

2003

# Center for Psychological Studies 2003-2004 Catalog

Nova Southeastern University

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# Nova Southeastern University Center for Psychological Studies 2003–2004 Catalog



Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelors, masters, educational specialist, and doctoral degrees. The university is chartered by the state of Florida. The Center for Psychological Studies doctoral programs are accredited by the American Psychological Association (APA), 750 First Street, NE, Washington, D.C., 20002-4242; Telephone number 202-336-5979. Additionally, the Center for Psychological Studies sponsors two predoctoral internship programs. The CPS Community Mental Health Center Internship Program is accredited by the APA, and the Consortium Internship Program is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

The information contained in this catalog is effective through June 30, 2004. Nova Southeastern University's administration reserves the right without advance notice to change at any time the requirements for admission and graduation, modify the curriculum, adjust tuition or fees, and change regulations affecting the student body.

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## President's Message

Nova Southeastern University is Florida's largest independent university based on enrollment and one of the top 20 independent institutions in the United States. As president of NSU, I invite you to become an ambassador of this remarkable educational showcase that is 37 years young.

In 1967, NSU served an entire student body of 17 from one building. Today, we have more than 18,000 students enrolled in 16 academic centers, with programs offered in 22 states and many foreign countries. The university boasts more than 68,000 alumni in the United States and 50 foreign countries. More than 7,000 students attend classes on our 300-acre main campus.

The university's sustained growth is due in large part to its exploration of alternative strategies in educating professionals, and its commitment to excellence in academics, clinical training, community service, and well-rounded opportunities for all students. The Center for Psychological Studies, in addition to its educational programs, offers an outstanding array of services throughout our community.

As you pursue your studies at Nova Southeastern University, you grow as a member of a select group of educators and practitioners in your field. You will move forward in leadership roles and find informative avenues to advance your communities. The essence of NSU is collaboration at all levels and with diverse partners.

We look forward to a lifelong partnership with you, our student. The entire NSU community is dedicated to providing service and academic excellence to you as you continue on the road to graduation and your leadership role in the new millennium.

Ray Ferrero, Jr.  
President

## Dean's Message

The Center for Psychological Studies, organized in 1967, has distinguished itself nationally through its programs, which integrate training, research, and service. Conducting psychological research and providing assessment and treatment of psychological problems is one of the greatest challenges facing modern society. No other class of problems places greater demands on our wisdom and creativity, nor ramifies through more aspects of living, than those associated with the mind and behavior. The center rises to the challenge by providing a broad range of training in clinical services and research that spans the life cycle from childhood to old age. Always sensitive to the cultural nuances of behavior that are inherent in our multicultural society, the center's clients include individuals with everyday life problems as well as those suffering from serious psychological disturbances. In addition, specialized programs focus on clients experiencing psychological aspects of physical illness or neuropsychological difficulties, as well as those caught up in the legal system.

The center offers master's programs in mental health counseling and school guidance and counseling, a specialist (Psy.S.) program in school psychology, two APA-accredited doctoral programs in clinical psychology and a postdoctoral master's program in clinical psychopharmacology. Continuing professional education is offered through its continuing education program series. The Psy.D. (doctor of psychology) provides greater emphasis on training professionals to do service, while the Ph.D. (doctor of philosophy) provides greater emphasis on applied research. The center trains students in a university-operated comprehensive community mental health center (CMHC) that serves children, adolescents, and adults through its outpatient and day treatment programs and twelve faculty specialty clinical training programs. The center's CMHC predoctoral internship program is APA-accredited and the community-based consortium internship program, sponsored by the Center for Psychological Studies, is a member of Association of Psychology and Postdoctoral Internship Centers.

In response to recent changes in the delivery of health care and the profession of psychology, the center has developed concentrations and tracks at the doctoral level. These concentrations and tracks are optional, are based on the existing Ph.D. and Psy.D. curriculum, and also require certain elective courses and practicums. Concentrations are offered in the following areas: Clinical Neuropsychology, Clinical Health Psychology, Psychology of Long-Term Mental Illness (which includes training in psychosocial rehabilitation and consultative psychopharmacology), Psychodynamic Psychology, and Clinical Forensic Psychology, School Psychology and Child, Adolescent and Family Psychology. Concentrations are open to Ph.D. and Psy.D. students with the proviso that Psy.D. students who enroll in Clinical Neuropsychology must take additional research course work. We have also established institutes in the areas of trauma and victimization and cross cultural counseling.

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

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

Ronald F. Levant, Ed.D., M.B.A., ABPP  
Dean, Center for Psychological Studies

## NOVA SOUTHEASTERN UNIVERSITY

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

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

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

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

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

**Mission Statement: Nova Southeastern University**

Nova Southeastern University is a dynamic, not-for-profit independent institution dedicated to providing high-quality educational programs of distinction from preschool through the professional and postdoctoral levels, as well as service to the community. Nova Southeastern University prepares students for lifelong learning and leadership roles in business and the professions. It offers academic programs at times convenient to students, employing innovative delivery systems and rich learning resources on campus and at distant sites. The university fosters inquiry, research, and creative professional activity by uniting faculty and students in acquiring and applying knowledge in clinical, community, and professional settings.

**Mission Statement: Center for Psychological Studies**

The Center for Psychological Studies maintains a tripartite mission of education and training in psychology, service to the community, and clinical research. Through the intimate interplay between the NSU Community Mental Health Center and the CPS academic programs, learning becomes rooted in real problems and research activities that attempt to find answers to extant concerns. The center seeks to offer programs of excellence in educating future mental health practitioners, in advancing knowledge about psychological problems and their treatment, and in providing high-quality services that address society's current mental health needs.

## ACADEMIC PROGRAMS

### Master of Science Programs

The master's degree in mental health counseling provides education and training for those who will seek employment in such diverse settings as social agencies, mental health clinics, hospitals, personnel offices, and schools. This master's program in mental health counseling is offered either on campus in a semester format or at one of the field-based locations in a weekend format. Currently, there are field-based programs offered in Florida at Clearwater, Jacksonville, Miami, Orlando, Palm Beach, and Tampa. Many graduates go on to seek licensure in Florida as mental health counselors.

The master's degree in school guidance and counseling provides training to individuals seeking positions as guidance counselors in school systems. At this time the program is offered on the main campus and in Jacksonville, Miami, Palm Beach, Tampa, and Las Vegas in a field-based format.

The master of science in criminal justice trains those interested in law enforcement and the justice system through an interdisciplinary focus. The 36 credit-hour program prepares students through the core curriculum (12 credits) and allows for specialty training through various tracks. The Behavioral Science Track, offered through the Center for Psychological Studies, provides special knowledge in the area of psychology (15 credits).

The program is designed to provide students with a solid background in the theoretical, historical, public policy, behavioral, and political perspectives related to criminal justice; a foundation in evaluation methods of criminal justice programming and an in-depth knowledge of the legal issues that govern criminal justice activities, including fundamental principles and concepts of criminal and civil law, rules of law and evidence, and state and constitutional laws and their development. The student will be introduced to the organizational structure, operation, administration, and management of the criminal justice system at the federal, state, and local level.

For further information regarding this program, please visit the NSU Criminal Justice Institute website: [www.cji.nova.edu](http://www.cji.nova.edu).

### Specialist Degree Program (Psy.S.) in School Psychology

The Specialist Program (Psy.S.) in School Psychology was developed, in part, in response to the national and state shortage of school psychologists and the increased public attention being paid to the important role that psychologists play in the schools. The curriculum was designed following consultation with the Broward, Miami-Dade, and Palm Beach County Departments of Psychological Services, the Florida Department of Education (DOE), the Florida Association of School Psychologists (FASP), the National Association of School Psychologists (NASP), and the American Psychological Association (APA).

The program consists of 78 semester hours that span three years of course work (including practica) and one year of internship. The program is enriched through its more than 30 distinguished full-time faculty members that include nationally renowned professionals. Students

also enjoy the benefits of a diverse student body, hands on training within the center's nonprofit outpatient mental health facility and other facilities, and a variety of clinical training and research opportunities.

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

### **Doctoral Programs in Clinical Psychology**

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

### **Concentrations/Tracks**

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

Concentrations include: Clinical Forensic Psychology, Clinical Health Psychology, Clinical Neuropsychology, Psychodynamic Psychology, and the Psychology of Long-Term Mental Illness.

The Child, Adolescent & Family Psychology track requires students to participate in pre-practicum research, and clinical practica with core faculty and will complete 18 hours of specified coursework.

Doctoral students may elect to complete the certification course work necessary, including a school psychology practicum and an internship in school psychology, to become eligible for provisional certification as a school psychologist in the State of Florida.

Joint Doctoral/MBA – The center, in collaboration with the NSU H. Wayne Huizenga School of Business and Entrepreneurship, offers doctoral students the opportunity to obtain a master's in business administration (MBA) while they pursue their doctorate in clinical psychology. Admission information is available through the center's Office of Academic Affairs.



### **Postdoctoral Masters Program in Clinical Psychopharmacology**

Nova Southeastern University, through its Center for Psychological Studies, is the first and only regionally accredited university in Florida to offer a postdoctoral masters degree in clinical psychopharmacology for licensed psychologists. The curriculum, developed with the cooperation of the Florida Psychological Association, is modeled after the APA's Blue Ribbon Task Force recommendations adopted and approved by the APA in 1995. The goal of this program is to provide practicing psychologists the knowledge base in psychopharmacology recommended by the American Psychological Association.

Offered in a bimonthly "Fly-In" format to accommodate distant participants, the program is a two year, 31.5-credit-hour curriculum. Classes meet five times a year for extended weekends. In addition to classroom activities, chat room and other distance learning techniques are utilized. The clinical portion of the program provides students with assessment and intervention experience in a practicum setting. Two hundred hours of clinical practicum plus supervision are required. Students must arrange their own practicum settings, which comply with and are approved by both the NSU Community Mental Health Center Medical Director and the Director of the Clinical Psychopharmacology program.

### **Licensure**

Licensure for programs offered at the Center for Psychological Studies are regulated at the state level and as such may vary from state to state. Individual eligibility should be verified periodically through careful review of state licensure regulations, which are subject to change. Degree conferral from an APA-accredited program does not ensure automatic acceptance of program curricula by a given state for the purpose of licensure. Individual eligibility should be verified through careful review of the state licensure regulations for the state in which you plan to reside to determine its specific requirements.

### **State of Florida Certification in Guidance and Counseling**

The Master of Science in School Guidance and Counseling Program was designed for the continued professional development of persons seeking positions in school guidance. For Florida certification in guidance and counseling (prekindergarten through grade 12), course work in Nova Southeastern University's Master's Program in School Guidance and Counseling is approved by the Florida Department of Education under Plan 2, Rule 6A-4.0181, *Florida Statutes*, on a course-by-course basis. Applicants are responsible for verifying requirements for certification in guidance and counseling with their local school board certification office or with the state Department of Education. Florida requirements for certification do not necessarily apply to certification requirements in other states.

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

## TRAINING PROGRAMS

### Institute of Trauma and Victimization

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

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

### ITV Faculty

**Jan Faust, Ph.D.**, CPS Professor, received her doctorate from the University of Georgia, and is founder and director of the Child and Adolescent Traumatic Stress Program (CATSP) and is co-editor of the *Journal of Trauma Practice* and of the book *Conceptualization and Treatment of Child and Adolescent Psychopathology*.

**Ana Fins, Ph.D.**, CPS Assistant Professor, received her doctorate from the University of Miami, and has collaborated on research investigating the relationship between sleep and acute PTSD. Dr. Fins' interest focuses on the role that sleep may play in acute and chronic PTSD.

**Steven N. Gold, Ph.D.**, CPS Professor, received his doctorate from Michigan State University, and is founder and director of the Trauma Resolution and Integration Program (TRIP). He is author of the book *Not Trauma Alone: Therapy for Child Abuse Survivors in Family and Social Context*, and co-editor of the revised edition of the volume *Handbook on Sexual Abuse of Children* and of the *Journal of Trauma Practice*. Dr. Gold's clinical and research interests include adult survivors of childhood abuse, delayed recall of abuse, dissociation, and sexual addiction/compulsivity.

**Charles Golden, Ph.D.**, CPS professor, received his doctoral from University of Hawaii and is the founder and director of the Neuropsychology Assessment Center. He has interests in the area of disabled individuals, especially those with brain injury or chronic mental illnesses. His work in this area of trauma is primarily forensic, helping to prosecute abusers and aid in the defense of clients charged with retaliation after abuse.

**Ronald F. Levant, Ed.D., MBA, ABPP.**, Professor and Dean of CPS, received his doctorate from Harvard University. He is a pioneer in the development of the new psychology of men. The central theory in this new field, the gender role strain paradigm, proposes that violation of gender roles leads to condemnation and negative psychological consequences. Dr. Levant is author of *Masculinity Reconstructed* and co-editor of *A New Psychology of Men, Men and Sex: New Psychological Prospective*, and *New Psychology of Men*. Dr. Levant chaired the APA Board of Directors Subcommittee on Psychology's Response to Terrorism that met from September 2001 to March 2002 and which was superseded by the APA/APF Task Force on Promoting Resilience in Response to Terrorism.

**Helen Orvaschel, Ph.D.**, CPS Professor, received her doctorate from the Graduate Faculty of the New School for Social Research, and is the author of the epidemiologic version of the Schedule for Affective Disorders for School-Age Children-Version 5 (K-SADS-E), a semi-structured diagnostic interview used internationally with children and adolescents. She has over 80 publications and presentations, primarily in the area of mood disorders and the assessment of psychopathology in youth. Dr. Orvaschel's research background and interests include depression in youth and the affects abuse and trauma.

**Alfred Sellers, Ph.D.**, CPS Assistant Professor, received his doctorate from Nova Southeastern University. He has been involved in numerous empirical studies of violence and trauma, including investigations of adults who were sexually abused as children, perpetrators of child abuse, abused children, rape victims, battered women, and male batterers.

**Vincent Van Hasselt, Ph.D.**, CPS Professor, received his doctorate from the University of Pittsburgh. He is director of the Interpersonal Violence Program (IVP), and co-editor of the *Journal of Family Violence*. He also has co-edited a number of books, including the *Handbook of Family Violence*, the *Handbook of Psychological Approaches with Violent Offenders*. Dr. Van Hasselt's clinical and research interests included domestic and other forms of interpersonal violence, criminal offenders, police psychology, criminal investigative analysis (psychological profiling) and apprehension; interviewing and interrogation techniques, cognitive behavioral interventions with juvenile offenders, behavioral criminology and PTSD and other stress-related disorders.

**Lenore Walker, Ed.D., ABPP**, CPS Professor, received her doctorate from Rutgers University. She is director of the Domestic Violence Institute, which provides education and training, research and public policy initiatives around the world. She specializes in forensic psychology; expert witness testimony; battered women syndrome; violence against women; family and interpersonal violence; sexual harassment; impact of trauma; post-traumatic stress disorder; feminist theory. Dr. Walker is author of *The Battered Woman Syndrome*, *Abused Women and Survivor Therapy: A Practice Guide for the Psychotherapist*, *Terrifying Love: Why Battered Women Kill and How Society Responds*, and many other books and articles.

### **Southeast Institute for Cross-Cultural Counseling**

The Southeast Institute for Cross-Cultural Counseling is committed to enhancing the cause of

multiculturalism at the Center for Psychological Studies. It strives to promote a welcoming climate for ethnic minority students and for those mainstream students who are particularly interested in pursuing cross-cultural studies. Nontraditional methodologies in counseling and assessment specifically targeted for minority groups are introduced. Courses and in-service colloquia in the area of multiculturalism and cross-cultural counseling and psychotherapy are provided.

The institute seeks to promote multicultural and international research. In addition, students are encouraged to initiate projects and dissertations that validate existing and newly constructed assessment methods with diverse populations.

### **Predoctoral Internship Programs**

#### **Community Mental Health Center Internship Program**

Nova Southeastern University's Community Mental Health Center predoctoral psychology internship program is accredited by the American Psychological Association. Each year, interns are selected from a nationwide pool of applicants to participate in supervised clinical experiences, training meetings, seminars, and research.

#### **Consortium Internship Program**

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

#### **Continuing Education Series**

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

The Center for Psychological Studies is approved by the American Psychological Association; the state of Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling to offer continuing education. Attendance can be applied to state of Florida requirements for relicensure and is often accepted by other state licensing boards.

## RESEARCH

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

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

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

### Protection of Human Subjects

The center adheres to published professional and governmental guidelines and regulations for protecting human subjects in research. **Any research that involves human subjects conducted by NSU faculty members, staff members, or students, whether funded or unfunded, must be submitted to the CPS representative for decision about possible Institutional Review Board (IRB) review.** Policies and procedures can be accessed at the IRB Web site: [www.nova.edu/cwis/ogc/irb.html](http://www.nova.edu/cwis/ogc/irb.html).

## CLINICAL SERVICES

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The services offered by the Community Mental Health Center and the Faculty Specialty Clinical Training Programs include the following:

Behavioral modification	Psychiatric evaluation
Biofeedback	Psychodynamic psychotherapy
Case management	Psychological consultation
Community support services	Psychological testing
Consultation and education	Skills treatment and enhancement program (STEP)
Crisis assessment and intervention	Stress management
Day treatment	Trauma resolution
Discharge planning	Treatment of alcohol and other drug abuse
Family and multifamily therapy	Treatment of anxiety disorders
Forensic evaluation and testimony	Treatment of attention deficit and hyperactivity disorder
Group therapy	Treatment of child and adolescent traumatic stress and depression
Information and referral	Treatment of depression
Intensive and limited case management	Treatment of interpersonal violence
Medication management	Treatment of serious emotional disturbance
Multilingual services	Treatment of older adults
Neuropsychological assessment and evaluation	
Pain management	
Parenting skills training	

More than 100 Center for Psychological Studies doctoral and master's students receive practicum training within the Community Mental Health Center and Faculty Specialty Clinical Training Programs. Supervision is provided by faculty and clinic staff.

### **Nova Southeastern University Community Mental Health Center**

Nova Southeastern University operates a nonprofit outpatient community mental health facility funded cooperatively by the Florida Department of Children and Families, Broward County and Nova Southeastern University. Services are available to all residents of Broward County, including adults, children, adolescents, and elderly clients, regardless of race, color, sex, age, nondisqualifying disability, religion or creed, sexual orientation, or national or ethnic origin.

The Community Mental Health Center's clinical staff, at its various sites, consists of professionals in psychology, psychiatry, mental health counseling, and education.

**Child Outpatient Program.** This program provides a full range of services to children ages 4 through 18 years with a broad range of diagnoses from mild to severe pathology. From the initial intake, the child is assessed to determine treatment needs and is referred to individual, group, or family psychotherapy.

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

**Program for Adult Services.** The following programs fall under the umbrella of the Program for Adult Services (PAS). Students participate in case conferences, training seminars, and face-to-face supervision is provided from an eclectic, integrative conceptual framework representing a variety of orientations including dynamic, cognitive, and psychoeducational.

**Outpatient Adult Services Program.** The Outpatient Adult Services Program addresses a broad spectrum of adult clients ranging from mild-moderately impaired outpatients with both Axis I and II pathology to seriously mentally ill clients suffering from debilitating, chronic illness. The treatment model is a biopsychosocial approach, using individual, group, and family psychotherapy as well as psychosocial rehabilitative and case management interventions.

**Adult Case Management Program.** This program assists clients in accessing medical, social, educational, and other services which will improve their quality of life. The goal of this program is to foster self-reliance within the community.

**Crisis and Intake Program.** The Crisis and Intake Program provides services to all individuals seeking mental health services. Special attention is given to those with serious and persistent mental illness. Attempts are made to find the most appropriate services for mental health consumers seeking help within the CMHC. This program also provides crisis services for those in acute need.

**Skills Training and Enhancement Program (STEP).** STEP offers each client a variety of learning opportunities in a supportive, caring and therapeutic environment. Attempts are made to help clients maintain or restore the skills necessary which will allow them to function better in the community, and to have a better understanding of their illness.

**Geriatric Institute Skills Training and Enhancement Program.** The Geriatric Institute, provides services to adults 55 or older who are experiencing a mental or emotional disorder or concurrent psychiatric and substance abuse problems (dually diagnosed). 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 individuals needs.

#### **Faculty Specialty Clinical Training Programs**

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

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

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

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

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

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

**Interpersonal Violence Program.** The specialized Interpersonal Violence Clinical Research Program provides clinical training experience to graduate students in the area of interpersonal violence. Clinical requirements of practicum students include conducting standardized assessment procedures and providing crisis, short-term, and longer-term intervention. Although the practicum experience focuses on the problem of interpersonal violence, intervention procedures address a broad base of individual, couple, and family clinical issues.

**Neuropsychology Assessment Center.** The goals of the Neuropsychology Assessment Center are to diagnose disorders of the central nervous system; to provide consultation on the etiology, rate of progression, and prognosis of known or suspected cerebral pathology; and to offer recommendation or referral for the patient's treatment. Examples of typical referrals include differential diagnosis of organic vs. functional psychiatric symptoms; differential diagnosis of



dementia vs. depression; evaluation to determine cognitive, emotional, or behavioral symptoms subsequent to head injury; diagnosis of learning disability, attention deficit hyperactivity disorder, or mental retardation; determination of mental competence; diagnosis of Alzheimer's disease, seizure disorders, multiple sclerosis, stroke, and organic mood syndrome; evaluation of headache; determination of appropriate school placement; and identification of malingering or symptom exaggeration. Referrals generally come from physicians, mental health professionals, educators, and attorneys.

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

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

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

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

## NSU SUPPORT SERVICES



### **Library Resources**

The university library system is composed of the East Campus Branch Library, Health Professions Division Library, Law Library, North Miami Beach Branch Media Union, Oceanographic Library, four school libraries on the main campus and a new 300,000-square-foot, high-tech Library, Research, and Information Technology Center. Opened in fall 2001, the new library houses 800,000 volumes, electronic classrooms, a 500-seat auditorium, museum-style collections and exhibits, and access to educational resources throughout the country. Also, branch libraries are located in the Bahamas, Jamaica, and Panama. Agreements have been signed with 19 academic libraries throughout the world to provide library support for NSU programs offered in specific geographical areas. The catalogs of all libraries are accessible to local and distance education students and faculty, wherever they may be located, via computers using the Electronic Library. Online and CD-ROM databases complement the paper-based holdings and provide full-text resources. Interlibrary loan arrangements through networked organizations such as the Online Computer Library Center (OCLC), the Southeast Florida Library Information Network (SEFLIN), the Consortium of Southeastern Law Libraries (COSELL), and the National Library of Medicine (NLM) provide broad access to a wide range of materials.

Distance education students have access to books, journal articles, microfiche, dissertations, index searches, catalog searches, and reference librarians. Librarians travel to class sites to teach students at a distance from the campus. Distance students can request library materials using fax, mail, or computer.

### **MicroLab**

MicroLabs and electronic classrooms are located on the main campus in the Parker Building (first, second, and third floors), the Sonken Building, the Leo Goodwin Sr. Residence Hall, University Park Plaza, the Health Professions Division, and the Maltz Psychology Building. MicroLabs are also located at the NSU east campus. The multilab design of the MicroLabs and the choice of technology platforms provide flexibility for faculty and students to apply technology to meet course requirements. Computer systems include Microsoft Windows and access to a wide choice of applications programs. The MicroLabs are equipped with multimedia workstations. Peripherals such as CD-ROMS, color scanners, and digital cameras are also available for student use. The MicroLabs have online connectivity with all systems linked to the Campus Wide Information System (CWIS), the NSU Electronic Library, the Internet, and the World Wide Web. An extensive collection of software housed in the MicroLabs provides access to a broad range of programs and multimedia applications. Field-based students are provided with access to computer labs in their area.

In order to access the university's computing resources, all Nova Southeastern University students must obtain Internet access service through a suitable Internet service provider.

### **Career Resources**

The purpose of the Career Resource Center is to assist students and alumni in all aspects of the career decision making, planning, and job search process. Its mission is to support Nova

Southeastern University undergraduate students, graduate students, and alumni in the implementation of successful career plans. Through counseling and career-related resources, the center strives to educate students and alumni to:

- develop a career life plan, from choosing a major to conducting a job search
- explore career and/or graduate/professional school opportunities
- secure employment

The Career Resource Center encourages personal responsibility on the part of students and alumni in planning a career and exploring opportunities as they relate to educational and personal development throughout the college years and into the future.

### **Center for Media and Technology**

The Center for Media and Technology (CMT) exists to provide the faculty, staff, and students at all Nova Southeastern University locations with the basic tools of instruction, to develop and produce learning materials, to assist faculty in the development of learning materials, and to provide informed consultation on using technology effectively.

CMT staff is dedicated to helping its clients overcome personal, psychological, social, and geographical obstacles to learning through the effective use of technology, particularly teleconferencing and videoconferencing.

In addition to video production CMT circulates films videos, and other non-print resources to faculty from an extensive in-house collection as well as from other university and commercial rental sources.

### **CPS Testing Library and Statistical Consulting Lab**

The center maintains its own library of testing instruments and kits for assessment courses. Loan arrangements may vary according to the course and equipment involved. Conditions will be explained by the course instructor.

Statistical consulting is also available through the faculty member and advanced graduate students who staff the testing library. Methodological, statistical, and computing consultation are provided to faculty members and students engaged in research.

### **Financial Aid**

Financial Aid information can be found at <http://www.nova.edu/cwis/finaid/>.

**Nova Southeastern University Assistantships:** A limited number of on-campus graduate assistantships will be available in residential life and student life. These assistantships include housing, meal plan, a partial tuition waiver (\$7,000–\$8,000), and a monthly stipend of \$450–\$500. To apply and receive priority consideration, send a letter of interest and resume to:

### **Residential Life**

Nova Southeastern University  
Office of Residential Life  
3301 College Avenue  
Fort Lauderdale, FL 33314-7796

### **Student Life**

Nova Southeastern University  
Student Affairs  
3301 College Avenue  
Fort Lauderdale, FL 33314-7796

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

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

### **Center for Psychological Studies Student Aid Programs**

**Center Scholarships:** The Center for Psychological Studies maintains a limited amount of scholarship funds for students exhibiting special needs.

**Assistantships:** Assistantships are available for advanced doctoral students through the center. Included are clinical positions within clinical services and faculty directed specialty clinical training programs, teaching assistantships, and research assistantships. Contact the director of employee services for information regarding the availability of assistantships.

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

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

### **Veterans' Benefits**

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

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

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

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

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

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

The school will evaluate the student's previous training and/or experience and grant credit as appropriate. Should credit(s) be accepted and/or granted, the student's tuition and training time will be reduced proportionately, with the veteran and VA so notified.

**Student Conduct:** All students are expected to comply with the legal and ethical standards of this institution.

Academic dishonesty and/or nonacademic misconduct will result in disciplinary action. Specific instances of misconduct include, but are not limited to, cheating, plagiarism, knowingly furnishing false information to the institution, and forging or altering institution documents and/or academic credentials.

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

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

Nova Southeastern University programs are approved for the training of veterans and other eligible persons by the Bureau of State for Approving Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact:

Nova Southeastern University  
Office of the University Registrar  
Coordinator of V.A. Benefits  
3301 College Avenue  
Fort Lauderdale, Florida 33314-7796  
(954) 262-7236 or toll free 800-541-6682, ext. 7236

### **International Students**

International students who intend to reside in the United States and who are required to obtain an I-20 form must be full-time, degree-seeking students and must attend the main campus in Fort Lauderdale, Florida. For further information, contact:

Nova Southeastern University  
Office of the University Registrar  
International Student Adviser  
3301 College Avenue  
Fort Lauderdale, Florida 33314-7796  
(954) 262-7240 or toll free 800-541-6682, ext. 7240

### **Housing**

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

Utilities, basic cable TV, local phone service, and central air conditioning are included in the housing rates. Housing availability is limited. Applicants are encouraged to apply early.

Interested students are invited to obtain further information from:

Nova Southeastern University  
Office of Residential Life  
3301 College Avenue  
Fort Lauderdale, Florida 33314-7796  
(954) 262-7052

### **Students with Disabilities**

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. No qualified individual with a disability shall be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by reasons of his or her disability. For additional information on the university ADA policy and obtaining reasonable accommodations, please contact Joyce Silverman, M.S., the ADA coordinator for the Center for Psychological Studies, at

(954) 262-5709. Students requests for accommodation will be considered on an individual basis in accordance with the center's procedures.

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## ACADEMIC REGULATIONS

### **Nova Southeastern University Statement of Academic Rights and Responsibilities**

Nova Southeastern University, as a community of women and men, is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure all students an equal opportunity to fulfill their intellectual potential through pursuit of the highest standards of academic excellence.

Certain rights and obligations flow from membership in any academic community committed to such goals:

- the rights of personal and intellectual freedom, which are fundamental to the idea of a university
- a scrupulous respect for the equal rights and dignity of others
- dedication to the scholarly and educational purposes of the university and participation in promoting and assuring the academic quality and credibility of the institution

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

### **A. Academic Standards**

The university expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The academic honesty standards include:

1. **Original Work.** Assignments such as course preparations, exams, texts, 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 that is the case, those ideas or words must be indicated in a manner consistent with a university-recognized form and style manual.

Work is not original that has been submitted previously by the author 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 express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used before or during the course of the examination.

2. **Referencing the Works of Another Author.** All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center's specific accepted reference manuals and 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. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (A) (1) or (A) (2) is considered plagiarism at Nova Southeastern University.

3. **Tendering of Information.** All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.
4. **Acts Prohibited.** Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals.

Violations of academic responsibility include, but are not limited to:

- a. plagiarism
  - b. any form of cheating
  - c. conspiracy to commit academic dishonesty
  - d. misrepresentation
  - e. bribery in an attempt to gain an academic advantage
  - f. forging or altering documents or credentials
  - g. knowingly furnishing false information to the institution
5. **Additional Matters of Ethical Concern.** Where circumstances are such as to place students in positions of power over university personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious manner.

## **B. Conduct Standards**

1. Students should not interfere with the rights, safety, or health of members of the university community nor interfere with other students' right to learn. Students are expected to abide by all university, center, and program rules and regulations and all local, state, and federal laws.

Violations of conduct standards include, but are not limited to:

- a. Theft
- b. Vandalism
- c. Disruptive behavior
- d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items



- e. Possession, transfer, sale, or use of illicit drugs
  - f. Appearance in class or on campus under the apparent influence of alcohol or
    - illicit drugs or chemicals
  - g. Violations of housing regulations
  - h. Any act or conspiracy to commit an act that is harassing or abusive or that invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group
  - i. Threats of or actual damage to property or physical harm to others
  - j. Nova Southeastern University prohibits any activity that may be construed as hazing (hazing@ is defined as: any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a university)
  - k. Failure to pay tuition and fees in a timely manner
2. Students must have authorization from the university to have access to university documents, data, programs, and other types of information and information systems. Any use of the above without authorization is prohibited.

### **C. Supplementary Standards**

Students are expected to comply with the legal and ethical standards of this institution and those of their chosen field of study, including the code of ethics for computer usage. The university and each center or program may prescribe additional standards for student conduct as would comport with the letter and spirit of this code.

### **D. Violations**

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

### **Student Code of Computer Ethics**

Student users of Nova Southeastern University's computer systems are subject to all applicable federal, state, and international computer laws. A copy of the Florida Computer Crimes Act and referenced Florida state statutes may be examined online or in a student's academic program office.

Nova Southeastern University provides computer systems with access to hardware, software, and networks to enhance academic experience. Ethical conduct by students in the use of this technology is the same as in all other areas of university life and it is of equal importance. All

students are expected to abide by the Nova Southeastern University Code of Student Conduct and Academic Responsibility.

For more detailed information on Nova Southeastern University's Student Code of Computer Ethics, please consult the *Student Handbook*.

### **Drug-Free Schools and Campuses**

In order to comply with the Drug-Free Schools and Communities Act (Pub. L. No. 101-226, Title 34 C.F.R., part 86), Nova Southeastern University has adopted the following policy for all workplace, school, campus, and field-based programs.

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and the abuse of alcohol are prohibited in and on Nova Southeastern University-owned or -controlled property and as a part of any of its activities. No Nova Southeastern University employee or student is to report to work or school while under the influence of illicit drugs or alcohol.

For more detailed information on this policy, please consult the programs' *Student Handbook*.

### **Privacy of Records**

Nova Southeastern University maintains a system of records that includes application forms, admission test scores, and transcripts of students' previous academic records and performance while in residence. These records are available for review by current and former students upon written request to the Office of the University Registrar. However, the registrar will not release transcripts of students' academic records until all accounts, both academic and nonacademic, have been paid.

The law limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information, which may be released as directory information: a) student's name, b) address, c) dates of attendance, d) degree and awards received. Requests for such information must be submitted in writing to the university. The university reserves the right to refuse the above information if the reason for the request is not considered to be a sufficient need to know.

Any student or parent not wishing to have this information disclosed should notify the Office of the University Registrar in writing before September 1 of the relevant school year.

Students do not have the right of access to educational records until they have been admitted to and have actually begun attending Nova Southeastern University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents' federal income tax forms.

Parents or eligible students will be provided a hearing by the university if they wish to challenge the content of the record. If they are still not satisfied, the parents or eligible students may add explanatory or rebuttal matter to the record.

If the students or parents are denied access to a hearing or if the records are alleged to have been illegally disclosed to a third party, the students or parents may file a complaint with the U.S.  Department of Education.

## **Reservation of Power**

□ Nova Southeastern University reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered

a violation of the relationship between the university and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

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

## **Policies Governing Student Relations**

### **General**

Nova Southeastern University has established specific policies, procedures, and guidelines defining its relationship with its students. The term a student as used in this catalog defines the student, or parents of the student if the student qualifies as a dependent under the provisions of the Internal Revenue Code.

### **Institutional and Academic Information**

NSU and its composite academic units periodically publish bulletins or catalogs describing the university and its academic programs. These bulletins are available to enrolled and prospective students through the various admissions offices associated with the academic units or from the Office of the University Registrar. Each academic unit, group of units, and/or the Office of the University Registrar maintain at least one full-time employee to assist all students in obtaining information.

### **Notice of Nondiscrimination**

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

The Office of the University Registrar is designated as the policy coordinator to assure compliance with all federal, state, and local laws and regulations relative to nondiscrimination.

## **Grievances**

□ When questions about procedures, decisions, or judgments occur, counseling is available for discussion and resolution of differences. Students may also have recourse to more formal avenues of appeal and redress. Grievance procedures are explained in the *Student Handbook*.

## **Student Publications**

Nova Southeastern University, as publisher, bears the legal responsibility for the contents of student publications. In the delegation of editorial responsibility to students, the university provides sufficient editorial freedom for the student publications to maintain their integrity of purpose as vehicles of free inquiry and free expression in the Nova Southeastern University academic community.

The delegated editorial freedom of student editors and managers is subject to corollary responsibilities to be governed by the canons of responsible journalism, such as the avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo.

As safeguards for the delegated editorial freedom of student publications, the following provisions are made:

1. The student press shall be free of censorship and advance approval of copy, and its editors and managers shall be free to develop their own editorial policies and news coverage.
2. Editors and managers of student publications shall be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes shall editors and managers be subject to removal, and then by orderly and prescribed procedures.
3. All university-published and -financed student publications shall explicitly state on the editorial page that the opinions therein expressed are not necessarily those of Nova Southeastern University or of the student body.

## **Student Participation in University Governance**

In furtherance of its commitment to teaching and learning, Nova Southeastern University encourages student participation in institutional decision making.

Within each center, elected student government bodies provide vehicles for student expression of views and opinions on issues of institutional policy. Officers of the student governments are members of the President's Student Advisory Committee, which meets monthly with the president and appropriate senior administrative staff to discuss university matters of general interest to the student body.

Additionally, students are regularly appointed to committees, task forces, and ad hoc groups dealing with issues of concern to students, including appointment to each self-study  subcommittee.

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## MASTER'S PROGRAMS

### □ **Mental Health Counseling**

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

### **School Guidance and Counseling**

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

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

The master's programs are offered on the main campus in Fort Lauderdale and in the field-based format at various locations in Florida and in Las Vegas, Nevada.

### **Certification Option**

Those teachers/educators who have a master's degree in an education area other than school guidance and counseling, and who hold a current Florida teaching certificate, may qualify for admission as a "special (non-degree) student" for the purpose of taking the designated Florida

Department of Education requirements (30 credits) for certification (Rule 6A-4.0181, *Florida Statutes*). Students are responsible for verifying their eligibility through the Florida Department of Education.

### **Course Formats**

Main campus classes in mental health counseling are typically offered in two regular semesters of approximately 16 weeks each. The summer semesters are seven and a half weeks in length with the exception of practicum, which spans a 12-week period. Classes typically meet once per week during the fall and winter semesters and twice per week during the summer semesters. Most courses are scheduled from 4:00 p.m.–7:00 p.m. or 7:00 p.m. –10:00 p.m., Monday through Thursday, with some additional daytime and weekend offerings. Applicants should note that course schedules vary each semester.

The master of science degree programs and course work are offered at selected locations in a field-based format. Accessibility to main campus administrators, advisers, faculty members, library resources, and information is maintained through on-site coordinators, faculty members, and online services. In addition to main campus personnel, on-site personnel assist students and provide an effective liaison between the main campus and students and are available to students during classes and throughout the program.

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

Students register for scheduled courses at the beginning of each semester. Course preparation begins approximately one month before the first class meeting of each course. Class meetings (except the practicum) are scheduled on Fridays (6:00 p.m. –10:00 p.m.), Saturdays (8:30 a.m. – 6:00 p.m.), and Sundays (8:30 a.m. –5:30 p.m.). Practicum classes will be scheduled over a 15-week format.

Schedules will be affected by official university holidays, such as Labor Day and Thanksgiving Day, as posted in the academic calendar.

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

### **Master's Program Summer Institute**

The Master's Program Summer Institute, designed to enhance the professional development of students outside the classroom, is open to all master's counseling students. It is held each summer on the main campus in Fort Lauderdale. Topics include professional issues and ethics, preparation for practicums, state licensure and certification, technology skills and resources,



career development, job search preparation, and professional topics relevant to the field.



## **Master's Programs Admissions**

### **Requirements**

To be considered for admission to graduate study in the master's programs, the applicant is required to present evidence of scholastic ability, interest in the area of psychology and counseling, personal stability, and strong character. Minimum requirements include a baccalaureate degree from a regionally accredited institution. Students may seek admission to main campus programs for fall, winter, or summer sessions. Field-based cluster start dates vary.

### **Application Procedures**

#### **Degree-Seeking Students**

1. Complete the master's programs application form.
2. Include, with the application, a check for \$50 (nonrefundable application fee) made out to Nova Southeastern University.
3. Submit two letters of recommendation with completed forms from professors, employers, supervisors, or similar persons most familiar with your work.
4. Arrange for official transcripts from all regionally accredited colleges or universities attended to be mailed to:

Nova Southeastern University  
Enrollment Processing Services (EPS)  
Attention Center for Psychological Studies  
3301 College Avenue  
P.O. Box 299000  
Fort Lauderdale, FL 33329-9905

If courses from one college/university appear on another college's/university's transcript, you are still required to submit an official transcript from the college or university where you originally completed the course work. If the initial transcript forwarded does not reflect degree conferral or final semester grades, you must forward a final transcript as soon as this information becomes available.

5. Submit a two-page, typed professional statement that includes information about experience in the field of counseling, professional interests, and career goals.
6. Include a copy of your teaching certificate (school guidance and counseling applicants only). Applicants may request a waiver of this requirement by contacting the Office of Graduate Admissions.

7. Where applicable for foreign nationals, applicants should submit TOEFL scores.

**Special Students (non-degree-seeking)**

1. Complete the master's programs application form.
2. Include, with the application, a check for \$50 (nonrefundable application fee) made out to Nova Southeastern University.
3. Submit two letters of recommendation with completed forms from professors, employers, supervisors, or similar persons most familiar with your work.
4. Arrange for official transcripts from all regionally accredited universities you attended to be mailed directly to:

Nova Southeastern University  
Enrollment Processing Services (EPS).  
Attention Center for Psychological Studies  
3301 College Avenue  
P.O. Box 299000  
Fort Lauderdale, FL 33329-9905

If courses from one college/university appear on another college's/university's transcript, you are still required to submit an official transcript from the college or university where you originally completed the course work. If the initial transcript forwarded does not reflect degree conferral or final semester grades, you must forward a final transcript as soon as this information becomes available.

5. Submit a letter specifying desired coursework. Include a copy of your teaching certificate (school guidance and counseling applicants only). Applicants may request a waiver of this requirement by contacting the Office of Graduate Admissions.
7. Where applicable for foreign nationals, applicants should submit TOEFL scores.

An interview or additional documentation may be required for purposes of screening or advisement. Applicants are responsible for ensuring that their file is complete and received by the announced deadline. Check on the status of your file with the Office of Graduate Admissions, (954) 262-5760, before the application deadline.

**Application Deadlines**

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

### **Admission of Master's Students to Doctoral Programs**

□

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

### **Master's Program Transfer of Credits**

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

The number of transfer credits that will be credited toward graduation is six.

- A. Transfer of credits will be awarded when the course being evaluated meets all of the following criteria:
- 1) It is a graduate-level course taken at an institution accredited as degree granting by a recognized regional accrediting body for higher education at the time the course work was taken, or an APA professional school. A graduate-level course is defined as one that would be credited toward a master's degree at the institution where the course was taken. This must be verified in the school's catalog or a letter from the chair of the department.
  - 2) It is equivalent in content to a required course in the curriculum.
  - 3) It was completed no longer than five years before the student's first enrollment in the program.
  - 4) A grade of B or higher was received. A grade of P (pass) or CR (credit) or other such grade cannot be accepted as equivalent unless it can be officially verified as such.

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

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

**No transfer credits may be applied to practicums or for portfolio-based experiential learning.**

Nova Southeastern University complies with federal regulations for veterans' training that it is mandatory for all veterans benefit recipients to report either prior education and/or training (see

catalog section **Veterans' Benefits**).

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

### **Provisional Admissions**

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

**2003–2004 Master’s Programs in  
Mental Health Counseling and  
School Guidance and Counseling  
Estimated Expenses**

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

Tuition	\$ 485 per credit hour
Application Fee	\$ 50 (nonrefundable)
Registration Fee	\$ 25 per semester
Late Registration Penalty	\$ 30
Student Government Association Fee	\$ 10 per semester (main campus only) (fall and winter semesters only)
Professional Liability Insurance Fee	\$ 6 per semester
Transcript Fee	\$ 5 per transcript
Application for Degree Fee	\$ 75

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

**Refund Policy**

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

## Master's Academic Policies

### Registration

All students admitted to graduate study are to be in continuous registration every fall and winter semester until they receive their degree unless prior approval is received from the program office. Once candidacy is achieved, in order to remain an active and matriculated student, registration is required in every semester until the completion of degree requirements, unless a leave of absence has been granted. Failure to remain in continuous registration will be deemed as the student's formal withdrawal from the program. All other program, center, and university requirements will be in effect.

### Candidacy (Matriculation)

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

These four designated courses require demonstration of written, quantitative, and interpersonal skills, as well as overall professional functioning. The designated four courses for matriculation include:

1. PSY 502—Counseling Theories and Practice
2. PSY 511—Foundations of Mental Health Counseling
3. PSY 507—Research and Evaluation for Counselors
4. PSY 584—Diagnosis and Treatment of Adult Psychopathology or  
PSY 586—Diagnosis and Treatment of Child and Adolescent Psychopathology

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

Before the formal matriculation review, should a student receive a second grade below B or a grade of F, the student will automatically be withdrawn from graduate study. Students who achieve a grade point average of 2.5 or below in the four designated courses will be discontinued from graduate study in the program.

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

**School Guidance and Counseling Program.** Students who are admitted to graduate study at the □master's level are reviewed for degree candidacy (matriculation) after the completion of the first four courses (12 credits) for which the student is enrolled. During the formal review for matriculation, a student's academic performance and professional functioning in the first four courses will be examined. Those students with a grade point average of 3.0 or above in the first four courses will be matriculated. Students with a grade of F in any one of the first four courses will not be matriculated. Students are required to maintain a 3.0 grade point average.

Before the formal matriculation review, should a student receive a grade of F, the student will automatically be withdrawn from graduate study. Under no circumstances will students who achieve a grade point average of 2.5 or below in the first four courses be permitted to take graduate-level courses in the program.

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

### **Time Limits**

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

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

### **Evaluation Of Master's Students**

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

### **Professional Standing Committee**

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

The committee may be asked to review alleged violations of the University Student Code of Conduct, including academic standards and ethical standards of the field. In addition, the committee may conduct reviews concerning emotional behavior problems serious enough to suggest interference with professional functioning, academic performance, or performance in a clinical practicum or internship setting.

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

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

### **Degree Completion Requirements**

A student must complete all course work required for the degree chosen with a minimum grade point average of at least 3.0 and successfully complete the comprehensive examination. The Master of Science in Mental Health Counseling Program requires a minimum of 60 semester hours of graduate credit. The Master of Science in School Guidance and Counseling Program requires a minimum of 46 semester hours of graduate credit. A candidate is expected to complete the master's program and graduate within five years.



## Master's Programs Field-Based Site Information



Site	Location
Clearwater	Sacred Heart School 7951 46 Way North Pinellas Park, Florida 33781
Gainesville	Gainesville High School 1900 NW 13th Street Gainesville, Florida 32609
Jacksonville*	Century Plaza Building 3733 University Boulevard West, Suite 302 Jacksonville, Florida 32217
Las Vegas, Nevada*	McCarron Corporate Center 5740 S. Eastern Avenue Las Vegas, Nevada 89120
Miami*	Nova Southeastern University Miami Student Service Center 8585 SW 124 Avenue Miami, Florida 33183
Orlando	Nova Southeastern University 445 North Wymore Road Winter Park, Florida 32789
Palm Beach*	Nova Southeastern University 3970 RCA Boulevard, Suite 7000 Palm Beach Gardens, Florida 33410
Tampa*	Nova Southeastern University 9503 Princess Palm Avenue, Suite 106 Tampa, Florida 33619

For information regarding site locations, start dates, or deadlines, please refer to the Center for Psychological Studies application packet or contact the Center for Psychological Studies at (954) 262-5760.

\*Current location of Master's Program in School Guidance and Counseling.

**Mental Health Counseling  
Model Curriculum  
60 Semester Hours**

<b>Required Courses:</b>	PSY 502 PSY 507 PSY 511 PSY 512 PSY 570 PSY 582 PSY 584 PSY 586  PSY 608 PSY 612 PSY 631 PSY 632 PSY 635 PSY 645 PSY 660 PSY 666 PSY 669 PSY 680 PSY 681 PSY 682	Counseling Theories and Practice Research and Evaluation for Counselors Foundations of Mental Health Counseling Human Growth and Development Ethical, Legal, and Professional Issues for Counselors Human Sexuality Diagnosis and Treatment of Adult Psychopathology Diagnosis and Treatment of Child and Adolescent Psychopathology  Psychological Testing for Individual Evaluation Substance Abuse Career and Lifestyle Assessment Social and Cultural Foundations of Counseling Group Theory and Practice Couples and Family Counseling Strategies Community Mental Health Case Conceptualization and Treatment Strategies Advanced Treatment Interventions Counseling Practicum I Counseling Practicum II Counseling Practicum III
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## Mental Health Counseling Course Descriptions

### **PSY 502 Counseling Theories and Practice (3 credits)**

This course surveys the field of counseling. It considers the various theories of counseling and issues in the practice of mental health counseling as well as the personality theories that are the underpinnings of many counseling approaches.

### **PSY 507 Research and Evaluation for Counselors (3 credits)**

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

### **PSY 511 Foundations of Mental Health Counseling (3 credits)**

This course is an overview of the field of mental health counseling. Students will address professional roles, functions, credentialing, and general ethics of mental health counselors. The major focus will be on the development of fundamental counseling skills, including listening, empathy training, and basic interviewing. Issues regarding the development of the therapeutic relationship, cultural diversity, and mental status assessment will be covered. **Prerequisite: PSY 502**

### **PSY 512 Human Growth and Development (3 credits)**

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

### **PSY 570 Ethical, Legal, and Professional Issues for Counselors (3 credits)**

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

### **PSY 582 Human Sexuality (3 credits)**

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

### **PSY 584 Diagnosis and Treatment of Adult Psychopathology (3 credits)**

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

**PSY 586 Diagnosis and Treatment of Child and Adolescent Psychopathology (3 credits)**

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

**PSY 608 Psychological Testing for Individual Evaluation (3 credits)**

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

**PSY 612 Substance Abuse (3 credits)**

This course investigates the etiology of alcoholism and drug dependency. Attention is given to assessment and treatment in both individual and family therapy approaches. **Prerequisites: PSY 502, PSY 511**

**PSY 631 Career and Lifestyle Assessment (3 credits)**

This course surveys the major theories of career choice, planning, and development as well as standardized methods of assessing vocational interests and aptitudes. Social, psychological, and economic factors influencing career choice are examined. Emphasis will be placed on individual and group career counseling skills.

**PSY 632 Social and Cultural Foundations of Counseling (3 credits)**

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

**PSY 635 Group Theory and Practice (3 credits)**

This course overviews various group theories and basic aspects of group therapy. Topics covered include group therapy as a laboratory for interpersonal learning, therapist facilitative techniques, group dynamics, the development and role of group cohesiveness, selection and composition of groups, and stages of group therapy. **Prerequisites: PSY 502, PSY 511**

**PSY 645 Couples and Family Counseling Strategies (3 credits)**

This skills course surveys current approaches to couples and family counseling with an emphasis on a systemic conceptual model of family functioning and therapeutic intervention. It is designed to develop specific intervention competencies. **Prerequisites: PSY 502, PSY 511, PSY 584, or consent of adviser**

**PSY 660 Community Mental Health (3 credits)**

The brief history of community psychology is reviewed with a focus on those events that led to the development of a "community point of view." The course also acquaints students with the various

approaches (preventative model, consultative role, etc.) and techniques (needs assessment, program evaluation) used by community psychologists. Distinctions between traditional clinical □interventions and community intervention are highlighted.

**PSY 666 Case Conceptualization and Treatment Strategies (3 credits)**

This course focuses on the processes of conceptualizing clinical cases from a variety of theoretical orientations and translating them into effective treatment strategies. Video and audiotaped clinical interviews, case studies, and role-plays will be utilized to assist students in formulating hypotheses about client difficulties and developing appropriate clinical interventions that address those difficulties. **Prerequisites: PSY 502, PSY 511, PSY 584, or consent of adviser**

**PSY 669 Advanced Treatment Interventions (3 credits)**

This course will present advanced training in one or two major approaches to individual psychotherapy. Students will have the opportunity to explore in-depth theoretical and technical applications of the approaches, issues related to the therapeutic alliance, goal setting, and outcome evaluation. Videotaped presentations, role-playing, and case studies will be utilized. **Prerequisites: PSY 502, PSY 511, PSY 584, PSY 666**

**PSY 680 Counseling Practicum I (3 credits)**

The student is required to spend a specified number of hours per week at a selected agency working under supervision with clients. During that time, the student is expected to increase his or her competence in the areas of basic interviewing, assessment, and counseling skills. Furthermore, the student will be made more aware of the ethical, legal, and professional issues inherent in the counseling process. **Prerequisites: PSY 502, PSY 507, PSY 511, PSY 584, PSY 586, PSY 635, PSY 666 with a grade of B or better**

**PSY 681 Counseling Practicum II (3 credits)**

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

**PSY 682 Counseling Practicum III (3 credits)**

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

**Mental Health Counseling Practicum Prerequisites**

To be eligible for PSY 680 Counseling Practicum I, students must have been matriculated and must have successfully completed a minimum of 21 semester hours, which includes the following course work:

1. PSY 502 Counseling Theories and Practice
2. PSY 507 Research and Evaluation for Counselors
3. PSY 511 Foundations of Mental Health Counseling
4. PSY 584 Diagnosis and Treatment of Adult Psychopathology
5. PSY 586 Diagnosis and Treatment of Child and Adolescent Psychopathology

6. PSY 635 Group Theory and Practice
7. PSY 666 Case Conceptualization and Treatment Strategies\*

\*Must be completed with a grade of B or better.

The student must file an application and receive approval before registering for a practicum.

**School Guidance and Counseling  
Model Curriculum  
46 Semester Hours**

<b>Required Courses:</b>	CGPY 502	Counseling Theories and Techniques
	CGPY 507	Research and Evaluation for School Counselors
	CGPY 510	Career Development
	CGPY 512	Learning and Human Development
	CGPY 515	Principles of Counseling and Guidance
	CGPY 550	Contemporary Clinical Interventions
	CGPY 575	Ethical, Legal, and Professional Issues for School Counselors
	CGPY 585	Psychology of Exceptional and At-Risk Children
	CGPY 595	Application of Technology in School Guidance and Counseling
	CGPY 608	Appraisal and Evaluation in School Counseling
	CGPY 630	Counseling the Culturally Different Student
	CGPY 636	Group Counseling
	CGPY 665	School Consultation Skills
	CGPY 685	School Guidance Pre-Practicum Seminar
	CGPY 688	Practicum I: School Guidance
	CGPY 689	Practicum II: School Guidance

## **School Guidance and Counseling Course Descriptions**

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### **CGPY 502 Counseling Theories and Techniques (3 credits)**

This course surveys the field of counseling. It considers the various theories of counseling and issues of counseling in school settings and focuses on the development of school counseling skills including basic interviewing and other assessment skills, with an emphasis on therapeutic listening skills. Stress will also be placed on the acquisition of skills related to empathy, the counselor-counselee relationship, and the establishment of a therapeutic alliance in the context of cultural diversity. Teaching methods will include modeling and role-playing, along with didactic presentations and readings.

### **CGPY 507 Research and Evaluation for School Counselors (3 credits)**

This course seeks to prepare school counselors to be informed consumers of research and evaluation within educational settings. It covers basic statistics, basic research designs, and program evaluation. It provides experience in locating and reading research and evaluation reports. In addition, it reviews procedures of accountability for guidance departments.

### **CGPY 510 Career Development (3 credits)**

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

### **CGPY 512 Learning and Human Development (3 credits)**

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

### **CGPY 515 Principles of Counseling and Guidance (3 credits)**

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

### **CGPY 550 Contemporary Clinical Interventions (3 credits)**

This course focuses on an understanding of critical psychological issues when dealing with children, adolescents, and adults in school settings. Topics covered include substance abuse, suicide, violence, divorce, HIV/AIDS, and other contemporary clinical issues. Primary and secondary prevention strategies will be examined for suitable school-based interventions.

**Prerequisite: CGPY 502**

### **CGPY 575 Ethical, Legal, and Professional Issues for School Counselors (3 credits)**

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



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**CGPY 585 Psychology of Exceptional and At-Risk Children (3 credits)**

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

**CGPY 595 Application of Technology in School Guidance and Counseling (2 credits)**

This course focuses on the application of computer-based technology in education with particular emphasis on school guidance functions. Strategies to enhance curriculum effectiveness, improving the learning environment, and improving guidance delivery services will be stressed.

**CGPY 608 Appraisal and Evaluation in School Counseling (3 credits)**

This course covers basic measurement concepts, test content and purpose, psychometric properties, administration, and scoring procedures. Frequently used tests of aptitude, interest, and personality are reviewed. Issues involved with standardized and nonstandardized assessment of achievement, educational diagnostic tests, and vocational interest tests are examined from school guidance perspectives. Issues of test use with culturally diverse populations are addressed.

**Prerequisite: CGPY 507**

**CGPY 630 Counseling the Culturally Different Student (3 credits)**

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

**CGPY 636 Group Counseling (3 credits)**

This course overviews various group theories and basic aspects of group process. Topics covered include group counseling as a laboratory for interpersonal learning, counselors' facilitative techniques, group dynamics, the development and role of group cohesiveness, selection and composition of groups, and stages of group counseling. **Prerequisite: CGPY 502**

**CGPY 665 School Consultation Skills (3 credits)**

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

**CGPY 685 School Guidance Pre-Practicum Seminar (2 credits)**

This course provides exposure to school and community professionals and requires an in-school pre-practicum experience.

**CGPY 688 and CGPY 689 Practicum I and II: School Guidance (6 credits)**

Supervised guidance practicum in an elementary, middle, or secondary school setting.

□ **Prerequisites:** CGPY 502, CGPY 512, CGPY 515, CGPY 550, CGPY 575, CGPY 636, CGPY 665, CGPY 685, and consent of adviser

**School Guidance and Counseling Practicum Prerequisites**

To be eligible for practicum, students must have been matriculated and must have successfully completed the following course work:

1. CGPY 502 Counseling Theories and Techniques
2. CGPY 512 Learning and Human Development
3. CGPY 515 Principles of Counseling and Guidance
4. CGPY 550 Contemporary Clinical Interventions
5. CGPY 575 Ethical, Legal, and Professional Issues for School Counselors
6. CGPY 636 Group Counseling
7. CGPY 665 School Consultation Skills
8. CGPY 685 School Guidance Pre-Practicum Seminar

The student must file an application for practicum and receive approval before registering for practicum.

## Master's Program Practicum Information

□ The practicum is conceived to be that phase of the master's program in which counselor trainees are able to crystallize their educational experiences by actually translating theoretical constructs into practice. This type of supervised practice in counseling is generally viewed as an experience that assists the prospective counselor to function effectively in a future employment situation. It serves as a bridge between the theoretical and the real. It is the first opportunity for the counselor trainees to apply what they have learned from the more didactic portion of the curriculum.

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

Special Note: Students enrolled in the Master's Program in Mental Health Counseling wishing to pursue state of Florida requirements for licensure may, at their option, elect to increase hours in practicum in order to fulfill state requirements.

### Main Campus Format

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

### Field-Based Format

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

### Professional Liability Insurance

Students entering practicum will be charged a nominal fee for liability insurance coverage provided under the Center for Psychological Studies' group policy. All students are required to abide by the ethical standards of the American Counseling Association,

the ethical standards of their respective professions, the policies and procedures of the Center for Psychological Studies, and agency placement rules and regulations.

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## **Licensure and Certification**

### **State of Florida Licensure For Mental Health Counselors**

□ On January 1, 2001, the state of Florida new legislation (Chapter 491, *Florida Statutes*) governing licensure requirements for mental health counselors will take effect. Students interested in licensure should request in writing a copy of licensure requirements from the

Department of Health  
Medical Quality Assurance  
Board of Clinical Social Work,  
Marriage and Family Therapy and  
Mental Health Counseling  
4052 Bald Cypress Way  
BIN # C08  
Tallahassee, Florida 32399-3250  
(850) 245-4474  
[www.doh.state.fl.us/mqa](http://www.doh.state.fl.us/mqa)

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

#### **Certification in Guidance and Counseling**

The Master of Science in School Guidance and Counseling Program was designed for the continued professional development of persons seeking positions in school guidance. **Individual eligibility must be verified periodically through careful review of state licensure regulations, which are subject to change.** For state of Florida certification in guidance and counseling (prekindergarten through grade 12), course work in the Master's Program in School Guidance and Counseling is approved by the Florida Department of Education under Plan 2, Rule 6A-4.0181, *Florida Statutes* (course-by-course basis). For state of Nevada endorsement as a school counselor, the Master's Program in School Guidance and Counseling holds provisional program approval by the Nevada State Board of Education. Applicants are responsible for verifying requirements for certification in guidance and counseling with their local school board certification office or with the state department of education. State of Florida or state of Nevada requirements for certification do not necessarily apply to certification requirements in other states. ***State certification requirements are subject to change.***

## SPECIALIST PROGRAM

□The **Specialist Program in School Psychology (Psy.S.)** was developed in response to the recent national and state critical shortage of school psychologists and the increased public attention being paid to the important role that school psychologists play in addressing critical challenges such as school violence. The school psychologist is a professional practitioner whose general purpose is to provide psychological services for students and to bring a psychological perspective to bear on the problems of educators and the children whom educators serve. The education and training of candidates prepares them to provide a range of psychological assessment, intervention, prevention, health promotion, and program development and evaluation services with a special focus on the developmental processes of children and youth within the context of schools, families, and other systems.

The program of study will typically require four years of post-baccalaureate study. The format has been designed to allow access by the working professional. Students will typically take on average nine credit hours per semester. Courses are offered on weekends, and during the evenings. Some courses will be offered via compressed video or online.

The specialist program will prepare candidates to facilitate the educational, social, and emotional development of children and adolescents in school settings. School psychology students will learn to work collaboratively with educators, parents, and students to provide preventive and remedial psychological services. The program integrates theoretical and practical training, which provides candidates with expertise in the following areas: psychological and educational foundations, evaluation, intervention, consultation, research, and professional ethics and standards. Through the application of their knowledge, skills, and techniques, graduates of the specialist program promote the application of psychology to educational problems.

The specialist program is designed to be consistent with the national standards for the training of school psychologists as defined by the National Association of School Psychologists (NASP). The curriculum is designed to meet the current educational requirements for the Florida Department of Education (DOE) certification specialization in school psychology (Rule 6A-04311, Plan One) and for licensure as a school psychologist under Chapter 490, *Florida Statutes*. The center is currently seeking state of Florida DOE program approval. As part of the degree requirements, students in the specialist program electing to complete DOE approved program standards will be required to complete all requirements and/or submit documentation to demonstrate they have met all standards. This documentation will be organized in a systematic manner for the purpose of communicating and demonstrating the student's competencies in the required areas (e.g., ESOL training) as specified in State of Florida statutes.

## Specialist Program Admissions

### Requirements

To be considered for admission to graduate study in the Specialist (Psy.S.) Program in School Psychology, all applicants are required to present evidence of scholastic ability, significant interest in the area of school psychology, interpersonal sensitivity, personal stability, and sound moral character. Minimum requirements for admission for all applicants include a baccalaureate degree in psychology, education or related field from a regionally accredited institution and the completion of three credit hours in research and evaluation or statistics prior to the start of the Psy.S. program. Additional criteria reviewed will include the following:

- Relevant experience; professional accomplishment, or exceptional credentials
- The quality of the applicant's written statement of professional experiences
- Professional/faculty letters of recommendation
- Personal interview

### Admission Status

Applicants may be eligible for admission to the program in one of the following three categories: Traditional Degree Seeking, Alternative Degree Seeking (based on relevant, professional, or exceptional experience or accomplishment) and Non-Degree Seeking/Special Student.

**Traditional Degree Seeking** - applicants who meet the following set of criteria in addition to the above minimum requirements for admission may be considered for acceptance into the program as a degree seeking student.

- A baccalaureate degree in psychology, education, or related field from a regionally accredited institution.
- A 3.0 GPA based upon the last two years of undergraduate study **or** a 3.4 GPA from a regionally accredited graduate program in psychology, education, or related field based upon a minimum of 18 credit hours.
- Completion of the Graduate Record Examination (GRE) with a preferred combined verbal and quantitative score of 1000 or higher **or** a fortieth percentile score or better on the Miller's Analogies Test (MAT).
- Completion of three credit hours of undergraduate or graduate course work in research and evaluation or statistics.

**Alternative Degree Seeking** - applicants who do not meet one or more of the criteria for the degree seeking status listed above but have a baccalaureate degree in psychology, education, or related field from a regionally accredited institution may be considered on the basis of relevant, professional, or exceptional experience or accomplishment.

Applicants accepted into the program under Alternative Degree Seeking status must

meet the minimum requirements of three (3) credit hours of undergraduate or graduate course work in research and evaluation or statistics. Admitted students will  be required to meet the standards for matriculation (*See section on Degree Candidacy*). **Individuals applying under this category must include a resume or other documentation supporting their experience and credentials.**

**Non-Degree Seeking/Special Student** – applicants who are graduates of or who are currently enrolled in the following programs may request to take courses as a non-degree seeking student:

- Clinical, counseling, or school psychology doctoral program
- Specialist or master's programs in school psychology

Requests for non-degree seeking/special student status will be accommodated on a seat available basis. Course offerings will vary each semester. See the section on Admissions Procedure Checklist for the Non-Degree Seeking/Special Student for information on admissions procedures

A student must complete all courses for the degree with a grade point average of at least 3.0. **The Specialist Program in School Psychology requires 79 semester hours of graduate credit, including two practica and a full-time internship.** All students will be required to pass the comprehensive examination requirement as part of their degree requirements. A candidate is expected to complete and graduate from the specialist program within seven years from the date of first enrollment.

## **Application Procedures**

### **Degree Seeking Students**

1. Complete the Specialist's Program application form.
2. Submit a check for \$50 (nonrefundable application fee) made payable to Nova Southeastern University.
3. Submit two letters of recommendation with completed forms from professors, employers, supervisors, or professionals most familiar with your work.
4. Arrange for official transcripts from all regionally accredited colleges or universities you attended to be mailed directly to Graduate Admissions, Center for Psychological Studies. If courses from one college/university appear on another college's/university's transcript, you are still required to submit an official transcript from the college or university where you originally completed the course work. If the initial transcript forwarded does not reflect degree conferral or final semester grades, you must forward a final transcript as soon as this information becomes available.
5. Have official GRE or MAT scores mailed directly to the Graduate Office of Admissions (or provide documentation for alternative admission).



6. Complete the GPA calculation worksheet in its entirety.
7. Submit a two-page, typed statement of your professional experiences, including a description of your clinical experience, background or experience within school systems, research or program evaluation experience, and/or aspects of school psychology in which you have the greatest interest. Additionally, briefly describe your professional goals. A resume and supporting documentation is required for those applying under the experience category.
8. If applicable, include a copy of your teaching certificate or other relevant certificates.
9. Where applicable, applicants should submit TOEFL scores. Please refer to the section on the TOEFL.

### **Non-Degree Seeking/Specialist Students**

Complete the Specialist's Program application form for Non-Degree Seeking Students.

Submit a check for \$50 (nonrefundable application fee) made payable to Nova Southeastern University.

3. Have official transcript from degree granting institution showing graduation from or current enrollment in a regionally accredited institution mailed directly to Graduate Admissions, Center for Psychological Studies.
4. Submit a typed letter explaining your needs, courses in which you wish to enroll, and applicable timetables.

### **Transfer of Credit**

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

The transfer of up to a maximum of 15 credit hours of graduate-level course work from a regionally accredited institution will be allowed upon approval of the Director of Academic Affairs. Course work submitted must meet the following specific criteria: a course grade of A or B and equivalency to a required course. No transfer of credits may be applied to practica. Transfer credits are not taken into account when computing the student's grade point average.

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

1. It is a graduate level course taken at an institution accredited as degree granting by a recognized regional accrediting body for higher education at the time the course was completed or an APA professional school. A graduate level course is defined as one that would be credited toward a master's degree at the institution where the course was taken. At minimum, this must be verified in the school's catalog or a letter from the chair of the department.
2. It is equivalent in content to a required course in the curriculum.
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 unless it can be officially verified as such.

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

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

**No transfer credit may be applied to practica or internship.**

Nova Southeastern University complies with federal regulations for veterans' training that it is mandatory for all veterans benefit recipients to report either prior education and/or training (see catalog section **Veterans' Benefits**).

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

### **Provisional Admissions**

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

## 2003-2004 School Psychology Program Estimated Expenses

Specialist tuition for 2003-2004 will be charged at the rate of \$495 per credit hour. **Students should anticipate an annual review of fees by the university and possible increases.** Students are expected to pay tuition in full at the time of registration. Students receiving financial aid must familiarize themselves with the requirements of that office with regard to payments and may defer payment only if they have been officially notified of an award. Once a loan check is disbursed, students will be responsible for making all appropriate payments.

Tuition	\$ 495 per credit hour
Application Fee	\$ 50 (non-refundable)
Registration Fee	\$ 25 per semester
Late Registration Penalty	\$ 30 per semester
Text Books	\$ 80-200 per course (approximate cost)
Professional Liability Insurance	\$ 6 per semester
Comprehensive Final Examination	State of Florida or NASP fees apply
Application for Degree Fee	\$ 75
Transcript Fee	\$ 5 per transcript

Some courses may require additional fees for laboratory and/or equipment (e.g. calculator, testing materials) and supplemental course materials. Students are provided NSU UNIX computer accounts at no charge. Students need to make arrangements for Internet access and pay the corresponding fee.

- **Please note that all above fees are subject to change without notice.** A student government association fee may be assessed after the first semester at the rate of \$10 per semester (fall and winter terms only)

## School Psychology Program Academic Policies

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### Registration and Residency

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

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

Students are considered to be full-time if they complete six credit hours each semester. A student on financial aid considering completing less than the scheduled credit hours in any given semester, should discuss this with the specialist program office. **It is the responsibility of the student to seek advisement of options available for completing the specialist program.**

For certain forms of financial aid, full-time and part-time status may be defined differently. Aid during the summer semester may require summer registration. Students applying for financial assistance **MUST** clarify this with the Office of Student Financial Planning.

### En Route Master of Science in School Psychology

Students enrolled in the Psy.S. program in school psychology may earn as an intermediate degree, the master's of science in school psychology. The curriculum for this degree consists of all courses in the first two years of the model specialist curricula (51 credit hours). Courses transferred into Nova Southeastern's specialist program do not count toward this degree. Any specialist course with a comparable number of credit hours may be substituted for a transferred course.

Graduates with this degree will not have met the educational requirements for certification or licensure in the State of Florida and should not expect to provide psychological services as an independent practitioner. Rather, this degree should be utilized by the Psy.S. student to demonstrate master's level achievement in school psychology, or qualify for master's level of employment.

Students completing the above requirements may complete a degree application form and pay the required fee to receive the degree, however they may not participate in the graduation ceremony. (Note: Students paying this fee at this time will not have to pay it again when completing the specialist, at which time they may participate in the graduation ceremony).

Degree requirements are subject to change.

### **Time Limits**

Students must complete their program within seven years from the date of first enrollment. This means that students are expected to graduate with the specialist degree within this time period. In the event that a matriculated student who has been in continuous enrollment does not complete all requirements within the seven year time limit, he or she must enroll in the Specialist Program and:

1. Maintain full-time status (minimum six (6) credits per semester, excluding summer sessions).
2. Complete remaining degree requirements, which will include any course work that is more than five (5) years old.

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

### **Evaluation of Specialist Students**

Each student is evaluated on an ongoing basis while enrolled in the program, including during the practicum experience. The purpose of evaluation is to provide students with relevant feedback concerning their performance and to serve as a screening process in order to ensure high standards for the profession of psychology. Relevant information including practicum evaluations is coordinated through the program administration.

If, for any reason, a faculty member has reason to question the satisfactory progress of any student in the program, he/she will discuss the problem with the student. If the problem persists, the faculty member may bring the issue to the attention of the program administration and the Center for Psychological Studies faculty. Appropriate faculty will be asked for additional review and comment.

### **Professional Standing Committee**

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

The Committee may be asked to review alleged violations of the University Student Code of Conduct, including academic standards and ethical standards of the field. In addition, the Committee may conduct reviews concerning emotional, behavioral problems serious

enough to suggest interference with professional functioning, academic performance, or performance in a clinical practicum or internship setting.

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

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

### **Matriculation Requirements (Degree Candidacy)**

Students who are provisionally admitted into graduate study at the specialist level are reviewed for degree candidacy (matriculation) after completion of the first four courses (12 credits) in which they are enrolled.

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

Prior to the formal matriculation review, should a student receive a second grade below "B" or a grade of "F", the student will automatically be withdrawn from graduate study. Under no circumstances will students who achieve a grade point average of 2.5 or below in the four designated courses be permitted to take graduate level courses in the Center for Psychological Studies Program.

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

### **Academic Standing (Following Matriculation)**

The grading policy for all graduate programs in the Center for Psychological Studies 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 in the student handbook.

In all courses, a grade of A, B, C, F, or P will be assigned based upon the individual instructor's assessment and evaluation of the student's work. A grade of "I" (incomplete) □ indicates that the student has not completed the course requirements during the scheduled time and is given only with the instructor's approval. A student will not be permitted to register for a sequential course when a grade of "I" (incomplete) or "F" (failure) has been received in a prerequisite course.

### **Attendance**

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

## **Specialist in School Psychology Program Curriculum**

The general curriculum of the specialist program is designed to provide the knowledge and training necessary for the student to become a school psychologist. The curriculum was designed by faculty following consultation with Florida school districts, the Florida Department of Education (DOE), the Florida Association of School Psychologists (FASP), and the National Association of School Psychologists (NASP). The program is designed to be consistent with NASP Standards for Training Programs in School Psychology, and current educational requirements for the Florida DOE specialization certification (Rule 64-04311, Plan One) and licensure as a school psychologist (Chapter 490, *Florida Statutes*). However, since state certification and licensure requirements vary and/or are subject to change, students must examine these requirements in the state to which they intend to make application to determine if educational requirements are met.

### **Clinical Training**

#### **Practicums**

The practicum sequence in the specialist program is intended to provide the student with closely supervised assessment and intervention experiences. Practicum settings include placements in local school districts and clinics. These practicum settings give students the opportunity to work with a diverse range of clients and clinical problems. Students must be matriculated and complete the prerequisite course work prior to enrolling in the practica.

All students seeking a practicum experience will be subject to fingerprinting as part of school and agency requirements. Students with any concerns about this issue should seek advisement at the beginning of their program.

Practicum responsibilities may include individual and small-group counseling, consultation, teacher in-service, parent conferencing, individual and large group testing, involvement in the exceptional student education process, and other experiences relevant to the practicum setting. **Students employed by the school system will be required to obtain permission from their principal or designated school official for release time**

**to pursue their practicum. Students may be required to take some leave or to make other necessary arrangements to fulfill this requirement. Please be advised that waiver of the practicum experience for any reason will not be permitted.**

Two semesters of practicum are required to afford students an opportunity to work with a variety of students, parents, and teachers over time. Students are ineligible for practicum if they have not completed prerequisite courses, are on academic probation, or have been evaluated as not ready. Practica are generally taken in the second and third years of the program.

**For field-based students, the practicum will be scheduled in a semester format.** The semesters of practicum typically begin in the fall semester. The student will complete the designated experience and hours in a public school setting and participate in a regular seminar class. Seminars are typically held on evenings during the week. Specific details on practicum are provided to students at the appropriate time in their program. **Please be advised that during practicum, students will also be enrolled in regularly scheduled classes.** Further practicum instructions will be provided to students prior to practicum registration.

### **School Psychology Internship**

A major applied component of specialist training is the internship in school psychology. All students are required to successfully complete a supervised field placement in an approved public or private school consisting of a minimum of 1,200 clock hours. Students should plan to work 40 hours per week over the course of an academic year. The internship is typically completed in one calendar year and typically follows the completion of the prerequisite course work with a GPA of 3.0 or higher.

It is the student's responsibility to investigate and apply for internship opportunities. Prior to submitting applications, students' eligibility must be reviewed. The Program Office will verify the student's eligibility to accept and subsequently begin an internship. Specific guidelines and procedures for the internship application process will be provided to students at the appropriate time in their curriculum.

To accept an internship placement, a student must be in good academic standing and must have successfully completed all requirements as described above, and the professional documentation file as described for program approval.

### **Comprehensive Examination**

As part of the degree requirements, all specialist students will be required to sit for and pass a final written comprehensive examination, which includes one of the following options:

Option: A:

The state of Florida Teacher Competency Examination and The Florida Department of Education Professional Examination in School Psychology (required for certification in the State of Florida)



or

Option B:

The NASP National Certification Examination\* (required for licensure in the State of Florida) \*This substitution for Option A (The Florida examinations) are currently being verified in the program approval process and is subject to change.

### **Certification/Licensure**

The certification and licensure of school psychologists is regulated at the state level and as such may vary from state to state. Individual eligibility should be verified through careful review of the certification and licensure regulations for the state in which you plan to reside to determine its specific requirements.

The School Psychology Program is designed to meet new Florida certification requirements and is currently seeking program approval. For additional information about certification, contact the Florida Department of Education at (850) 488-2317 ([www.firn.edu/doe](http://www.firn.edu/doe)). The State of Florida currently licenses school psychologists under Chapter 490, *Florida Statutes*. Applicants interested in licensure may contact the Department of Health, School Psychology at (850) 488-0595 ([www.doh.state.fl.us](http://www.doh.state.fl.us)) for additional information.

**Specialist Program in School Psychology  
Curriculum Requirements\*  
79 Credit Hours**

General Required Courses:	PSY 700	Learning and Human Development
	PSY 710	Psychology of Exceptional and At-Risk Children
	PSY 715	Child and Adolescent Psychopathology
	PSY 720	Biological Bases of Behavior
	PSY 725	Developmental Neuropsychology for the School Psychologist
	PSY 735	Organization and Operation of Schools
	PSY 750	Counseling Theories and Techniques
	PSY 770	Ethical, Legal, and Professional Issues for School Psychologists
Assessment Required Courses:	PSY 765	Applied Behavioral Assessment
	PSY 780	Psychoeducational Assessment
	PSY 782	Assessment: Intelligence Testing I
	PSY 784	Assessment: Intelligence Testing II
	PSY 786	Projective/Objective Personality Assessment
	PSY 788	Assessment of Low Incidence Populations
	PSY 790	Assessment of Young Children Birth to 5 Years
	PSY 792	Integrated Report
Intervention Required Courses:	PSY 705	Social and Cultural Bases of Assessment and Counseling
	PSY 730	Instructional Strategies for the Exceptional Child
	PSY 755	School Consultation Skills
	PSY 760	Contemporary Clinical Interventions for the School Psychologist
Methodology and Research Required Courses:	PSY 740	Educational Statistics
	PSY 745	Research Design
Practicum and Internship Required Courses:	PSY 800	Practicum in School Psychology School Based
	PSY 805	Practicum in School Psychology Clinic Based
	PSY 810	Internship in School Psychology
		<i>* Requirements are subject to modification as curriculum is finalized for program approval</i>

## **School Psychology Course Descriptions**

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### **General Required Courses**

#### **PSY 700 Learning and Human Development (3 credits)**

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

#### **PSY 710 Psychology of Exceptional and At-Risk Children (3 credits)**

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

#### **PSY 715 Child and Adolescent Psychopathology (3 credits)**

This course provides an introduction to the specific disorders and problematic psychological states manifested during childhood and adolescence. Currently used interventions with psychologically troubled youths will be examined.

#### **PSY 720 Biological Bases of Behavior (3 credits)**

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

#### **PSY 725 Developmental Neuropsychology for the School Psychologist (3 credits)**

This course is designed to provide an introduction to developmental neuropsychology. Cases of traumatic brain injury, seizures, communication disorders and sensory-motor impairment will be presented. (Prerequisite: PSY 720)

#### **PSY 735 Organization and Operation of Schools (3 credits)**

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

#### **PSY 750 Counseling Theories and Techniques (3 credits)**

This course surveys the field of counseling. It considers the various theories of counseling and issues of counseling in school settings and focuses on the development of school counseling skills including basic interviewing and other assessment skills, with an emphasis on therapeutic listening skills. Stress will also be placed on the acquisition of skills related to empathy, the counselor-counselee relationship, and the establishment of a therapeutic alliance in the context of cultural diversity. Teaching methods will include modeling and role-playing, along with didactic presentations and readings.

#### **PSY 770 Ethical, Legal, and Professional Issues for School Psychologists (3 credits)**

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

### **Assessment Required Courses**

#### **PSY 765 Applied Behavioral Assessment (3 credits)**

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

#### **PSY 780 Psychoeducational Assessment (3 credits)**

This course introduces students to the administration, interpretation, and communication of psycho-educational tests. Emphasis is placed on assessing the visual, auditory, haptic, language, and sensory disorders. Focus is on achievement and process measures, as well as the development of curriculum-based assessment. Focus will be placed on interviewing and behavioral observation.

#### **PSY 782 Assessment: Intelligence Testing I (4 credits)**

The administration, interpretation, and communication of results of the Wechsler scales are the focus of this course. Emphasis is placed on the many aspects of interviewing, behavioral observation, interpretation, and report writing.

#### **PSY 784 Assessment: Intelligence Testing II (3 credits)**

The administration, interpretation, and communication of results of the Stanford-Binet, Differential Abilities Scales, and nonverbal measures of intelligence are the focus of this course. Emphasis is placed on utilizing data such as cultural background, limited English proficiency, or handicapping conditions in the choice of assessment devices. Focus will be placed on interviewing, behavioral observation, interpretation, and report writing.

#### **PSY 786 Projective/Objective Personality Assessment (3 credits)**

This course will provide an introduction to the theory, administration, scoring, and interpretation of the major projective assessment measures including the Robert's Apperception Test, Thematic Apperception Test, Sentence Completion, and Human Figure Drawings. The specific value of the projective measures and associated research findings will be discussed. Objective measures, including the Behavior Assessment Scale for Children, the Child Behavior Checklist, and Conner's Rating Scale will be utilized. The student will also receive an introduction to integrating assessment materials for the purpose of writing psychological test reports.

**PSY 788 Assessment of Low Incidence Populations (3 credits)**

This course is designed to provide an introduction to the assessment of low incidence □populations. Exceptionalities explored include Visually Impaired, Deaf and Hard of Hearing, Autistic spectrum disorders, Physically Impaired, Traumatic Brain Injured, and Dual Sensory Impaired.

**PSY 790 Assessment of Young Children Birth to 5 Years (3 credits)**

This course focuses on assessment techniques and problems in children from infancy to five years of age. Emphasis will be placed on observational, developmental, play based, adaptive behavior, and psychological assessment. Collaboration with relevant school personnel such as that involved in arena assessment will be explored.

**PSY 792 Integrated Report (3 credits)**

The primary goal of this course is to help the student write a well-integrated and meaningful psychological report and learn the art of providing feedback to parents, teachers, and other professionals. Starting with basic data obtained through interview and developmental history, the student is guided through the process of clinical inference, learning to examine and analyze the data, formulate integrative hypotheses, and generate a synthesized, integrated, and meaningful psychological report useful to school personnel. Emphasis will be placed on understanding the legal issues involved in report writing within the school setting. (Prerequisite: PSY 765, PSY 780, PSY 782, PSY 784, PSY 786, PSY 788, PSY 790)

**Intervention Required Courses**

**PSY 705 Social and Cultural Bases of Assessment and Counseling (3 credits)**

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

**PSY 730 Instructional Strategies for the Exceptional Child (3 credits)**

This course covers the principles of curriculum development and related research as they apply specifically to the exceptional student. Emphasis will be placed on developing instructional strategies including needs assessment, use of resources, and assessment of instructional effectiveness in the development of cognitive and academic skills. Particular emphasis will be placed upon reading instruction.

**PSY 755 School Consultation Skills (3 credits)**

This course focuses on developing specific techniques including communication and interpersonal skills necessary in effective consultation at the individual, group, and systems levels. Integration of the various aspects of school psychology consultation, including knowledge of behavioral, mental health, collaborative, and other consultation

models and their application within the school setting are explored. Emphasis is placed upon team building. Case examples are discussed, and opportunities for skill development are provided through role-playing.

**PSY 760 Contemporary Clinical Interventions for the School Psychologist (3 credits)** The course focuses on an understanding of critical psychological issues when dealing with children, adolescents, and adults in school settings. Topics covered include substance abuse, suicide, violence, divorce, HIV/AIDS, and other contemporary clinical issues. Primary and secondary prevention strategies will be examined that promote the mental health and physical well being of students. Short-term individual psychotherapy techniques as well as structured group therapy programs will be explored. (Prerequisites: PSY 750)

### **Methodology and Research Required Courses**

#### **PSY 740 Educational Statistics (3 credits)**

This course covers basic inferential and descriptive statistics as it applies to educational data and problems. Emphasis will be placed on the application of statistics to program evaluation in school psychology.

#### **PSY 745 Research Design (3 credits)**

Competencies required for the design, implementation, and evaluation of educational research, including: problem formulation and analysis, sample selection, instrument selection, formulation of research design and procedure, and data analysis. Emphasis will be placed upon the evaluation of research, translation of research into practice, and the ability to plan and conduct program evaluations for the improvement of services within the schools.

### **Practicum and Internship Required Courses**

#### **PSY 800 Practicum in School Psychology School Based (3 credits)**

The purpose of the school-based practicum is to provide students with an orientation to school and community professionals as well as to clarify the role of the school psychologist. The student will have the opportunity to observe school psychologists conduct psychoeducational assessment, develop behavioral interventions, participate in child study team meetings, and provide feedback to parents. Students are expected to gain experience working with children in a multitude of settings, including preschool, elementary, middle and senior high school as well as special education centers. Students are placed in a school setting one day per week and attend a university-based seminar. (Prerequisites: PSY 700, PSY 710, PSY 715, PSY 735, PSY 750)

#### **PSY 805 Practicum in School Psychology Clinic Based (3 credits)**

The purpose of the practicum is to introduce the school psychology student to the practice of assessment with clients within a clinical setting. Other opportunities may include short-term psychotherapy. (Prerequisites: PSY 765, PSY 780, PSY 782, PSY 784, PSY 786)

**PSY 810 Internship in School Psychology (6 credits)**

The student is required to complete a supervised field placement in a public or private  
□ school setting

, Thematic Apperception Test, Sentence Completion, and Human Figure Drawings. The specific value of the projective measures and associated research findings will be discussed. Objective measures, including the Behavior Assessment Scale for Children, the Child Behavior Checklist, and Conner's Rating Scale will be utilized. The student will also receive an introduction to integrating assessment materials for the purpose of writing psychological test reports.

- *Course descriptions are subject to change*