in at least the following areas:
 - (a) The conceptualization of the research problem.
 - (b) The formulation of the research questions/hypotheses.
 - (c) The formulation and execution of the research strategies.
 - (d) The execution of the analyses.
 - (e) The interpretation of the data and the analyses.
2. Given multiple articles in a content area, the student will be able to critically abstract the salient points and present them in a cogent manner.

3. Given the research literature in a specific content area, the student will be able to summarize the conceptual and the methodological issues.
4. Given the above summary, the student will be able to state a research problem (or problems) which is (are) logically derived from that summary.
5. Given a research problem, the student will be able to state one or more research questions/hypotheses which are logically derived from the research problem and which are logically related to the summary of the conceptual and methodological issues.
6. Given one or more research questions/hypotheses, the student will be able to develop multiple methodological strategies to address these questions.
7. Given multiple methodological strategies, the student will be able to critically assess each in terms of its potential for addressing the questions/hypotheses and in terms of its practicality (e.g., feasibility, cost effectiveness, etc.); following the assessment, the student will be able to select an optimal methodological strategy.
8. Given a methodological strategy, the student will be able to implement the various components of that strategy, i.e., conduct the research.
9. Given a set of research data, the student will be able to analyze them employing relevant analysis techniques.
10. Given the data and their analyses, the student will be able to interpret them, particularly in relationship to the conceptual framework.
11. Given the above components of the research process, the student will be able to write the study in a format and style appropriate for publication in an APA journal.

While these objectives are organized isomorphic to an outline of a research publication, it is not necessary that students follow each objective in that order prior to doing their own independent research. The order is a matter of convenience; research may or may not be conducted in such an

order. Nevertheless, the component research skills represented in the above objectives should be achieved by each student in the program.

Dissertation. Each Ph.D student is required to complete a dissertation dealing with a practical or theoretical area of clinical psychology. Traditionally, the Dissertation represents an independent project which demonstrates the student's ability to survey, integrate, and evaluate literature relevant to the student's project; to develop and conduct a procedure designed to investigate a question, problem, or hypothesis; and to organize, clearly communicate and defend, in both written and oral form, results and implications.

Students are admitted to candidacy for the Ph.D. degree only when they have completed all coursework requirements for the program and have successfully defended their dissertation proposal before the faculty.

Before a student may defend a Dissertation proposal, the Dissertation Committee chairperson must contact the Director of Academic Affairs Office and obtain a copy of the student's transcript. The transcript must be checked for completion of all courses and cleared by the Dissertation Committee and the Dean prior to the dissertation defense.

When the student has successfully defended the Dissertation proposal, the Chair of the Dissertation Committee should notify the Office of the Director of

Academic Affairs, the Director of Clinical Training, and the Dean. The Director of Academic Affairs will notify the Registrar's Office.

Upon admission to candidacy, the student must complete the Dissertation research, satisfactorily defend the completed research, and submit an approved Dissertation. Bound copies shall be submitted to the committee chairperson, the library, and the Dean.

The student should obtain and be thoroughly familiar with the current Dissertation Guidelines of the School of Psychology. The guidelines contain specific and detailed information about the Dissertation content, format, committee, and procedures. It is in the student's best interest to form a Dissertation Committee as early as possible and to work closely with the chair of the Committee throughout the project. The chair is the key person on the committee and is responsible for coordinating and monitoring the project and committee functions. No major changes in Committee membership, date of defenses, or the content or procedure of the Dissertation may be made without the chair's consent. While work on the Dissertation may continue during and after Internship, it is usually much easier for all concerned if most, or all, Dissertation work is completed before the student leaves campus for Internship.

Psy.D. Program Research Requirements

Each Psy.D student is required to successfully complete a scholarly Research Project which is intended to provide the student with the opportunity to demonstrate sophistication in the use and conceptualization of research. It is not intended to demonstrate the student's competency in initiating research. Prior to completing a Professional Research Project, Psy.D. students are expected to satisfactorily complete PSY 2801 (Intermediate Statistics) and PSY 2802 (Intermediate Research Design).

The Professional Research Project Committee generally will consist of two members from the faculty of the School of Psychology. When justified, other qualified psychologists shall be appointed (due to expertise, access to research population, etc.) to serve on the Professional Research Project. However, under all circumstances, committees must be chaired by a full-time faculty member of the School. Students will discuss the feasibility of a particular faculty member serving on a committee with that individual. Students will recommend committee members to the Dean who will approve all committees.

Upon completion of the Professional Research Project, bound copies shall be submitted to the committee chairperson, the library and the Dean. At this point, the committee's chair shall notify the Director of Academic Affairs that the student has completed the Professional Research Project.

Clinical Competency Examination

All doctoral candidates will be required to take and successfully pass a clinical competency examination. The examination evaluates the student's ethical knowledge, understanding of, and skills in psychodiagnostics and intervention. Internship will not be permitted until this examination is passed. In the event of failure, the examination may be retaken one time.

I. General Description:

The Clinical Competency Examination (CCE) is designed to assure that students have achieved an acceptable level of clinical and ethical knowledge and skill performance expected of a student prepared to begin internship. The CCE requires the student to prepare a written and oral case presentation in which he/she demonstrates satisfactory skills in assessing the case, formulating a treatment plan, conducting interventions, and evaluating the process, progress, and outcome of intervention.

All students in the School of Psychology are required to demonstrate mastery of specified clinical skills, identified above, through the Clinical Competency Examination (CCE) prior to accepting an internship placement.

II. Eligibility:

The examination evaluation criteria are designed to assess clinical competence at a level appropriate to students who have completed required course work and practica. To be eligible for the CCE students must have successfully completed the assessment and therapy course sequence, and practicum and supervision sequences for the first three years of training as outlined in the Policies and Procedures Handbook. In addition, the student must be in good standing (i.e., not on academic probation, leave of absence, etc.).

The current handbook lists the following prerequisites. Unless otherwise noted, the prerequisites refer to both Ph.D. and Psy.D. programs.

Assessment Courses

PSY 1501	Assessment I: Intellectual (with lab)
PSY 1503	Assessment II: Interviewing (with lab)
PSY 1504	Assessment III: Personality & Behavioral
PSY 2501	Assessment IV: Rorschach & Full Battery
PSY 2502	Advanced Full Battery (Psy.D. only)

Therapy Courses

PSY 1601	Analysis of Psychotherapeutic Intervention
PSY 1602	Therapy Approaches I: Major Orientations
PSY 1406	Professional Issues & Ethics
PSY 2601	Therapy Approaches II: Multiple Clients
	Therapy Elective
	Therapy Elective
	Therapy Elective (Psy.D. only)

Practicum/Supervision Courses

PSY 1701	Clinical Observation I
PSY 1702	Clinical Observation II
PSY 2701	Clinical Practicum I
PSY 2703	Supervision I
PSY 2702	Clinical Practicum II
PSY 2704	Supervision II
PSY 3701	Clinical Practicum III
PSY 3703	Supervision III
PSY 3702	Clinical Practicum IV
PSY 3704	Supervision IV

In addition, students have found it helpful to prepare themselves further by (1) attending CCE's of classmates, in order to familiarize themselves with the process, and (2) reviewing the sample written presentations on reserve in the library. All CCE candidates are encouraged to take advantage of these opportunities.

III. Time:

The CCE must be scheduled and taken, at latest, by the end of the Fall semester of the academic year for those going on internship the following year. Any student failing the CCE must immediately withdraw his/her internship applications. The examination must be conducted while school is in session, not during intersession or breaks. (Examinations may be scheduled

in the Summer session if the Committee is available and agrees to this arrangement.) It is the student's responsibility to be certain that he/she sits for and passes the examination AFTER all prerequisite courses are completed and BEFORE the end of the Fall semester.

IV. Procedure:

A summary checklist of procedures for students and committee members is presented in Appendix A and B, respectively. The following is an explanatory, detailed description.

- A. Composition of examination committee--The examination committee is comprised of two core, clinically trained faculty members in the School of Psychology including faculty from Nova University Community Mental Health Center. Case supervisors are excluded as committee members.

The Committee serves ONLY as examiners, NOT as advisors to the project. The student should not consult with committee members about the content or structure of the examination other than the scheduling of it.

- B. Committee selection and exam scheduling--

1. In March of the third year all students who anticipate taking the CCE in the next academic year (Fall or Summer) will complete a CCE request form which:
 - a. Indicates the treatment modality of the case intended for presentation.
 - b. Lists the names of five (5) faculty members from which the Chair of his/her examination committee will be selected.
2. The Director of Clinical Training, or his/her designee, will select the student's Chair from the list of five names submitted and will assign a second member of the faculty to serve on the examination committee, not including previous supervisors (see Section A regarding eligibility). Both faculty and student will be informed of the assignment by the end of Spring semester.

3. The student confers with committee members to determine an examination date. Faculty/committee members have the right to refuse scheduling an exam during finals week. Before agreeing on an examination date, the Director of Clinical Training checks the student's transcript to be certain that all prerequisite courses have been, or will be successfully completed by the planned date. Students must schedule the exam no later than the end of the fourth week of the semester in which they will take the CCE. Room space must be reserved at the time of scheduling.
4. Three copies of the written presentation are required: one for the Department files (presented to the Chair), and a work copy for each member of the Committee. Students are responsible for submitting their CCE materials NO LATER than four weeks prior to examination date.
5. The student makes arrangements to audiotape the entire oral examination and is responsible for ensuring adequate listening quality of the tapes. Deliberation by the committee following the oral examination and subsequent feedback to the student shall not be included in the tape. The tapes become the property of the Department of Psychology.
6. The student presents his/her case material verbally during the examination. The presentation is open to all faculty and registered students who wish to attend. Due to the confidential and clinical nature of the material, examinations are open only to faculty and currently enrolled students. Under the Chair's direction, the Committee conducts an examination (approximately 2 hours) regarding the case and relevant issues. Comments or questions from the floor may be entertained at the Chair's discretion. At the close of the examination, the student-presenter and guests are dismissed while the Committee deliberates and evaluates the written and oral material.

- C. Duties of Committee Members--In order to fairly distribute the work load, the number of examination committees on which a faculty member may serve will be limited. The limit will be adjusted each year according to the number of students requesting examination and the number of clinical faculty members available to serve.

It is the responsibility of the Committee members to study the student's written and taped materials presentation prior to the examination date, to query the student in a manner relevant to the case, to evaluate the student's written and oral presentation using the standard evaluation form to render an independent pass/fail judgment, and to provide recommendations for remediation where needed.

In addition, the Committee chair is responsible for conducting an examination that fairly evaluates the student's skills and enhances the student's opportunity to demonstrate his/her skills. Immediately after the examination, the Chair informs the student and the Director of Clinical Training of the student's pass/fail status.

Within 10 days of the examination date, the individual committee members are responsible for submitting, in writing, to the Director of Clinical Training: (1) his/her comments and recommendations, (2) a copy of the student's written presentation and therapy tape to be returned to the student (for the student to dispose of in an appropriate manner). In addition, it is the Chair's responsibility to submit his/her copy of the student's written material and therapy tape, and copy of the taped oral examination to the Director of Clinical Training.

- D. Role of Case Supervisor--The student is solely responsible for organizing, conceptualizing, and communicating the case presented. There should be no input into the preparation of the examination documents or oral presentation by the case supervisor. The supervising clinician may not serve as an examination committee member, nor may he/she attend or participate in the examination process.

V. Case Presentation Content Guidelines:

- A. General content description and case selection--
The student should select a case for presentation which permits an adequate sampling of the student's knowledge and skills in the treatment modality used. The student should be the primary service provider.

The case should demonstrate adequate pre-treatment evaluation, treatment planning, intervention, progress assessment, termination management, and outcome assessment. Students are not limited in choosing the type of client, type of treatment modality, length of time in treatment (here I would SUGGEST a working guideline of 4-6 sessions, minimum, in order to ensure the opportunity to demonstrate the skills listed above), or treatment setting by any guideline other than the case fit within the definition of clinical psychology. For example, you may choose a case involving drug/alcohol group treatment, family therapy, rehabilitation psychology, forensic psychology, a child in play therapy, an adult in long-term individual psychotherapy, a case involving the use of behavioral medicine techniques, etc. Any questions about the appropriateness of a particular case may be addressed with the Director of Clinical Training.

- B. Specific content--Written presentation--The following categories should be addressed in structuring the written portion of the case presentation and for the Committee in evaluating the written work. Adaptations of the content within the categories may be made depending on the particulars of the case selected.

1. Pre-treatment evaluation. The case should demonstrate the student's competence in pre-intervention assessment, whether the assessment involved an intake interview, formal testing, collateral interviews, behavioral assessment, or analysis of material gathered by previous case workers. Appropriate documentation of the evaluation should be presented. In addition, the student should be prepared to support and discuss, critically, decisions made regarding the assessment procedure used.

2. Intervention. A treatment plan, including goals and appropriate intervention strategies, should be described. The student should be able to justify the treatment plan, based on an explicit discussion and conceptualization of the case and the theoretical modality used.
 3. Progress/process evaluation. This section should address the content of therapy over time as well as an evaluation of the process reflected in that content. This may be accomplished by either a session by session review or a discussion of therapy by critical phases.
 4. Termination. A description of the reasoning involved in the decision to terminate, the issues relevant to this particular case, and the process of termination should be presented. Termination may be complete, in progress, planned, or premature.
 5. Outcome evaluation/critique. In addition to a goal-oriented summary of the course of intervention, the student shall critique the case from the standpoint of strengths and weaknesses of the intervention strategies, quality of the therapeutic relationship and effectiveness of treatment.
 6. Ethical and legal considerations. The student should review any ethical and/or legal issues he/she deems to be relevant to the case.
- C. Audiotaped Session--An audiotaped sample therapy session shall be presented to the Committee at the same time as the written material (at least four weeks prior to the oral presentation). Both members of the Committee should receive a copy of the sample session. Written consent for taping is to be presented to and verified by the Chair.

The student is responsible for submitting a tape of adequate quality to enable the examiners to effectively hear the audiotaped therapy session.

D. Oral Examination

1. Oral presentation. As the examiners have read the written material and listened to the sample session, it is unnecessary to repeat (or to read) in great detail that which is already known. However, for the benefit of others present, a brief review (approximately 30 minutes) is helpful covering the following three issues:
 - a. Conceptual formulation--The student should be able to explain and support his/her conceptualization. Address how conclusions were drawn and what impact these had upon the management of the case. Changes in the conceptual and diagnostic formulation, over time, should be noted.
 - b. Therapeutic interventions--A discussion of therapeutic interventions is central to the presentation. The student should demonstrate knowledge of the relevant literature, treatment decisions (e.g., goal, choice of modality, etc.) and their impact--all as relevant to the case and treatment modality presented.
 - c. Critical evaluation of the case--This portion of the oral examination should consist of an objective and thoughtful critique of the case. (In retrospect, what "errors" occurred; what other interventions might have proven more effective for the client; etc.?)
2. Defense. The majority of the time allotted to the critical evaluation is of the student's ability to handle the Committee's in-depth exploration and probing of his/her work. The student is required to "think on his/her feet," to consider and evaluate other possible interventions, to contrast modalities, and to support the approach taken. The Committee is also evaluating the professional manner in which the student conducts himself/herself during the oral portion of the examination.

In all cases, the Committee is free to explore and test the student until the Committee is satisfied it can render an accurate decision.

VI. Evaluation Results:

- A. The Committee is to evaluate both the written and oral presentation. After deliberation and discussion, each member of the Committee is to render an independent decision (pass/fail). In addition, each Committee member is to make written comments and recommendations regarding the student's strengths and weaknesses in both the specific categories under evaluation and general performance.
- B. The Chair will submit the Committee's decision, comments and recommendations regarding the student's strengths and weaknesses in both the specific categories under evaluation and general performance.
- C. Should the Committee render a split decision (one pass/one fail), the Director of Clinical Training will appoint a third Committee member who will evaluate the student's written work, the audiotaped sample session, the audiotaped oral examination, and will render an independent pass/fail decision, comments, and recommendations. The third member will submit his/her decision to the Director of Clinical Training who will consider the majority decision as final.
- D. The Director of Clinical Training will forward a copy of the written summary to the student and notification of pass/fail status to the student's advisor and academic file.

VII. Remediation Committee:

- A. Should a student fail the CCE, the Director of Clinical Training will meet with two other faculty the Director deems appropriate, excluding members of the original examination committee, and the student to design a written program to remediate student weaknesses. The student's signature on the written program constitutes a contract for remediation.

VIII. Re-examination Policy:

- A. A student who has failed the CCE may be re-examined once only. Depending upon the documented findings of the original examination committee, a student may be required to resubmit written work, re-take the oral portion of the examination, or both, on the originally presented or new case. A new examining committee, consisting of a chair and two members, will be appointed by the Director of Clinical Training.

Members of the original examining committee may not serve on the re-examination committee. Re-examination, following the same procedures listed above, may occur in any semester subsequent to the original exam, as determined by the Remediation Committee.

- B. No student may be cleared to accept an internship placement until successful completion of the CCE.
- C. A second failure of the CCE results in automatic dismissal from the program.

IX. CCE Guidelines Availability:

Copies of the current CCE Guidelines shall be available at all times within the Department for students and faculty.

Internship Policies and Procedures

A major applied component of the student's training is provided by the Internship experience. All students, without exception, are required to take, and successfully complete, a 2,000 hour Internship, typically to be done in one year. With the permission of the Director of Clinical Training, a student may take up to two years to complete the Internship with a minimum commitment of half-time. The half-time student may do all the Internship at one site or may do each

year at a different Internship site, with approval of the Director of Clinical Training.

It is the student's responsibility to investigate and apply for Internship opportunities under the guidance of the Director of Clinical Training and with the help of all faculty.

Students may only apply to APA-approved or APIC (Association of Psychology Internship Centers) listed Internships. Students should plan, if at all possible, to seek an APA-approved internship. A list of all APA-approved Internships can be found in the most recent December issue of the American Psychologist; the APIC Directory is available from the Director of Clinical Training.

One may apply to as many Internships as one wishes. Final approval of the selected Internship must be given by the Director of Clinical Training. Questionable choices will be decided by the Director of Clinical Training.

Prerequisites. To accept an Internship a student must be off probation, have passed by the end of the fall semester the C.C.E. and (for the Ph.D. students only) the Major Paper. To begin an Internship a student must have satisfactorily completed (no incompletes) all courses before beginning the Internship.

Application procedure. During the last week of September of each year a required meeting with the Director of Clinical Training will be held with all students planning

letters of recommendation, interviews, how to select the best Internship, etc. Students should begin to write to Internship sites by late August to request descriptive brochures and application forms. Prior to completing applications, students must be deemed eligible for Internship by the Director of Clinical Training.

Letters of recommendation from faculty or field supervisors should be requested as early as possible in the Fall semester since mid-December is a very busy time for faculty and supervisors. A student is free to ask to see the letters, but the letter writer is also free to decline and can ask the student to sign a waiver forfeiting that right.

Evaluations. While on Internship, the student's supervisor is asked for a detailed assessment of the student's progress after 6 months. If there are no major problems, a similar final evaluation will be requested at the conclusion of the Internship along with a rating form which also requests a formal grade for the Internship. Students are encouraged to contact the Director of Clinical Training at any point to discuss concerns or problems. The School remains keenly interested in the student's well-being and learning environment even when the student is not in residence at Nova University.

Hints for Internship application.

1. Start thinking early about what you want in the way of settings, new learning experiences and specializations.
2. Start requesting information in early fall (or sooner) of the calendar year prior to the one in which you plan to do your Internship.
3. Utilize the Directory of the Psychology Internship Centers. Typically, a copy is available through the Director of Clinical Training's Office. An alternative is to order your own copy (they are not expensive) from:

APIC Clearinghouse
c/o Kenneth Solway, Ph.D.
Chief Psychologist
Texas Research Institute of Mental Sciences
1300 Moursundol
Texas Medical Center
Houston, TX 77030-3406

4. Augment information from the Directory by discussions with faculty and "veteran students."
5. Some considerations include:
 - a. Availability of psychologists as supervisors.
 - b. Whether Internships are likely to be used as "cheap labor" (i.e., can the psychology service survive without the service provided by the interns so they have the luxury of having training and not service as their primary role).
 - c. Availability of helpful contacts (i.e., people with reputations who might serve as future job references); and
 - d. Geographic location (both in terms of "comfort" for the year and for the future, should you decide to settle in the area).
6. Most applications are due in December or January but check the deadlines for each facility to which you are applying.
7. The applications for each Internship site may require different forms and information.

- a. Be prepared to complete their "special" form.
 - b. If you have a pre-set personal statement include it only as an addendum.
 - c. Typically requested: number of cases with which you have worked including the diagnoses, in what setting, with what type of supervision, from what theoretical perspective, for a total of how many sessions, in group or individual, how many and what kind of tests, etc.
 - d. Some Internship agencies request a transcript and resume.
8. Get some feedback on the "personal statement" you include prior to submitting it. Do not hesitate to approach a faculty member for help. It is part of the cooperative effort of the University.
 9. Be prepared for many Internship sites requesting (even requiring) face-to-face interviews.
 - a. Site visits (especially when grouped or as part of a vacation) can offer you as much information as you provide the site.
 - b. A study of several years ago, however, indicated that (at least as it concerned applicants to graduate school) ratings of applicants were better following phone contact than following face-to-face interviews - though there are some problems with the study, it is something to think about.
 10. Familiarize yourself with the current rules binding the Internship agency and the applicants.
 - a. Internship day is quite a hectic occasion for you and the Internship faculty.
 - b. Do not be pressured into accepting a placement before the date required for an answer.
 - c. Try to consider the position of the site--top choices go quickly and an unnecessary delay in refusing a site you are not interested in can really hamper their search for another intern.
 11. APA approval is desirable but provides no guarantee that the site is an excellent one. There are good training opportunities available at many APIC listed sites (in all cases, be careful).

12. Some Internship sites are reluctant to take more than one student from a particular clinical program. Therefore, it is recommended that students discuss their Internship applications among themselves with a view toward minimizing the number of students from the program who apply to the same Internship setting(s).

The APIC Clearinghouse. The Clearinghouse functions as a central point for information exchange between directors of professional psychology graduate program and directors of Internship programs in professional psychology. Its purpose is to provide for exchange of information regarding Internship candidates and positions still available after the national common period of notification and subsequent acceptance or rejection of internship offers.

The Clearinghouse serves as an adjunct to regular Internship application, recruitment, and selection procedures. It is not intended to compete with, nor to offer a preferred alternative to regular application and recruitment procedures. Use of the Clearinghouse is limited to directors of graduate training programs and directors of Internship training programs. Candidates still lacking internship positions, after the common notification period has run its course, may request the Director of Clinical Training to write the Clearinghouse in their behalf. Internship program directors may, of course, contact the Clearinghouse directly.

V. Miscellaneous Policies and Information

This section of the Handbook contains various policies and information which do not logically fit into other sections.

Campus Housing

Nova University's housing units are located on the Main Campus. The housing complex consists of three apartment buildings with one and two bedroom unfurnished units. Applicants for campus apartments will be placed on a waiting list according to the date the completed application is received. Generally, apartments are leased on an annual basis, August through July; however, vacancies may occur during the academic year. Monthly rental includes utilities and central air conditioning. Rates will be furnished when accommodations are offered. Information and applications are available at Nova University Housing Office on Campus.

Faculty Decision-Making at the School

The Faculty meet regularly (usually every third week) and Student Representatives attend the meetings. Any student interested in being involved should contact their Student Representative. (When particular needs arise, ad hoc committees are appointed to review certain problems.) Regular annual tasks include selection of incoming students and evaluation of current students; curriculum reviews, monitoring the Clinical Competency Examinations, etc.; these

are accomplished by the faculty as a whole. Faculty hiring, evaluation, and promotion is handled by a standing Faculty Review Committee.

Student Organizations and Activities

Student Organization. The Student Government consists of a governing council. The governing council is the official representative of the study body and is so recognized by the faculty. The council functions autonomously and is the major source of communicating student concerns and making input to the faculty and administration. Students are permitted representation to faculty meetings and are permitted one representative on all ad hoc committees.

Social/Athletic Involvement. Over and above the professional contact which occurs between students and faculty, there is also opportunity for interaction between students and faculty in a variety of planned social and athletic activities. These are activities which are frequently planned jointly between various faculty and student members.

Professional Organizations. Students are urged to join psychological organizations, as soon as possible, so that they will develop professional involvement early in their careers. The American Psychological Association (APA) and Florida Psychological Association (FPA) are the most relevant

organizations for doctoral students to join, and students should give consideration to becoming members of them prior to joining other organizations.

APA is the primary organization of American psychology. It has approximately 70,000 members and a staff of 250 employees dedicated to the advancement of psychology "as a science, a profession and as a means of promoting human welfare." APA has student affiliate membership at a modest fee.

FPA is the state psychological organization. It serves psychology in a variety of ways, educationally, legislatively and collegially. Students are encouraged to participate in FPA's meetings and programs.

Protection of Human Subjects in Research

The National Research Act (PL 93-348) and the Code of Federal Regulations (Title 45, Public Welfare , Department of Health and Human Services (HHS), revised January 16, 1981) provides for the protection of human subjects in research. The regulations provide that all research involving human subjects funded in whole or in part by HHS must be reviewed by an Institutional Review Board (except as noted). Additionally, the regulations require the institutions must provide "a statement of principles governing the institutions in the discharge of its responsibilities for protecting the rights and welfare of research subjects of research conducted

at or sponsored by the institution, regardless of source of funding." The following is the statement of the Center for Psychological Studies of Nova University governing research involving human subjects.

Funded Research. To comply with the federal guidelines covering the protection of research subjects, and to ensure appropriate ethical management of research programs conducted by faculty, staff, and students of the Center for Psychological Studies, except as noted below, all funded research proposals must be reviewed by the University Institutional Review Board.

Research in the following categories is exempt from research subject review procedures by the HHS guidelines:

1. Educational research involving normal educational practices (e.g., comparison of effectiveness of instructional techniques);
2. Research involving educational tests, (cognitive, diagnostic, aptitude, achievement) where the subjects cannot be identified;
3. Research involving the observation of public behavior, surveys, and/or interview procedures where the subjects cannot be identified. An example of research that is not exempt is when knowledge of the subjects' responses could reasonably place them at legal or civil liability and/or deals with sensitive aspects of the subjects' behavior (e.g., illegal conduct, drug use, sexual behavior, alcohol use);
4. Research involving the collection or study of existing data, documents, records, etc. (e.g., data bank research).

Unfunded Research. All unfunded research proposed by faculty or students and identified as having potential risk

to subjects must be reviewed according to the procedures outlined below. Research which has potential risk to subjects includes, but is not limited to, the following:

1. Research which involves the administration of drugs or other substances to subjects;
2. Research involving pregnant women and/or fetuses in utero;
3. Research involving incarcerated individuals;
4. Research involving subjects with life-threatening physical conditions;
5. Research involving physically intrusive procedures;
6. Research which previous experience or research (by the particular investigator or by other investigators) has shown to create a potential of risk to subjects;
7. Research which potentially could lead to the subject's legal or civil liability or to the invasion of a subject's privacy in regard to sensitive aspects of his/her behavior (e.g., illegal conduct, drug use, sexual behavior, alcohol use).

Research which is regarded as not having potential risk to subjects includes the following:

1. Research specifically exempted by HHS in the above section on funded research;
2. Research involving standard, accepted psychotherapy and/or psychodiagnostic procedures;
3. Research in which the risks of harm reasonably anticipated are not greater than those ordinarily encountered in daily life or during the performance of routine procedures in education and/or the practice of psychology.

Students. All research by students which falls into one of the above stated categories of potential risk and/or which is not exempt as defined above must be reviewed.

All such unfunded research proposed by students will be reviewed with regard to subject protection by an ad hoc committee comprised of at least two of the faculty involved in supervising the proposed research. It is the responsibility of the faculty member serving as the committee chair of the student proposing the research to determine if the research should be reviewed, and if that determination is affirmative, to appoint the ad hoc committee.

Faculty and Staff. Each faculty or staff member must determine if the research which he or she is planning places subjects in potential risk as identified above. All unfunded research proposed by faculty or staff and identified as having potential risk to subjects will be reviewed by an ad hoc research subjects review committee comprised of two faculty members appointed by the Dean of the Center. If the researcher is in doubt about potential risk, he or she must request a review. All research undertaken must be reported annually to the Dean of the Center and certified to be in one of the following categories:

1. Research subjects are (were) not at risk;
2. Research subjects are (were) potentially at risk and the research was reviewed;
3. Research subjects are (were) potentially at risk and not reviewed. (In this case, justification must be given as to why a review was not undertaken.)

General. The Institutional Review Board or the ad hoc committee shall determine either:

1. Research subjects are not at risk;
2. Research subjects are potentially at risk.

In the case of (2) (at risk), the board or committee shall approve the research only if the following conditions are met (HHS guidelines):

1. Risks to subjects are minimized;
2. Risks are reasonable in relation to anticipated benefits;
3. Selection of subjects is equitable;
4. Informed consent will be sought from each subject or subject's legally authorized representative. Such informed consent will be documented;
5. As appropriate, the safety, privacy, and/or confidentiality of subjects is insured by the research plan.

All research, funded or unfunded, will adhere to all applicable laws and ethical guidelines, including, but not limited to those of the American Psychological Association. In every instance of research conducted within the School of Psychology, the findings of the Institutional Research Review Board or of the ad hoc committee will be documented and submitted to the Dean. This documentation will be maintained for a period of seven years.

Library Services

The Einstein Library houses the University's collection of psychology journals, microfilm, and books. To borrow materials, a student must show a current Nova University ID card. A maximum of 6 books may be borrowed at one time for

up to 4 weeks. Journals may be xeroxed, in accordance with the copyright law, but may not be circulated.

The journal collection is fairly complete for the last 20 years and the School has been diligently building the psychology holdings. In addition, the University has established arrangements to assist students and faculty in securing additional library resources. The Interlibrary Loan Program provides access to the resources of other libraries throughout the United States and Canada. The Dialogue information retrieval service offers students and faculty the processing power of the computer to assist in retrieval of information. It gives the researcher control in storing, retrieving, and reviewing abstracts and citations on specific subject matter. Information about Interlibrary Loan and The Dialogue Information Retrieval service may be obtained from the library.

Testing Equipment

Instruments and kits needed for assessment classes are available for students to borrow. Loan arrangements vary according to the course and equipment involved and will be explained by the course instructor. All students must pay a lab fee at registration for use of assessment equipment.

Computer Processing Services

Students requesting the use of Nova University's computer processing services must obtain a request form from the

Computer Center. The form stipulates the use, time, and cost requested and must be approved by the Dean of the School of Psychology. The Computer Center, located on the first floor of the Mailman-Hollywood Building will assign a user number, once the student presents an approved request form. The Computer Center has handbooks to assist the user, but no advisory personnel are available.

Audio-Visual Equipment Use

Audio-visual equipment needed for student presentations or research must be requested through the student's class instructor or Dissertation Research Project Chair, as these individuals have primary responsibility for borrowed equipment. A description and list of the equipment and materials available are given in the Media Services Handbook, available from the Learning Technology Laboratory in the Mailman-Hollywood Building (first floor).

Mailboxes and Notice Boards

All doctoral students are assigned personal mailboxes located on the South side of the second floor of the Mailman Hollywood Building. These mail boxes provide for communication between the School and students; therefore it is imperative that students check their mailboxes routinely and often.

Notice boards are located on the second floor near the Director for Academic Affairs' office and on the third floor

near the Dean's office. They are a valuable source of information regarding class schedules, typing services, student meetings, research defense meeting times, apartments for rent, etc.

Student Carrels

A small number of student carrels are located on the second floor of the Mailman Hollywood Building. Due to limited availability, carrels currently are assigned to students working on their advanced research.

Each carrel room has a phone for student use. Students may make local calls of a professional or personal nature, although the latter should be limited.

Copyright Regulations

In recent years, several institutions have been cited for copyright law violations. It is important in photocopying and reproducing professional work that copyright laws are respected. Some of the classes of work which are relevant to psychologists and are covered by copyright legislation include:

1. Books, pamphlets, annual publications, etc.
2. Periodicals, including journal articles, newspapers, reviews, newsletters, etc.
3. Lectures including public addresses, monologues, etc.
4. Photographs
5. Motion pictures

6. News strips, travel films, documentaries, etc.

7. Sound recordings

Generally, permission to reproduce these works for educational purposes may be obtained from those holding the copyright.

You are urged to become familiar with the copyright regulations. Documents entitled Instructional Implications of New Copyright Law at Nova University and General Information on Copyright pertain to the copyright issue and can be obtained through the Dean's office.

Manuscript Style

Manuscripts (including research proposals, formal class papers, etc.) must be written according to the rules developed by APA. The rules cover many aspects of writing style including manuscript organization, grammar and punctuation, typing format, reference citations, table and figure preparations, and statistical presentations. All students should purchase the latest edition of the Publication Manual of the American Psychological Association early in their training experience. Copies may be ordered from:

Publication Sales
American Psychological Association
1200 Seventeenth St., N. W.
Washington, D. C. 20036

Licensure/Certification

Information regarding the licensing/certification requirements of psychologists for the State of Florida and a number of the other states may be obtained by contacting the Department of Professional Regulations. Their phone number is (904) 487-2520. Other states should likewise have a department which regulates licensing/certification. You should contact them to receive the most current information.

Student Evaluation of Courses

In the last week of the semester, faculty/course evaluation forms are distributed in each class. The student is requested to give anonymous opinions regarding class content, texts, examinations, and instructor or supervisor performance. Information from faculty/course evaluations is used to monitor courses and to assess faculty merit.

Typing of Student's Work

The School does not provide secretarial support to type students' work. In unusual circumstances in which such typing might be justified (i.e., manuscripts for publication, professional presentations, etc.), the student should request support through the Dean.

Use of Supplies

Clerical supplies will not be provided to graduate students.

VI. School of Psychology Organization

The Center or School, first organized in 1967, is primarily concerned with psychology and mental health.

Academic Programs of the School

In addition to the Ph.D. and Psy.D. programs in clinical psychology, the School of Psychology offers pre-specialization courses in applied developmental psychology and behavior medicine; Masters of Science programs in counseling psychology and school guidance; post-doctoral training in psychoanalysis and psychotherapy; continuing education workshops for professionals in mental health; and respecialization programs for doctoral level psychologists desiring to become clinicians. The Center Bulletin describes the various programs of the School.

Clinical Facilities

A brief description of the sites operated by Nova University School of Psychology follows:

Nova University Community Mental Health Center. The Nova University Community Mental Health Center system was established as a state funded, multi-site community mental health center designed to serve the western catchment area of Broward County. There are currently three clinic sites, one located on the main campus, one in Lauderhill, and the third in Coral Springs, Florida. As a community mental health center, it exists to provide direct and indirect mental

health services to the persons living within its catchment area. These services include outpatient diagnostic and treatment services, appropriate pre-care and after-care services, and consultation and education services.

Within the Center, students receive practicum training and, in addition, may be hired to provide clinical services on a part-time basis. Approximately twenty-five practicum slots, together with four Internship placements, are provided for students at the Center. Supervision is provided by staff of the clinics and by faculty.

Geriatric Residential and Treatment System (GRTS). GRTS provides comprehensive services to people 55 years of age or older who have a mental or emotional illness. GRTS offers a continuum of 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 is offered to community residents, as well as those people living in Nova's residential program. 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 our members.

Pediatric Psychology Specialty Clinic (PPSC). PPSC provides pediatric patients and their families with specialized psychological services such as (1) children with acute, chronic, and/or genetic medical disorders who are exhibiting a psychological reaction directly related to the medical group; (2) children and adolescents who have physical symptoms as a function of behavioral and psychological problems; (3) children who are experiencing psychological problems and physical complaints due to suffering some trauma. Psychological assessment and treatment services for their patients include: Pain and Fear Management Procedures, Depression and Anxiety Treatment, Adjustment Disorders Therapy, Medical Noncompliance Treatment, Elimination Disorders Programs, Eating Disorders Treatment, Pain Complaints and Psychosomatic Illness Therapy. Students can participate in both clinical service delivery (through practicum placement) and research.

Family Violence Clinical Research Program. The Family Violence Clinical Program is a specialized program providing high level service through the Nova University Clinic system. The program provides clinical training experience to doctoral students in the area of family violence, primarily spouse abuse. 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 family 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 Family Violence Program also maintains a clinical research component.

Health Psychology Clinic. The Health Psychology Program is located on the main campus of Nova University. This innovative resource is designed to provide community service (through Nova University Community Mental Health Clinic) and to provide a setting for research aimed at furthering knowledge about the linkages between biological, psychological, and social processes. Intervention efforts focus on treating physical disorders with a psychological etiology/contribution; psychophysiological disorders; stress related disorders; and pain management; neuropsychological assessment and rehabilitation, and sports/athletic related behavior. Specialized services are provided for all age groups.

Sport Psychology Program. The Sport Psychology Program is the first such program in the United States that is in a university psychology department and which offers an outreach program to the athletic community in the area. The Sports Psychology curriculum provides coursework and practical experience designed to prepare the clinician to treat the

special and often times serious problems faced by athletes. The coursework will furnish the clinician with the foundation to function effectively in a sports setting. Students will have the opportunity to work with athletes in a variety of practicum settings through Nova University's Sport Psychology Clinic, a community-based program that offers sport psychological services to athletes of all levels of ability. This supervised clinical work will enable students to gain practical experience to augment their academic training. In addition, students will have the opportunity to participate in meaningful applied sport psychological research. Areas of particular interest to the program include the study of slumps and momentum in sports, the use of hypnosis and mental imagery to enhance athletic performance, and the prevention and treatment of eating disorders and substance abuse in sports.

School Phobia Program. The School Phobia Program of Nova University, located at the Coral Springs Clinic, offers assessment and treatment services to school aged children (5-18 years) who suffer from school phobia. The primary treatment strategy utilized at the clinic consists of behavior therapy, which teaches the child to gradually confront feared and avoided situations. Complete return to school, using this treatment approach, usually is achieved within three months. Pharmacological intervention, as an adjunct to behavioral treatment, also is offered when

indicated. Students can participate in both clinical service delivery (through practicum placement) and research.

Post-Doctoral Institute. The Post-Doctoral Institute for Psychoanalysis and Psychotherapy is designed to enhance an understanding of psychoanalysis and psychoanalytic psychotherapies for members of the professions of psychology, psychiatry, and psychiatric social work. As a result of the collegial relationship with the Post-Graduate Center for Mental Health (New York City) there is opportunity for the exchange of faculty and supervisory personnel. Special continuing education workshops are also offered to the professions.

Mailman Family Center. The Mailman Family Center is a community resource located in its own building on the campus of Nova University. The Family Center draws on the expertise of the School of Psychology, the School Center, and the Center for the Advancement of Education. The Family Center provides a network of programs and resources aimed at strengthening the family and fostering the health and development of children.

The Family Center includes psychological, developmental, and psycho-educational services. The focus of treatment services is on children and their family units. Up to six practicum students are placed at the Center each semester.

SCHOOL OF PSYCHOLOGY - FACULTY PROFESSIONAL INTERESTS
1989-1990

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 brain-injured; insomnia; drug addiction; bulimia; behavior therapy.

David F. Barone, Ph.D., University of California, Santa Barbara. Associate Professor. History and theory of psychology; personal and social resources in coping with stress; self-evaluation, self-deception, and motivation; assessment strategies and validation; organizational selection and stress evaluation, especially in law enforcement and management.

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

Brian Campbell, Ph.D., University of St. Andrews, Scotland, Associate Professor. Lifespan developmental disabilities, mental retardation and other handicapping conditions; applied behavior analysis, behavior problems of children and adults; communication, speech and language development and pathology--remediation by means of prosthetic devices; psychological approaches to childbirth education.

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

Dorothy K. Dionne, Psy.D., Florida Institute of Technology, Assistant Professor (Coordinator, Family Violence Program). Domestic violence, treatment approaches to Post-Traumatic Stress Disorder, cognitive-behavioral treatment approaches to depression and anxiety, psychological assessment of adults and children, individual psychotherapy.

William Dorfman, Ph.D., Ohio State University, Associate Professor. Counseling psychology; community mental health; forensic psychology; psychodiagnosis; short-term approaches to psychotherapy and crisis intervention.

Mary Ann Dutton-Douglas, Ph.D., University of Utah, Associate Professor. Family violence including assessment and intervention with spouse abuse and sexual assault victims, forensic evaluation and expert witness testimony on behalf of battered women, rape trauma victims, and child sexual abuse victims; sexual exploitation of clients by psychotherapists; behavioral assessment; marital and family assessment and intervention.

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

Jan Faust-Campanile, Ph.D., University of Georgia, Assistant Professor. Pediatric and child-clinical psychology. Childhood adjustment to chronic diseases (e.g. Turners Syndrome and cancer), psychosomatic disorders, eating disorders, preparation of children for invasive medical procedures and child abuse.

Ellen Girden, Ph.D., Northwestern University, Professor. Experimental psychology; statistics, research design, learning, history, psychological aspects of diabetes.

Steven N. Gold, Ph.D., Michigan State University, Associate Professor. Personality theory; psychological assessment; psychopathology; interpersonal, family, systems approaches to psychotherapy; moral and ego development; adolescent and adult development; adolescent sex offenders; alcohol and substance abuse.

Michael Hershorn, Ph.D., Syracuse University, Assistant Professor. Individual, marital, group psychotherapy supervision and training; police psychology; family violence and anger control workshops; alcohol and substance abuse.

Philinda Hutchings, Ph.D., Kansas University, Assistant Professor. Sexual assault and Post-Traumatic Stress Disorder, depression, major and chronic psychiatric disorders, psychodiagnostic assessment, individual and group psychotherapy.

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

Alan D. Katell, Ph.D., West Virginia University, Associate Professor. Childhood and adult obesity, including a focus on eating and exercise behaviors; psychological and environmental influences on job stress; psychological factors in cardiac rehabilitation; exercise promotion and maintenance; health risk factor assessment and reduction; coping with handicaps; behavioral medicine.

Alan J. Kent, Ph.D., DePaul University, Assistant Professor. Crisis intervention and short term therapy, community mental health, impact of divorce on Children and families, ethics in psychotherapy.

Grant Aram Killian, Ph.D., University of Chicago, Associate Professor. Psychological testing; group therapy; hypnosis; family therapy; psychodynamic psychotherapy, individual therapy; forensic evaluation and expert witness; biofeedback.

Cynthia Last, Ph.D., SUNY-Albany. Associate Professor. Anxiety disorders, child psychopathology, DSM diagnosis, behavior therapy.

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

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

Bady Quintar, Ph.D., ABPP, University of Kentucky, Professor. Projective techniques, psychoanalytic psychotherapy, ego psychology, post-doctoral training.

Leo J. Reyna, Ph.D., University of Iowa, Professor. 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.

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

Barry A. Schneider, Ph.D., Columbia University, Associate Professor. Psychodiagnosis and personality evaluation; individual psychotherapy; childhood psychoses, gerontology, borderline personality phenomena; medical psychotherapy.

Marilyn M. Segal, Ph.D., Nova University, Professor. Developmental evaluation; social interaction in toddler and preschool children; pretend play; early handicapping conditions; parenting styles; abused and neglected children, different parental responses to their handicapped child; play therapy; correlates of leadership skills in preschool children.

A. Eugene Shapiro, Ph.D., ABPP, New York University, Professor. Analytic psychotherapy; psychological aspects of lowback pain; health services delivery systems; third party reimbursement for mental health services.

Jim Taylor, Ph.D., University of Colorado, Assistant Professor. Psychology of sport, health, and exercise; mental training for performance enhancement, psychological predictors of performance, self-efficacy and attributional styles in sports performance, slumps and momentum in sports, professional issues in sport psychology.

CENTER AND SCHOOL ADMINISTRATORS

Frank A. DePiano	Dean and Director of School of Psychology
A. E. Shapiro	Associate Dean School of Psychology
Bernard Eingold	Director of Academic Affairs
Mary Ann Dutton-Douglas	Director of Clinical Training Director, Family Violence Program
David Barone	Director, Maltz Institute
Harold Lindner	Director, Postdoctoral Institute
Karen Grosby	Assistant Dean
William Dorfman	Director of Community Affairs
Len Roth	Director, Geriatric Institute
Alan Kent	Site Director-Lauderhill
Michael Hershorn	Site Director-Coral Springs
Philinda Hutchings	Site Director-Davie
Raysa Andrade	Assistant to the Dean

Information Regarding Applicants and Entering Class 1989-1990

	Ph.D.	Psy.D.
Total number of applications	173	241
Total number of offers	53	88
Total number of accepts	24 (45%)	41 (47%)
Percentage of total applicants entering 1987 class	14%	17%
GRE mean scores:		
Verbal	562	550
Quantitative	579	552
Combined	1141	1102
Analytic	570	548
Psychology	595	579
Bachelor's mean GPA	3.4	3.4
Percentage of students entering with a Master's degrees	13%	17%
Average age	26.0	26.9
Gender: Male	10 (42%)	14 (34%)
Female	14 (58%)	27 (66%)
Ethnic status:		
White	18 (75%)	36 (88%)
Black	1 (4%)	0 (2%)
Hispanic	4 (17%)	5 (12%)
Asian	1 (4%)	0 (2%)

NOVA UNIVERSITY SCHOOL OF PSYCHOLOGY1989 INCOMING STUDENTSPh.D.

Airey, Mary Jo.....Fairleigh Dickenson University
 Amador, Daisy.....University of Miami
 Arguelles, Soledad.....F. I. U.
 Azrin, Richard.....University of Miami
 Bramson, Jennifer.....Colgate University
 Calianga, Faustino.....University of the Philippines
 Davis, Kevin.....Brigham Young University
 Donohue, Bradley.....University of Kansas
 Edwards, Oliver.....F. I. U.
 Eisenstein, Esther.....Teachers College
 Halle, Paulin.....Coker College
 Hernandez, Luz.....F. I. U.
 Herrmann, Eugene.....University of Connecticut
 Hochnecker, Laura.....Ohio University
 Kenny, Maureen.....Rutgers College
 Kole, Susan.....University of Texas
 Krasnovsky, Therese.....University of Colorado
 Kuchinsky, Brenda.....Lesley College
 Linehan, Dave.....Nova University
 Richman, Harvey.....Florida Atlantic University
 Werner, Alisa.....George Washington University
 Zajac, Joseph.....Bloomsburg University

Psy.D.

Arguelles, Trinidad.....F. I. U.
 Barber, Stephen.....Sangamon S. U.
 Bertsch, Dean.....California State University
 Cantor, David.....East Tennessee State University
 Chudnofsky, Faith.....Emory University
 Cohen, Mark.....Ohio State University
 Darrow, Evelyn.....Nova University
 Demick, Andrew.....SUNY-Oswego
 Ferguson, Robert.....Ball State University
 Fuls, Susan.....Adelphi University
 Galeote, Ilma.....R. I. U.
 Gallaway, Jody.....Carroll College
 Gersing, Wendy.....F. I. U.
 Gonzalez, Erena.....University of Miami
 Green, Andrea.....Florida Atlantic University
 Grunt, Deborah.....Ithaca College
 Hill, Roy.....University of Arizona
 Hynan, Ronda.....F. I. U.
 Johnston, Paula.....University of South Florida
 Kelly, Kevin.....George Mason University

King, Christopher.....CBN University
Krinski, Cecile.....University of New Mexico
Lange-Benedict, Sandra.....Nova University
Leary, Maureen.....Virginia Polytech. & State
University
Levin, Barbara.....Boston University
Martinez, Ana.....Nova University
Millsaps, Cheryl.....Florida Atlantic University
Pico, Daima.....F. I. U.
Pitzer, Delwin.....Huntingdon College
Rubinstein, Francine.....University of Florida
Saint-Laurent, Roger.....Antioch University
Seckler, Philip.....Hofstra University
Seibold, Tiffany.....Stetson University
Steward, Diane.....Barry University
Thomas, Janie.....California State University
Thomas, William.....David Lipscomb University
Toms, Mary.....Christopher Newport College

1989-90 INTERNS

Adams, Carol	Mental Health Services of Osceola County Kissimmee, FL	
Austin, Ray	Children's Medical Center Tulsa, OK	APA
Bankier, Karen	U. of Miami/Jackson Memorial Hospital Miami, FL	APA
Berman, Steve	Metro-Dade County Dept. of Youth and Family Development Miami, FL	
Berry-Sawyer, Kim	University of Virginia Medical School Charlottesville, VA	APA
Bloos, Melinda	Southern Illinois University Counseling Center Carbondale, IL	APA
Blommestyn, Ellen	VA Medical Center Washington, DC	APA
Borack, Michael	Beaverbrook Guidance Center Boston, MA	APA
Boscoe, Jeff	Hall-Brooke Hospital Westport, CT	APA
Cambias, Ron	Children's Psychiatric Center Miami, FL	APA
Cimino, Joseph	VA Medical Center West Haven, CT	APA
Cohen, Jonathan	Judge Baker Children's Center Boston, MA	APA
Cole, LaVern	University of Rochester Medical School Rochester, NY	APA
Davies, Donna	Northwest Dade CMHC Hialeah, FL	APA

Doncaster, Joy	VA Medical Center Togus, ME	APA
Eckerd, Kathy	Wichita Collaborative Clinical Psychology Internship Wichita, KS	APA
Ellery, Janice	North Miami CMHC Miami, FL	
Ellis, Ron	U. of Miami/Jackson Memorial Hospital Miami, FL	APA
Franco, Missy	U. of Miami/Jackson Memorial Hospital Miami, FL	APA
Gardner, Mary	Pederson-Krag Center Huntington Station, NY	APA
Gobbert, Patricia	Fairfield Hills Hospital Fairfield, CT	APA
Hayes, Christine	University of Kentucky Medical School Lexington, KY	APA
Hess, David	Wilford Hall USAF Medical Center San Antonio, TX	APA
Kaikobad, Jim	NYU-Rusk Institute of Rehabilitation Medicine New York, NY	APA
Keenan, Peggy	Forty-fifth Street MHC West Palm Beach, FL	
Levy, Jill	James A. Haley VA Hospital Tampa, FL	APA
Lougachi, Bobbi	VA Medical Center Miami, FL	APA
Luce, Kerry	U. of Miami/Jackson Memorial Hospital Miami, FL	APA
Mavrides, Russ	NYU-Rusk Institute of Rehabilitation Medicine New York, NY	APA

McCullough, Don	U. of Miami/Jackson Memorial Hospital Miami, FL	APA
Mirhoseini, Laura	Topeka State Hospital Topeka, KS	APA
Murphy, Paulette	Erie County Medical Center Buffalo, NY	APA
Nacarato, Kim	Nova University CMHC Coral Springs, FL	APA
Nathans, Andrea	Mt. Sinai Hospital Hartford, CT	APA
Nadler, Jodi	Yale University School of Medicine New Haven, CT	APA
O'Connor, David	Nova University CMHC Coral Springs, FL	APA
O'Donnell, James	Crownsville State Hospital Crownsville, MD	APA
Peterson, Nancy	VA Medical Center Boston, MA	APA
Phipps, Patrick	Atascadero State Hospital Atascadero, CA	APA
Porges, Carlos	Boston City Hospital Boston, MA	APA
Puentes, Gisela	U. of Miami/Jackson Memorial Hospital Miami, FL	APA
Pruitt, Karen	Massachusetts General Hospital (Harvard Medical School) Boston, MA	APA
Rathjens, Mike	U. of Miami/Jackson Memorial Hospital Miami, FL	APA
Rosal, Milagros	Massachusetts General Hospital (Harvard Medical School) Boston, MA	APA

Roys, Lynda	U. of Miami/Jackson Memorial Hospital Miami, FL	APA
Schulze, Karen	University of Pittsburgh Counseling Center Pittsburgh, PA	APA
Schumer, Jeff	Elmcrest Psychiatric Institute Portland, CT	APA
Schwartz, Marti	U. of Miami/Jackson Memorial Hospital Miami, FL	APA
Silverman, Cynthia	Children's Psychiatric Center Miami, FL	APA
Stewart, Richard	Children's Psychiatric Center Miami, FL	APA
Strauss, Rada	Northwest Dade CMHC Hialeah, FL	APA
Trenchel, Walter	U. of Miami/Jackson Memorial Hospital Miami, FL	APA
Vasquez-Gil, Margarita	U. of Miami/Jackson Memorial Hospital Miami, FL	APA
Womack, Ellen	North Miami CMHC Miami, FL	
Wood, Betty	VA Medical Center Bay Pines, FL	APA

NOVA UNIVERSITY SCHOOL OF PSYCHOLOGYFALL 1989 - ADVISEES AND ADVISORSKEY

-----PSY.D. STUDENT
*-----PH.D. STUDENT
**-----ADP STUDENT
(N--)------NEW STUDENT
(C--)------CURRENT STUDENT
(I--)------INTERNSHIP
(DC)------DISSERTATION CHAIR
(BI--)------BEYOND INTERNSHIP
(--)------YEAR OF ENTRY INTO PROGRAM

Students on Internship listed in bold.

NOVA UNIVERSITY SCHOOL OF PSYCHOLOGY
FALL 1989 - ADVISEES

*ABERCROMBIE, SHERI----- (C88)--DR. BARONE
 ABRUDESCU, MICHELE----- (C85)--DR. BURNS
 ADAMS, CAROL----- (I84)--DR. DOUGLAS----- (DC:DOUGLAS)
 *AGUDELO, JUAN ----- (C86)--DR. EINGOLD
 AHARONSON, HAIME----- (C88)--DR. FAUST
 *AIREY, MARY JO----- (N89)--DR. MORAGNE
 ALEXANDER, KENNETH----- (BI82)--DR. QUINTAR----- (DC:GOLD)
 ALEXANDER, WILLIE----- (C88)--DR. EINGOLD
 ALVAREZ, MARY----- (C87)--DR. KILLIAN
 *AMADOR, DAISY----- (N89)--DR. LAST
 *AMMON, KARIN----- (C87)--DR. AZRIN
 *ANFINSON, ALLAN----- (BI82)--DR. CAMPBELL----- (DC:SEGAL)
 *APOTHEKER, JEFFREY----- (BI83)--DR. KATELL----- (DC:KATELL)
 AQUILA, MICHAEL----- (BI82)--DR. KILLIAN----- (DC:)
 ARAUJO, CLOVIS----- (C86)--DR. SHAPIRO
 *ARGUELLES, SOLEDAD----- (N89)--DR. DORFMAN
 ARGUELLES, TRINIDAD----- (N89)--DR. GIRDEN
 ARONOFF, MICHAEL----- (C85)--DR. KILLIAN----- (DC:GOLD)
 AUERBACH, NAOMI----- (C88)--DR. MITTENBERG
 AUSTIN, RAYMOND----- (I84)--DR. EINGOLD
 *AZRIN, RICHARD----- (N89)--DR. MORAGNE

BAEHR, SHERRI----- (C86)--DR. GIRDEN
 BAKER, MARTHA----- (C85)--DR. FAUST
 *BAKER, THOMAS----- (C85)--DR. TAYLOR
 BAKWIN, CAROL----- (C87)--DR. AZRIN
 *BANKIER, KAREN----- (I85)--DR. DOUGLAS----- (DC:TAYLOR)
 BARASH, ROBERT----- (C87)--DR. AZRIN
 BARBATO, BEVERLY----- (C86)--DR. QUINTAR
 BARBER, STEPHEN----- (N89)--DR. MORAGNE
 BAT-AMI, MAYA----- (BI82)--DR. DOUGLAS----- (DC:KATELL)
 BEALE, BOBBIE----- (C86)--DR. CAMPBELL
 BERKLEY ROSE, ELIZABETH----- (C87)--DR. EINGOLD
 BERLIN, LINDA----- (C86)--DR. GOLD
 BERMAN, FRANCES----- (C85)--DR. GIRDEN
 BERMAN, STEVEN----- (I83)--DR. GIRDEN----- (DC:GIRDEN)
 *BERRY-SAWYER, KIMBERLEE----- (I84)--DR. SCHNEIDER----- (DC:SCHNEIDER)
 BERTSCH, DEAN----- (N89)--DR. KILLIAN
 BLAIS, MARK----- (BI84)--DR. GOLD----- (DC:QUINTAR)
 BLISS, CHARLES----- (C86)--DR. DOUGLAS
 *BLOOS, MELINDA----- (I84)--DR. KATELL----- (KATELL)
 BODIE, LINDA----- (BI84)--DR. EINGOLD----- (DC:JOHNSON)
 BOLTSON, DAVID----- (BI84)--DR. KABACOFF----- (DC:JOHNSON)
 BORACK, MICHAEL----- (I85)--DR. REYNA----- (DC:DOUGLAS)
 BOSCOE, JEFFREY----- (I83)--DR. KABACOFF----- (DC:MORAGNE)
 BOURG, SHERRIE----- (C88)--DR. DEPIANO
 *BOXLEY, ROBERT----- (C86)--DR. AZRIN----- (DC:)
 *BRAMSON, JENNIFER----- (N89)--DR. DEPIANO

BRATCHER, JEAN----- (I85) --DR. BARONE----- (DC:KATELL)
 ***BUNCE, ANDREW**----- (C87) --DR. AZRIN
 ***BURSTEIN, LAWRENCE**----- (I82) --DR. KATELL----- (DC:DOUGLAS)
 ***BURTON, DONALD**----- (C87) --DR. KABACOFF
BYRNES, ROBERT----- (C86) --DR. SHAPIRO

 ***CALIANGA, FAUSTINO**----- (N89) --DR. DOUGLAS
CAMBIAS, RONALD----- (I85) --DR. BARONE----- (DC:KILLIAN)
CANTOR, DAVID----- (N89) --DR. MORAGNE
 ***CARBONE, PAMELA**----- (C88) --DR. MITTENBERG
CARELLA, JOSEPH----- (C88) --DR. TAYLOR
CARY, MEREDITH----- (BI82) --DR. QUINTAR----- (DC:SHAPIRO)
CASS, JEFFREY----- (C86) --DR. DOUGLAS----- (DC:)
 ***CENTRONE, MARY**----- (C87) --DR. AZRIN
 ***CHEHEBAR, JACQUELINE**----- (C85) --DR. KATELL
CHIERT, TEVIA----- (C87) --DR. BARONE
 ***CHRESTMAN, KELLY**----- (C87) --DR. AZRIN
CHUDNOVSKY, FAITH----- (N89) --DR. FAUST
CIMINO, JOSEPH----- (I85) --DR. BURNS----- (DC:DOUGLAS)
CLARK, SHEREE----- (BI85) --DR. KABACOFF----- (DC:DEPIANO)
CLINEFELTER, LYNDA----- (C85) --DR. CAMPBELL
COHEN, DEVON----- (C88) --DR. AZRIN
COHEN, JONATHAN----- (I84) --DR. FAUST----- (DC:GOLD)
COHEN, MARK----- (N89) --DR. MORAGNE
 ***COLANTUONO, AVA**----- (BI81) --DR. KATELL----- (DC:DOUGLAS)
COLE, BRANDLEY----- (BI83) --DR. BURNS----- (DC:JOHNSON)
COLE, LAVERNE----- (I85) --DR. MITTENBERG--- (DC:FAUST)
CONBOY, CATHY----- (BI84) --DR. SHAPIRO----- (DC:CHERRY)
 ***CONNELLY, MARY**----- (BI84) --DR. AZRIN----- (DC:SCHNEIDER)
 ***COOKE, RANDY**----- (C86) --DR. REYNA----- (DC:)
CORDARY, PATRICIA----- (C86) --DR. GOLD
COZZA, TERESA----- (C87) --DR. BARONE
CUSHMAN, WILLIAM----- (C87) --DR. GOLD

 ***D'ATTILIO, JOHN**----- (C87) --DR. KABACOFF
DARNELL, GERALD----- (BI84) --DR. BARONE----- (DC:KILLIAN)
DARROW, EVELYN----- (N89) --DR. REYNA
 ***DASTON, ANTHONY**----- (BI82) --DR. DOUGLAS----- (DC:DOUGLAS)
DAVENPORT, DEEANN----- (C88) --DR. TAYLOR
DAVIES, DONNA----- (I83) --DR. EINGOLD----- (DC:FAUST)
 ***DAVIS, KEVIN**----- (N89) --DR. DORFMAN
 ***DAVIS, RICHARD**----- (BI81) --DR. DOUGLAS----- (DC:DEPIANO)
DAWES, ROBERT----- (BI83) --DR. GOLD----- (DC:SHAPIRO)
DAWSON, BRUCE----- (C87) --DR. BARONE
DECKELBAUM, KIM----- (C88) --DR. MITTENBERG
 ***DEL GARDO, GINA**----- (C86) --DR. DEPIANO
DEL RIO, CECILIA----- (C87) --DR. BARONE
DEL RIO, CHRIS----- (BI83) --DR. KILLIAN
DEMICK, ANDREW----- (N89) --DR. TAYLOR
DEMING, ADAM----- (C87) --DR. KABACOFF
DEMSKY, YVONNE----- (C87) --DR. KABACOFF
 ***DESANTIS, MARK**----- (C88) --DR. TAYLOR

DESANTO, GIRARDA----- (I85)--DR. REYNA----- (DC:)
*DONCASTER, JOYCE----- (I85)--DR. EINGOLD----- (DC:DOUGLAS)
*DONNELL, SUSAN----- (BI83)-DR. AZRIN----- (DC:DOUGLAS)
*DONOHUE, BRADLEY----- (N89)--DR. MORAGNE
DOSTILLIO, LEONARD----- (C87)--DR. KILLIAN
*DSURNEY, JOHN----- (BI84)-DR. TAYLOR----- (DC:QUINTAR)
*DUFFEE, SHAWN----- (BI83)-DR. CAMPBELL----- (DC:BASCUAS)

*ECHTERLING, JANE----- (C88)--DR. BARONE
*ECKERD, KATHRYN----- (I80)--DR. DOUGLAS----- (DC:SEGAL)
EDNEY, STEVEN----- (C85)--DR. GIRDEN
*EDWARDS, OLIVER----- (N89)--DR. MORAGNE
*EICKHOFF, CHRISTY----- (C87)--DR. CAMPBELL
*EISENSTEIN, ESTHER----- (N89)--DR. BURNS
ELLERY, JANICE----- (I85)--DR. KILLIAN----- (DC:SHAPIRO)
ELLIS, RONALD----- (I85)--DR. KILLIAN----- (DC:)
ENGBRETSON-LARASH, KAREN----- (C88)--DR. AZRIN

FERERE, HARRY----- (C87)--DR. REYNA
FERGUSON, PATRICIA----- (C86)--DR. KATELL
FERGUSON, ROBERT----- (N89)--DR. MORAGNE
FISCHLER, ANITA----- (BI82)-DR. KILLIAN----- (DC:SEGAL)
*FOLEY, DENNIS----- (C88)--DR. DEPIANO
FORGIONE, DIANE----- (C87)--DR. EINGOLD
FORNARI, LANA----- (BI81)-DR. FAUST----- (DC:DOUGLAS)
FRANCO, MARGARITA----- (I85)--DR. QUINTAR
*FREEMAN, MARIANNE----- (C87)--DR. GOLD
FRELL, PATRICIA----- (C84)--DR. CAMPBELL----- (DC:)
FRIEDMAN, GARY----- (C88)--DR. BARONE
FULS, SUSAN----- (N89)--DR. MORAGNE

*GAGE, RANDY----- (C86)--DR. CAMPBELL----- (DC:)
GALEOTE, ILMA----- (N89)--DR. TAYLOR
GALLAWAY, JODY----- (N89)--DR. MORAGNE
*GARDNER, MARY----- (I86)--DR. EINGOLD----- (DC:QUINTAR)
GATES, PATRICIA----- (C88)--DR. EINGOLD
*GARLEWSKI, THADDEUS----- (BI85)-DR. QUINTAR----- (DC:CADDY)
GELLMAN, DONNA----- (C86)--DR. KATELL
GELPI, HAYDEE----- (C88)--DR. CAMPBELL
GERSING, WENDY----- (N89)--DR. LAST
*GERSON, ARLENE----- (C86)--DR. GIRDEN
GHELBENDORF, MICHELLE----- (C88)--DR. GIRDEN
GIROLAMINI, MARCELLE----- (C88)--DR. MITTENBERG
GLASS, VINCENT----- (C88)--DR. GOLD
GLATZ, SUSAN----- (C88)--DR. BURNS
*GOBBERT, PATRICIA----- (I84)--DR. FAUST----- (DC:CHERRY)
GOLDBAUM, JO-ANNE----- (C87)--DR. CAMPBELL
GOMEZ, GABRIELLA----- (BI81)-DR. MITTENBERG--- (DC:SCHNEIDER)
GONZALEZ, ERENA----- (N89)--DR. LAST

GORDON, DANA----- (C86)--DR. KILLIAN
*GRAN, JEFFREY----- (C84)--DR. SCHNEIDER
GRANT, GORDON----- (C86)--DR. REYNA
GREEN, ANDREA----- (N89)--DR. DORFMAN
GREEN, JOSEPH----- (BI83)--DR. FAUST----- (DC:CAMPBELL)
GROBMAN, SETH----- (C87)--DR. CAMPBELL
*GROSS, CYNTHIA----- (BI82)--DR. REYNA----- (DC:KATELL)
*GROSSMAN, JAFFRIE----- (C88)--DR. GOLD
GRUNT, DEBORAH----- (N89)--DR. BURNS
GRUS, CATHERINE----- (C87)--DR. CAMPBELL
*GURNICK, WAYNE----- (C86)--DR. DOUGLAS----- (DC:FLYNN)

*HALLE, PAULIN----- (N89)--DR. CAMPBELL
HARNESS, DONITA----- (C85)--DR. QUINTAR----- (DC:QUINTAR)
HART, DWIGHT----- (C85)--DR. QUINTAR
HASS, GISELLE----- (C86)--DR. QUINTAR----- (DC:)
HAYES, CHRISTINA----- (I85)--DR. CAMPBELL----- (DC:FAUST)
HEIMLER, HEIDI----- (C88)--DR. BARONE
HENDLER, CELIA----- (C86)--DR. SCHNEIDER
*HERNANDEZ, LUZ----- (N89)--DR. MORAGNE
*HERRMANN, EUGENE----- (N89)--DR. DOUGLAS
*HESS, DAVID----- (I85)--DR. SHAPIRO----- (DC:DEPIANO)
HILL, ROY----- (N89)--DR. DORFMANL
HIRSCH, KATHY----- (C88)--DR. SCHNEIDER
*HOHNECKER, LAURA----- (N89)--DR. EINGOLD
HOLLANDER, MICHELE----- (C86)--DR. FAUST----- (DC:SEGAL)
HYMAN, RONDA----- (N89)--DR. FAUST
HYNES, JANICE----- (C86)--DR. SHAPIRO

*JAMES, JIMI----- (C85)--DR. DOUGLAS----- (DC:DEPIANO)
JANSON, PATRICIA----- (C86)--DR. SHAPIRO----- (DC:)
**JEFFERS, ROBERT----- (BI83)--DR. CAMPBELL----- (DC:SEGAL)
JOHNSON, FREDERICK----- (BI83)--DR. CAMPBELL----- (DC:QUINTAR)
*JOHNSON, STEPHEN----- (BI81)--DR. CAMPBELL----- (DC:DEPIANO)
JOHNSTON, PAULA----- (N89)--DR. MORAGNE

KAIKOBAD, JAMES----- (I84)--DR. EINGOLD----- (DC:KILLIAN)
KAY, JANET----- (C85)--DR. FAUST
*KEBRDLE, PAMELA----- (BI81)--DR. REYNA----- (DC:REYNA)
KEENAN, MARGARET----- (I84)--DR. GIRDEN----- (DC:MITTENBERG)
KELLY, KEVIN----- (N89)--DR. KATELL
*KENNY, MAUREEN----- (N89)--DR. FAUST
KERLEY, JAMES----- (C85)--DR. QUINTAR
KEWLEY, KAREN----- (C87)--DR. KABACOFF
KING, CHRISTOPHER----- (N89)--DR. KILLIAN
KNECHT, CHARLES----- (C86)--DR. SHAPIRO----- (DC:)
KNEE, KATHLEEN----- (BI84)--DR. GOLD----- (DC:MITTENBERG)

*KOLE, SUSAN----- (N89)--DR. DORFMAN
 KOTCH, AVA BERMAN----- (BI82)--DR. GIRDEN----- (DC:GIRDEN)
 KOVAL GRABARNICK, CARYN----- (C86)--DR. GIRDEN
 *KRASNOVSKY, THERESE----- (N89)--DR. FAUST
 KRAUT, JAMES----- (C84)--DR. MITTENBERG--- (DC:)
 KRINSKI, CECILE----- (N89)--DR. DORFMAN
 KROPEWNICKI, CAROL ----- (C88)--DR. MITTENBERG
 *KUCHINSKY, BRENDA----- (N89)--DR. KATELL

 LAGOMASINO, ANDREW----- (C88)--DR. SCHNEIDER
 LANGE-BENEDICT, SANDRA----- (N89)--DR. REYNA
 *LAPINSKI, KEVIN----- (C87)--DR. GOLD
 *LAPOINTE, LORA ----- (BI81)--DR. GOLD----- (DC:DEPIANO)
 LARSEN, BONNY----- (C87)--DR. MITTENBERG
 LATHROP, HELEN----- (C86)--DR. KILLIAN
 **LARIVIERE, CYNTHIA----- (BI83)--DR. CAMPBELL----- (DC:CAMPBELL)
 *LAWRENCE, SANDRA----- (C88)--DR. MITTENBERG
 LAYNE, JACQUE----- (C85)--DR. GIRDEN
 LEARY, MAUREEN----- (N89)--DR. REYNA
 *LEDET, SUZANNE----- (C87)--DR. GOLD
 LEE, JO ANN----- (C87)--DR. DEPIANO
 *LEE, ROGER----- (C87)--DR. GOLD
 *LEIBOVITCH, GISELE----- (C86)--DR. SCHNEIDER---- (DC:)
 LEIVA, MIREN----- (C88)--DR. REYNA
 LE, PHI-LOAN----- (C86)--DR. BARONE----- (DC:)
 LEVENBERG, HEATHER----- (C87)--DR. DEPIANO
 LEVENSON, JANET----- (C88)--DR. FAUST
 *LEVY, JILL----- (I84)--DR. BARONE----- (DC:BARONE)
 LEVIN, BARBARA----- (N89)--DR. DORFMAN
 LEVINE, LAURENCE----- (C84)--DR. KABACOFF----- (DC:KILLIAN)
 LEVY, ERIK----- (C87)--DR. GIRDEN
 LEWIS, KATHRYN----- (C83)--DR. GIRDEN----- (DC:)
 LINDEMAN, JEFF----- (BI82)--DR. MITTENBERG--- (DC:JOHNSON)
 *LINEHAN, DAVID----- (N89)--DR. MITTENBERG
 *LLOBERA, RAQUEL----- (C87)--DR. KABACOFF
 LOUGACHI, BERYL----- (I84)--DR. GIRDEN----- (DC:JOHNSON)
 LUBOLD, PIERRE----- (C87)--DR. GOLD
 *LUCE, KERRY----- (I84)--DR. DEPIANO----- (DC:BARONE)
 LUDEKE, LINDA----- (C88)--DR. FAUST
 LYNCH, MAUREEN----- (C86)--DR. DEPIANO

 MADY, JAMES----- (C86)--DR. DEPIANO
 MALLOY, MAURA----- (C86)--DR. DEPIANO
 MARCUS, JANE----- (BI84)--DR. FAUST----- (DC:QUINTAR)
 MARCUS, PETER----- (C87)--DR. GOLD
 *MARSTON, DANIEL----- (C87)--DR. KATELL
 MARTINEZ, ANA----- (N89)--DR. SCHNEIDER
 MARTINO, NICHOLAS----- (C87)--DR. GOLD
 MATTEI, MICHAEL----- (C86)--DR. DEPIANO
 *MAVRIDES, LOUIS----- (I85)--DR. MITTENBERG--- (DC:DEPIANO)
 MAZ, KATHRYN----- (C87)--DR. GOLD
 MCCUE, ROBERT----- (C88)--DR. AZRIN

*MCCULLOCH, DONALD----- (I84)--DR. KATELL----- (DC:BARONE)
MCDONOUGH, DEBORAH----- (C86)--DR. DEPIANO
*MCFARLAND, SAMUEL----- (C88)--DR. BURNS
MCGRATH, MARY ANN----- (BI85)-DR. REYNA----- (DC:JOHNSON)
MCGUFF, RUSSELL----- (C88)--DR. BARONE
MCPAHAN, SUSAN----- (C86)--DR. DOUGLAS
*MCPAHON, PAUL----- (C86)--DR. KATELL
MEECH, JEFFREY----- (C87)--DR. BURNS
MERENFELD, PAMELA----- (C86)--DR. EINGOLD
MILLSAPS, CHERYL----- (N89)--DR. DORFMAN
MILLS, DARRELL----- (C86)--DR. EINGOLD
MIRHOSIENI, LAURA----- (I84)--DR. SCHNEIDER---- (DC:CHERRY)
MITCHELL, LAURA----- (C86)--DR. EINGOLD
*MULLIGAN, LAURA----- (C86)--DR. DEPIANO
MURPHY, PAULETTE----- (I85)--DR. SHAPIRO

NACARATO, KIMBERLY----- (I85)--DR. DEPIANO----- (DC:DEPIANO)
NADELL, JAMES----- (BI84)-DR. GOLD----- (DC:JOHNSON)
*NADLER, JODIE----- (I84)--DR. CAMPBELL----- (DC:DEPIANO)
NATHANS, ANDREA----- (I86)--DR. GOLD----- (DC:JOHNSON)
NEAL, LINDA----- (C86)--DR. QUINTAR
NEIL, JOHN----- (BI83)-DR. KILLIAN----- (DC:JOHNSON)
NEUMANN, GLORIA----- (BI83)-DR. KILLIAN----- (DC:FLYNN)

*O'BERRY, ANA----- (C87)--DR. KATELL
O'BRIEN, STEVEN----- (C87)--DR. BURNS
O'CONNELL, PATRICK----- (BI82)-DR. SCHNEIDER---- (DC:JOHNSON)
*O'CONNER, DAVID----- (I85)--DR. QUINTAR----- (DC:CAMPBELL)
O'DONNELL, JAMES----- (I84)--DR. SCHNEIDER---- (DC:JOHNSON)
*OLIVER, JOHN----- (C88)--DR. SHAPIRO
ORFUSS, MARILYN----- (BI81)-DR. AZRIN----- (DC:KATELL)

PANELLAS, JACQUELINE----- (C87)--DR. MITTENBERG
*PENSA, ROBERT----- (C87)--DR. KATELL
PERA, STEVEN----- (C85)--DR. TAYLOR
*PERRIN, SEAN----- (C86)--DR. DOUGLAS
*PETERSON, NANCY----- (I84)--DR. REYNA----- (DC:BARONE)
*PETRICK, JAMES----- (C85)--DR. AZRIN
PHILLIPS, RICHARD----- (C87)--DR. MITTENBERG
PHIPPS, PATRICK----- (I84)--DR. KILLIAN----- (DC:JOHNSON)
PICO, DAIMA----- (N89)--DR. LAST
PINE, SHERWOOD----- (C87)--DR. KABACOFF
PITZER, DELWIN----- (N89)--DR. DORFMAN
PORGES, CARLOS----- (I85)--DR. QUINTAR
PRESSMAN, DAVID----- (C86)--DR. SHAPIRO
*PRUITT, KAREN----- (I84)--DR. REYNA----- (DC:SCHNEIDER)
PUENTES, GISELA----- (I84)--DR. GIRDEN

QUINN, JACQUELINE----- (C88)--DR. TAYLOR

*RACKLEY, SANDRA------(BI81)--DR. REYNA------(DC:DOUGLAS)
 RAGUSA, CHRISTOPHER------(C87)--DR. GOLD
 *RAICHE, RICHARD------(C87)--DR. KABACOFF
 RATHJENS, MICHAEL------(I86)--DR. GIRDEN------(DC:GIRDEN)
 RAZ, SHERRY------(C84)--DR. KABACOFF------(DC:CAMPBELL)
 REBACK, LELAND------(C84)--DR. KILLIAN
 REDLER, VICKI------(C87)--DR. KILLIAN
 REED, NORMA------(C83)--DR. GIRDEN------(DC:DOUGLAS)
 *RELLA, ROBERT------(C85)--DR. KATELL------(DC:REYNA)
 RENO, ANGELA------(C88)--DR. FAUST
 RICE, ROSALIND------(C88)--DR. KATELL
 *RICHMAN, HARVEY------(N89)--DR. DORFMAN
 RIVAS-VAZQUEZ, RAFAEL------(BI84)--DR. SCHNEIDER------(DC:QUINTAR)
 *RIVEST, PAUL------(C86)--DR. QUINTAR
 *ROBBINS, CAROLYN------(C87)--DR. REYNA
 *RODRIGUEZ, MARIA------(BI81)--DR. CAMPBELL------(DC:DOUGLAS)
 ROK, BRIGITT------(C87)--DR. CAMPBELL
 *ROSAL, MILAGROS------(I86)--DR. REYNA------(DC:AZRIN)
 ROSENBERG, ELLEN BLOMMSTYN------(I84)--DR. TAYLOR------(DC:TAYLOR)
 ROSENBERG, NANCY------(BI83)--DR. GIRDEN------(DC:CHERRY)
 *ROSEN, CAROL------(C86)--DR. SCHNEIDER------(DC:FAUST)
 *ROTHOLC, ALEC------(BI81)--DR. DEPIANO------(DC:DEPIANO)
 ROWE, VIRGINIA------(C88)--DR. FAUST
 ROYS, LYNDA------(I85)--DR. KILLIAN------(DC:KILLIAN)
 RUBINSTEIN, FRANCINE------(N89)--DR. DOUGLAS
 *RUBIN, LAWRENCE------(BI82)--DR. AZRIN------(DC:CADDY)
 *RUBIN, RONALD------(C88)--DR. BURNS
 RUSSO-SILVERMAN, CYNTHIA------(I84)--DR. KILLIAN------(DC:KILLIAN)

SABATINI, ANDREA------(BI83)--DR. GIRDEN------(DC:KATELL)
 SAINT-LAURENT, ROGER------(N89)--DR. EINGOLD
 SALUK, JAMES------(BI83)--DR. GIRDEN------(DC:JOHNSON)
 *SCHENCK, DEBORAH------(C88)--DR. BURNS
 SCHULZE, KAREN------(I85)--DR. SHAPIRO------(DC:BARONE)
 SCHUMER, JEFFREY------(I86)--DR. AZRIN------(DC:REYNA)
 *SCHWARTZ, JODI------(C88)--DR. TAYLOR
 SCHWARTZ, MARTHA------(I85)--DR. KATELL------(DC:JOHNSON)
 SCOTT, JAMES------(C87)--DR. SCHNEIDER
 SCOTT, MICHAEL------(C85)--DR. KILLIAN
 SCUDDER, MELENEY------(C87)--DR. TAYLOR
 SECKLER, PHILIP------(N89)--DR. DORFMAN
 SEIBOLD, TIFFANY------(N89)--DR. DOUGLAS
 *SELLERS, ALFRED------(C85)--DR. CAMPBELL------(DC:DEPIANO)
 SEROPIAN, LISA------(C88)--DR. KABACOFF
 SERPICO, FELICIA------(BI85)--DR. SCHNEIDER------(DC:JOHNSON)
 SIEBERT, MARGARET------(C87)--DR. KABACOFF
 SILBERBERG, BRIAN------(BI84)--DR. GIRDEN------(DC:KATELL)
 SILVER, WENDY------(BI83)--DR. TAYLOR------(DC:JOHNSON)
 SIMONS, YARON------(C87)--DR. GOLD
 SLAY, ALYSA------(C87)--DR. SCHNEIDER
 *SMITH, ADAM------(C86)--DR. SHAPIRO------(DC:AZRIN)

SMITH, FRANCES----- (BI84) -DR. GIRDEN----- (DC:JOHNSON)
 SOIFER, ELISABETH----- (BI84) -DR. EINGOLD
 *SPINELLI, JEAN----- (C86) --DR. AZRIN----- (DC:)
 STANTON, JOAN----- (C85) --DR. DEPIANO----- (DC:BURNS)
 STEWART, DIANE----- (N89) --DR. DORFMAN
 STEWART, MELINDA----- (BI83) -DR. GIRDEN----- (DC:GOLD)
 *STEWART, RICHARD----- (I85) --DR. DOUGLAS----- (DC:BARONE)
 STRAUSS, RADA----- (I86) --DR. DEPIANO----- (DC:GIRDEN)
 *STROUD, BARBARA----- (C87) --DR. TAYLOR
 *STUMPPF, ARLINE----- (C87) --DR. REYNA
 *SUROWITZ, AHARONA----- (C87) --DR. EINGOLD
 SUTTEN, RACHELLE----- (C86) --DR. BARONE
 *SWAVELY, BRAD----- (C84) --DR. GOLD----- (DC:KATELL)
 SWITZER, ANTHONY----- (I84) --DR. EINGOLD----- (DC:BARONE)

TALLEY, LAURA----- (C87) --DR. QUINTAR
 *TANNER, SUSAN----- (C85) --DR. DOUGLAS----- (DC:DEPIANO)
 TAN, VICTOR----- (C86) --DR. KABACOFF
 TARASI, LOUIS----- (BI82) -DR. GOLD----- (DC:TAPP)
 TEEL, TRUDY----- (I84) --DR. QUINTAR
 TENNEY, JAMES----- (C87) --DR. QUINTAR
 *THIGPEN, JAMES----- (C86) --DR. BARONE
 THOMAS, JANIE----- (N89) --DR. KILLIAN
 THOMAS, LINDA----- (C85) --DR. BARONE
 THOMAS, WILLIAM----- (N89) --DR. MITTENBERG
 *THOMPSON, GARRIE----- (C88) --DR. SHAPIRO
 TIERNAN, MAUREEN----- (C87) --DR. QUINTAR
 *TIGGS, KEI----- (C88) --DR. SCHNEIDER
 TOMS, MARY----- (N89) --DR. SCHNEIDER
 *TRENSCHEL, WALTER----- (I81) --DR. KATELL----- (DC:CADDY)
 *TRESCOTT, JEAN----- (BI81) -DR. KATELL----- (DC:REYNA)
 TUCKER, TAMMY----- (C84) --DR. REYNA----- (DC:DOUGLAS)

VALLEY, SARAH----- (C85) --DR. SHAPIRO
 *VARDOPOULOS, CLIO----- (C88) --DR. GIRDEN
 *VASQUEZ-GIL, MARGARITA----- (I85) --DR. DOUGLAS----- (DC:SEGAL)
 *VIGILANTE, IRENE----- (C88) --DR. BURNS
 *VORCE, DARYL----- (C86) --DR. BARONE----- (DC:BARONE)

WACHSLER, CARYN----- (C87) --DR. QUINTAR
 *WADELTON, BAMBI----- (C87) --DR. REYNA
 WALCZAK, JOSEPH----- (C85) --DR. DOUGLAS
 **WEBBER, NOREEN----- (D83) --DR. CAMPBELL----- (DC:SEGAL)
 *WERNER, ALISA----- (N89) --DR. LAST
 WEST, EVAN----- (C87) --DR. KABACOFF
 *WILLIAMS, DARLENE----- (C87) --DR. SHAPIRO
 WILLIAMS, PATRICK----- (I84) --DR. TAYLOR----- (DC:TAYLOR)
 WILSON, BRUCE----- (BI82) -DR. KILLIAN (DC:GIRDEN)
 WINICK, CHARLES----- (C88) --DR. BURNS

WOMACK, ELLEN----- (I84)--DR. REYNA----- (DC:MITTENBERG)
WOOD, BETTY----- (I85)--DR. DOUGLAS----- (DC:)

YATRON, NICHOLAS----- (BI85)-DR. SHAPIRO----- (DC:KILLIAN)

ZACHARY, KATHLEEN----- (C87)--DR. REYNA
*ZAJAC, JOSEPH----- (N89)--DR. SHAPIRO

