

1982

Clinical Psychology Doctor of Psychology Policies and Procedures Handbook 1982-83

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Clinical Psychology Doctor of Philosophy

Policies and Procedures Handbook

82-83

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POLICIES AND PROCEDURES

HANDBOOK

1982-1983

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INTRODUCTION

The Department of Psychology welcomes you to graduate study at Nova University. Because of the competitive nature of the application process for the Ph.D. in Clinical Psychology you can be assured that you have distinguished yourself by your academic and professional achievements.

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

This handbook was designed in order to familiarize you with the specific policies and procedures governing the Clinical Psychology Ph.D. program. Knowledge of this handbook's contents, as well as of the Behavioral Sciences Center Bulletin, will be essential to ensure the smooth functioning of your graduate training. You are urged to read this handbook at the start of your career and to refer to it frequently.

The Ph.D. program is continuing to evolve and periodically will reflect changes in curriculum, research, practicum and other requirements. Since these changes will occur primarily in order to better train the students to

meet the needs of society, the Department normally will allow students whose programs are already in progress to take advantage of any such changes.

Organizationally, the Ph.D. program in clinical psychology exists within in the Psychology Department which is part of the Behavioral Sciences Center. The Center is directed by Dr. John M. Flynn. The Psychology Department is headed by a chairperson (Dr. Flynn is the Acting Chair; Dr. Frank DePiano is the Assistant Chair). Finally, the Director of Clinical Training is Dr. Glenn Caddy.

ACCREDITATION

Nova University is accredited by the Southern Association of Colleges and Schools, the official accrediting agency for institutions of higher education in the southeastern states. The Ph.D. program is also accredited (provisionally) by the American Psychological Association.

ADVISEMENT

Prior to entering the program each new Ph.D. student will be assigned an academic/research advisor (while the academic and research advisor may be the same person, this does not always need to be the case). This assignment will be based on the mutual interests of the advisor and advisee whenever possible. YOUR ADVISOR IS THE SINGLE MOST IMPORTANT PERSON YOU WILL ENCOUNTER DURING THE EARLY PHASE

OF YOUR TRAINING. Discuss your interest, career goals, special problems encountered in your training, etc. with your advisor. It is likely that you will also begin your research involvement with this advisor. In addition, your academic advisor must approve and sign your registration record form prior to registering for course work each semester. A list of all advisee assignments can be found at the end of this handbook.

CLINICAL PSYCHOLOGY PROGRAM PHILOSOPHY

The Clinical Psychology Program leading to the Doctor of Philosophy degree at Nova University adheres firmly to the principle that Psychology is an empirically based discipline. The program also is committed to the proposition that clinical psychology will contribute most to the society which supports it if the education of the clinical psychologist provides for the acquisition of the roles both of the scientist and the practitioner. The focus of the program is the empirical analysis of current topics and problems in clinical psychology, with a particular emphasis being placed on the development of sophistication in applied clinical research. It is believed that only through the investigation of the psychological problems confronting contemporary man, woman and child can our society gain the knowledge needed to provide solutions to these problems now and in the future. Thus, much of the research conducted within the program involves the development and rigorous investigation of innovative treatment approaches to clinical problems rather than merely the analysis and evaluation of existing procedures.

The program curriculum is anchored in the cumulative body of psychological knowledge and provides a firm basis in statistics, research design and experimental research methodology. From this base, through a sequence of formal

clinical and other courses, and through graded exposure to clinical populations in supervised practica, the program imparts the knowledge and skill required for the student to assume the role of a research-oriented clinical psychologist. Training designed to promote the individual expression of special interests also is available through elective involvements. These electives provide the opportunity for the development of expertise in a variety of specialties such as family therapy and couples interaction research, child/clinical psychology, biofeedback, hypnosis, behavioral medicine, addictive behavior and the applied analysis of behavior. While involvement in these various elective sequences provides considerable flexibility for the students as they establish specialized interest areas, nevertheless, a commitment to the behavioral perspective in both assessment and therapy is a distinctive feature of the program. In addition, the program provides the opportunity for the study of psychological problems and interventions that represent advances within clinical psychology.

The commitment to the development of strong collegial relationships between faculty and students is a hallmark of the program. Throughout the program, the development of such relationships facilitates the tutorial processes directed to research and clinical endeavor and maximizes

the support available to the students as they strive for scholarship in and mastery of the role of the clinical psychologist.

Former students of the Program have provided psychological services in a number of settings. Some have chosen to work in academic settings; others in medical schools and still others as agency administrators. The majority of the graduates, however, have opted to provide direct clinical services in settings which permit them to utilize their clinical training as well as their training in program and outcome evaluations.

ADMISSIONS

RECRUITMENT

The program recruits students on a national level and advertises through a variety of national publications and various brochures.

Typically, several hundred requests for application materials are received each year. Of those who make these requests approximately 35% return completed applications. As the program continues to gain recognition it is expected that these numbers will increase and the already competitive nature of the screening process for admission to the program will intensify.

POLICY

Several factors, including previous grades, Graduate Record Examination (GRE) scores, and Advance Psychology are considered in evaluating prospective students for the doctoral program. In addition a psychology or related undergraduate or graduate major is required. Other factors considered in assessing students' potential to do doctoral level work in clinical psychology include previous research and/or clinical experiences, letters of recommendation, and the applicant's personal statement of career interests and goals. Completed applications must be received by the Registrar's Office by February 15 of the calendar year for which admission is desired.

PROCEDURES

The following steps constitute the procedures for screening and evaluating students for admission to the Ph.D. program.

1. All materials from applicants should be received by the Admissions Committee by February 15.
2. Each applicant is rated by members of the Admissions Committee.
3. Applicants are rank ordered according to this rating. Rankings are presented to the entire faculty for review and approval.
4. Top 20 applicants are extended offers.
5. As applicants refuse offers, "alternates" are extended offers until the total number of slots is filled.
6. All applicants not extended offers are so notified.

MINORITY STUDENT RECRUITMENT

The faculty continues to strengthen its efforts toward recruiting qualified minority students for the clinical psychology program. A subcommittee on minority graduate students has been established to explore creative ways of expanding the opportunities for minority individuals within the clinical program. Efforts are currently under way to develop a system for identifying promising minority students at the high school or early undergraduate year levels in order to ensure that they receive appropriate training and preparation for graduate level study in clinical psychology. In addition, the minority graduate

student locator service has been contacted in order to encourage qualified minority applicants to make application to Nova. Detailed information concerning minority policies can be found in the pamphlet entitled "Minority Student Opportunities in Clinical Psychology at Nova University."

ADMISSION TO ADVANCED STANDING

Students of the program may petition to have graduate courses taken at another institution applied toward their education at Nova University. Students wishing to have their credits evaluated for transfer must submit course descriptions and other supportive documentation to their academic advisor for review and decision. Demonstration of the equivalence of the course(s) proposed for acceptance as transfer credit is the responsibility of the student. While there is reasonable flexibility in the number of credit hours that may be accepted to advance the standing of a student in the program, typically not more than six credit hours are accepted for transfer credit.

REQUIREMENTS FOR THE PH.D. IN CLINICAL PSYCHOLOGY

In order to be awarded the Ph.D. in Clinical Psychology the student must successfully complete requirements in the following four areas:

General Curriculum Requirements

Practicum Requirements

Research Requirements

(including the dissertation)

Clinical Internship

CURRICULUM REQUIREMENTS

A total of 104 credit hours is required for the Ph.D. in Clinical Psychology. Required courses include:

RESEARCH AND METHODOLOGY

PSY 575 Intermediate Statistics

PSY 576 Computer Laboratory I

PSY 577 Computer Laboratory II

PSY 712 Design of Psychological Studies (with lab)

PSY 643 Multivariate Statistical Methods

PSY 745 Research Practicum I

PSY 746 Research Practicum II

PSY 747 Individual Research Project I

PSY 801 Theory of Psychological Tests

PSY 850 & PSY 851 Dissertation

GENERAL CORE

PSY 726 Advanced Learning: Analysis of Complex Human
Behavior

PSY 701 Developmental Psychology I

PSY 702 Developmental Psychology II

PSY 715 Social Psychology

PSY 725 History and Systems of Psychology

PSY 772 Psychophysiology (with lab)

PSY 786 Seminar in Behavior Disorders

CLINICAL ASSESSMENT

PSY 625 Techniques of Assessment I (Intellectual)

PSY 626 Techniques of Assessment II (Behavioral)

CLINICAL CONTENT AND INTERVENTION

PSY 620 Professional Issues & Ethics

PSY 728 Therapy Intervention I

(Behavior Modification)

PSY 729 Therapy Intervention II

(Individual Client Therapy)

PSY 803-804-805-806 - Supervised Clinical Practicum

ELECTIVE COURSES INCLUDE:

PSY 627 Techniques of Assessment III

(Personality and Projectives)

PSY 628 Neuropsychological Assessment

PSY 641 Multiple Linear Regression and Correlation
Analysis

- PSY 660 Theories of Personality
- PSY 670 Community Psychology
- PSY 730 Therapy Intervention III
(Multiple Client Therapy)
- PSY 748 Individual Research Project II
- PSY 750 Developmental Disability and Treatment
- PSY 751 Language Development and Pathology
- PSY 752 Cognitive and Moral Development
- PSY 753 Seminar in Childhood Behavior Disorders
- PSY 775 Marital and Family System: Theory,
Assessment, and Intervention
- PSY 777 Advanced Topics Seminar I
- PSY 778 Advanced Topics Seminar II
- PSY 779 Advanced Topics Seminar III
- PSY 780 Advanced Topics Seminar IV
- PSY 784 Seminar in Current Issues in Biofeedback
- PSY 785 Psychopharmacology
- PSY 790 Seminar in Behavioral Medicine
- PSY 791 Seminar in Addictive Behavior
- PSY 792 Seminar in Sexual Dysfunction
- PSY 795 Advanced Seminar in Behavioral Treatment
and Outcomes
- PSY 815 Teaching Practicum

To reduce the load on students in any one semester some supervised clinical practica, experimental research programs and electives are offered each summer.

Students who wish to meet the coursework requirements for licensure as a Clinical Psychologist are recommended to examine the licensure guidelines of the state to which they intend to make licensure application. In some states the required courses of the Doctor of Philosophy program are not sufficient to meet that particular state's licensure requirements. In particular, elective courses such as PSY 627 (Techniques of Assessment III), PSY 628 (Neuropsychological Assessment), and PSY 660 (Theories of Personality) are required courses for licensure candidacy in some states.

SAMPLE CURRICULUM YEAR I - FALL SEMESTER

PSY 726	Advanced Learning:Analysis of Complex Human Behavior	3 credits
PSY 701	Developmental Psychology I	3 credits
PSY 725	History & Systems of Psychology	3 credits
PSY 772	Psychophysiology with Lab	4 credits
PSY 620	Professional Issues & Ethics	1 credit
PSY 830	Colloquium I	0 credit
	Total	14

YEAR I - SPRING SEMESTER

PSY 575	Intermediate Statistics	3 credits
PSY 576	Computer Laboratory	2 credits
PSY 702	Developmental Psychology II	3 credits
PSY 786	Seminar in Behavioral Disorders	3 credits
PSY 626	Techniques of Assessment II (Behavioral)	3 credits
PSY 831	Colloquium II	0 credit
	Total	14

YEAR II - FALL SEMESTER

PSY 712	Design of Psychological Studies	3 credits
PSY 577	Computer Laboratory	2 credits
PSY 745	Research Practicum I	3 credits
PSY 625	Techniques of Assessment I (Intellectual)	3 credits
PSY 803	Supervised Clinical Assessment Practicum	3 credits
	Total	14

YEAR II - SPRING SEMESTER

PSY 643	Multivariate Statistical Methods	3 credits
PSY 728	Therapy Intervention I (Behavioral)	3 credits
PSY 746	Research Practicum II	3 credits
PSY 804	Supervised Clinical Practicum	3 credits
	Total	12

YEAR III - FALL SEMESTER

PSY 801	Theory of Psychological Tests	3 credits
PSY 747	Individual Research Project I	3 credits
PSY 729	Therapy Intervention II (Individual Client Therapy)	3 credits
PSY 805	Supervised Clinical Practicum	3 credits
	Total	12

YEAR III - SPRING SEMESTER

PSY 715	Social Psychology	3 credits
PSY 806	Supervised Clinical Practicum	3 credits
	Elective	3 credits
	Elective	3 credits
	Total	12

YEAR IV - FALL SEMESTER

PSY 850 Dissertation	6 credits
Elective	3 credits
Elective	3 credits
Total	12

YEAR IV - SPRING SEMESTER

PSY 851 Dissertation	6 credits
Elective	3 credits
Elective	3 credits
Total	12

YEAR V - FALL & SPRING SEMESTERS

PSY 860 Clinical Internship	2 credits
TOTAL DEGREE CREDITS	104

MASTER OF SCIENCE IN PSYCHOLOGY

Students enrolled in the Ph.D. Program in Clinical Psychology may earn as an intermediate degree the Master of Science in Psychology. The curriculum for this degree consists of 36 hours of courses which are normally taken during the first two years of the Ph.D. Program. The required courses are PSY 620, PSY 625, PSY 626, PSY 701, PSY 712, PSY 725, PSY 726, PSY 745, PSY 772, PSY 786, and PSY 803. In addition, four hours of electives must be taken. Prior to conferring the Master of Science in Psychology Degree, the student will be evaluated by the faculty to assess his/her competencies in academic performance, clinical skills and research skills. Graduates with this degree will not be certifiable or licensable and should not expect to provide psychological services on the independent practitioner level. Rather, this degree will be utilized by the Ph.D. student to demonstrate master's level achievement.

PRACTICUM REQUIREMENTS

The Clinical Practica of the Doctoral Program in Clinical Psychology are intended to provide the pre-intern level student with a series of therapeutic intervention experiences. The practica afford an opportunity to apply techniques derived from the theoretical foundations and empirical findings available within the discipline of

psychology. In the course of the practica the student will gain experience with issues of ongoing assessment and therapy, with confidentiality, and with numerous other aspects of the client-therapist relationship. These experiences, fostered through service-oriented positions in clinical settings, represent the focus of the practitioner component of the program.

Approximately 30 days prior to the end of each semester, the Director of Clinical Training will request: (a) an estimate of the number of students that each faculty member would be willing to supervise, (b) a statement of the nature of the clinical experience(s) available from each of the clinical practica facilities, and (c) an indication of any specific request for a particular student or a particular pre-requisite skill. Thereafter, the Director will provide this information to those students intending to enroll in clinical practica. The students then will rank order their practicum placement preferences and return this information promptly to the Director. Thereafter, the Practicum Training and Clinical Services Committee will assign each student to a practicum facility and a supervisor.

Each student enrolled in clinical practica must contact the faculty member to whom he/she has been assigned for clinical supervision at the beginning of the practicum

experience. Following the development of a written agreement for clinical supervision, the student and supervisor jointly take responsibility for contributing to the ongoing process and outcome of therapy.

POLICIES

1. Practicum placements will be made by the Chair of the Practicum Training and Clinical Services Committee, ACTING ON BEHALF OF THE COMMITTEE, during the LAST week of the semester PRECEEDING THE PROPOSED PRACTICUM. Students petitioning for placement at a particular practicum site should submit their request to the Director of Clinical Training at the end of the semester prior to their anticipated practicum enrollment. These requests will be considered when practicum placements are being made.
2. Typically, practica assignments will be made to clinical sites functioning under the direct control of the university. In those instances in which practicum assignments are made to a clinical service site outside the university, the execution of a letter of agreement between that site and the University must precede the assignment. This agreement will be prepared only after the Practicum Training and Clinical Services Committee has reviewed the external service site and the faculty has approved the use of that site. As a general rule, sole-practitioner private practice sites will not be approved as practicum placements.
3. Course credit for clinical practica will be awarded only when the practicum experience is approved in advance by the Chair of the Practicum Training and Clinical Service Committee acting on behalf of the Committee. No more than three credit hours of practicum training may be taken in any one semester.
4. Clinical supervisors, BOTH INTERNAL AND EXTERNAL, and their supervisees, are responsible jointly for the completion of the "Student's Contract." This document, which stipulates the obligations and duties of the student in the practicum during the semester, should be completed during the first

week of the semester. Clinical supervisors are required to complete the "Evaluation of Student by Practicum Supervisor" form for each of their supervisees. Typically, in so doing, the supervisor will discuss this evaluation with the supervisee in considerable detail. This form, together with a copy of the "Student's Contract," should be submitted to the Chair of the Practicum Training and Clinical Services Committee during the final week of the semester. During this week, the student should also submit to the Chair of the Practicum Training and Clinical Services Committee a completed "Evaluation of Practicum by the Student" form.

5. The time requirement for each three hours clinical practicum should involve approximately seven hours of clinical contact per week, with a total commitment of approximately 10-12 hours per week. Included in this 10-12 hour requirement is a minimum of two hours per week of clinical group supervision (comprising no more than four supervisees), or one and one-half hours of individual supervision.
6. All Clinical supervision should be provided from full-time faculty of the Department of Psychology. Other qualified personnel who have been approved as clinical associates by the Practicum Training and Clinical Services Committee may provide additional clinical supervision. Whenever possible these clinical associates should be licensed psychologists.
7. Participation in clinical practica should ensure a breadth of clinical experiences. Therefore, typically no more than two required practicum courses will be taken in the same clinical service agency.
8. Clinical practica taken during the summer semester will be charged at the regular summer tuition rate.

PROFESSIONAL LIABILITY INSURANCE

Students undergoing practicum training are not insured against professional liability by the University policies

at the present time. All students engaged in practicum training must cover themselves with professional liability coverage. The APA Student Liability Insurance Program offers appropriate coverage at very reasonable rates. Applications for this coverage may be obtained from the Director of Clinical Training or from:

American Professional Agency, Inc.

95 Broadway, Amityville, N. Y. 11701

(516) 691-6400

RESEARCH REQUIREMENTS

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

As indicated in the program philosophy statement, the Ph.D. program has a strong research orientation. This orientation provokes the expectation that program graduates will exhibit competence in research and that they will engage in research activities following the completion of the program. During the program, they will be given the opportunity to learn research skills and the opportunity to exhibit these skills. The Ph.D. curriculum addresses this

need, in part, by providing the following sequence of required courses.

PSY 745 Research Practicum I

PSY 746 Research Practicum II

PSY 747 Individual Research Project I

PSY 748, Individual Research Project II, also may be taken as an elective. The Ph.D. student may not register for dissertation credit until he/she has successfully completed PSY 747.

This sequence is structured, in part, as an apprenticeship approach to the acquisition of research skills and in part as a structured individual learning experience. It is expected that students will spend approximately 10-15 hours per week in such activities while registered for PSY 745 and PSY 746. In the more advanced phases students will be expected to develop sophistication in the conceptualization and conduct of independent research. At the completion of this sequence, the student must demonstrate competency in the conduct of research in clinical psychology by completing and reporting on a research study deemed to be of publishable quality. The dissertation, of course, represents the culmination of the student's research training as well as the final pre-doctoral opportunity to demonstrate the acquired research

skills. At a minimum the above research sequence will prepare the student for the dissertation.

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

1. Given any research article in clinical psychology, the student will be able to review it critically, pointing out its strengths and weaknesses in at least the following areas:
 - (a) The conceptualization of the research problem.
 - (b) The formulation of the research questions/hypotheses.
 - (c) The formulation and execution of the research strategies.
 - (d) The execution of the analyses.
 - (e) The interpretation of the data and the analyses.
2. Given multiple articles in a content area, the student will be able to critically abstract the salient points and present them in a cogent manner.
3. Given a research literature in a specific content area, the student will be able to summarize both the conceptual and the methodological issues.
4. Given the above summary, the student will be able to state a research problem (or problems) which is (are) logically derived from that summary.
5. Given a research problem, the student will be able to state one or more research questions/hypotheses which are logically derived from the research problem and which are logically related to the summary of the conceptual and methodological issues.
6. Given one or more research questions/hypotheses, the student will be able to develop multiple methodological strategies to address them.
7. Given multiple methodological strategies, the student will be able to critically assess each in

terms of its potential for addressing the questions/hypotheses and in terms of its practicality (e.g., feasibility, cost effectiveness, etc.); following the assessment, the student will be able to select an optimal methodological strategy.

8. Given a methodological strategy, the student will be able to implement the various components of that strategy, i.e., conduct the research.
9. Given a set of research data, the student will be able to analyze it employing relevant analysis techniques.
10. Given the data and their analyses, the student will be able to interpret them, particularly in relationship to the conceptual framework.
11. Given the above components of the research process, the student will be able to write the study in a format and style appropriate for publication in an APA journal.

While these objectives are organized isomorphic to an outline of a research publication, it is not necessary that a given student follow each objective in that order prior to doing his/her own independent research. The order is a matter of convenience; research may or may not be conducted in such an order. Nevertheless, the component research skills represented in the above objectives should be achieved by each student in the program.

DISSERTATION

The dissertation constitutes an original research contribution deemed to be significant enough to the development of knowledge and discipline to justify the awarding of the Doctor of Philosophy degree. As such, the

dissertation represents the culmination of the Ph.D. program. The dissertation process entails the following steps:

- I. Formation of the dissertation committee. (This committee and any subsequent change in its membership must be approved by the Chair of the Psychology Department.)
- II. Development and writing of the dissertation proposal.
- III. Defense of the dissertation proposal.
- IV. Implementation of the dissertation research.
- V. Writing of the dissertation.
- VI. Defense of the dissertation.
- VII. Binding and submission of the dissertation.

Guidelines for each of these steps can be found in the document entitled "The Dissertation: Procedures, Instructions, and Standards for Ph.D. Dissertation." A copy of this document is on file in the department Chair's office.

INTERNSHIP REQUIREMENT

An important component of the student's training will be provided by the internship experience. All students are required to complete a one year clinical internship experience. Usually, the internship is completed at facilities apart from those operated by Nova University. It

is the student's responsibility to seek out and apply for internship opportunities and to ensure that the clinical internship he or she chooses meets the minimum requirements as stated by the American Psychological Association. Any internship not listed in the Association of Psychology Internships Center Directory must be approved by the Practicum Training and Clinical Services Committee.

All aspects of the clinical internship application process should represent a professional, well-organized image both of the student and the Department of Psychology. Since the internship is part of the degree program, and a student on internship represents the program, both students and faculty should ensure that the internship application process is conducted in an orderly and professional manner.

PSY 747 (Individual Research Project I) and PSY 806 (Supervised Clinical Practicum) and the Dissertation Proposal MUST be completed prior to ACCEPTING the internship. In addition, many students will have completed the dissertation prior to internship training. Students should not make application for internship training unless they are confident that these requirements can be met PRIOR TO THE ACCEPTANCE OF THEIR INTERNSHIP.

At the time of making application for internship it is required that students request a "letter of eligibility" (to be submitted with the internship applications) from the

Director of Clinical Training. In addition, it is requested that each intern applicant submit to the Director of Clinical Training a list indicating the names of the Directors of Internship Training and the addresses and telephone numbers of facilities to which internship applications have been made.

HINTS FOR INTERNSHIP APPLICATION

1. Start thinking early about what you want in the way of settings, new learning experiences and specializations. (There is a file containing many recent internship brochures for your use. Check with the secretary to the Assistant Chair for access to these materials).
2. Start requesting information in early Fall (or sooner) of the calendar year prior to the one in which you plan to do your internship.
3. Utilize the Association of Psychology Internship Centers directory. Typically, a copy is available through the Chair's Office. An alternative is to order your own copy (they are not expensive) from
Dr. Robert Silver
Department of Psychology
Austin State Hospital
4220 Guadalupe, Austin, TX 78751
4. Augment information from the Directory by discussions with faculty and "veteran students."
5. Some considerations include:
 - (a) Availability of psychologists as supervisors;
 - (b) Whether internships are likely to be used as "cheap labor" (i.e., can the psychology service survive without the service provided by the interns so they have the luxury of having training and not service as their primary role);
 - (c) Availability of helpful contacts (i.e., people with reputation who might serve as future job references); and
 - (d) Geographic location (both in terms of "comfort" for the year and for the future should you decide to settle in the area).
6. Most applications are due in December or January but check the deadlines for each facility to which you are applying.
7. The applications for each internship site may require different forms and information.
 - (a) Be prepared to complete their "special" form.
 - (b) If you have a pre-set personal statement include it only as an addendum.
 - (c) Typically requested: number of cases with which you have worked including the diagnoses,

- in what setting, with that type of supervision, from what theoretical perspective, for a total of how many sessions, in group or individual, how many of what kind of tests, etc.
- (d) Some internship agencies request a transcript and resume.
8. Get some feedback on the "personal statement" you include prior to submitting it. Do not hesitate to approach a faculty member for help. It is part of the gamesmanship.
 9. Be prepared for some places requesting (even requiring) face-to-face interviews.
 - (a) Site visits (especially when grouped or as part of a vacation) can offer you as much information as you provide the site.
 - (b) A study of several years ago, however, indicated that (at least as it concerned applicants to graduate school) ratings of applicants were better following phone contact than following face-to-face interviews - though there are some problems with the study, it's something to think about.
 - (c) If you do not visit a place, you might DISCRETELY contact current interns and ask their impression.
 10. Familiarize yourself with the current rules binding both the internship agency and the applicants.
 - (a) Internship day is quite a hectic occasion for both you and the internship faculty.
 - (b) Do not be pressured into accepting a placement before the date required for an answer.
 - (c) Try to consider the position of the site - top choices go quickly and an unnecessary delay in refusing a site you are not interested in can really hamper their search for another intern.
 11. APA-approval is desirable but provides no guarantee that the site is an excellent one. There are good training opportunities available at non-APA-approved sites (in all cases, be careful).
 12. Some internships are reluctant to take more than one student from a particular clinical program. Therefore, it is recommended that students discuss their internship applications among themselves with a view toward minimizing the number of students

from the program who apply to the same internship setting(s).

EVALUATION OF STUDENTS

Students are provided a letter grade for all course work according to the following system:

GRADE	ACHIEVEMENT RATING	QUALITY POINTS
A	Excellent	4
B	Satisfactory	3
C	Marginal Pass	2
F	Failure	0
I	Incomplete	-
NR	Needs to Repeat Course	-
AU	Audit	-
W	Withdrawal without Penalty	-
P	Pass	-

An "I" grade will be changed to an NR if the required work is not completed within one year after the end of the semester in which the "I" was issued.

A "W" grade is assigned when a student withdraws from a course after the eighth class of the term. Prior to the eighth class, the course will be deleted from the students' academic record.

Practica (clinical and research) are graded on a "Pass-Fail" basis.

In order to remain in good standing in the department, a student must maintain a grade point ratio of 3.00 or better. In addition, a student may not receive more than

two letter grades of C or less. Failure to maintain these grade requirements will automatically result in review of the student and may result in the termination of the student from the program.

All Ph.D. students are required to enroll in the University as full-time students. During the first two years, the minimum credit load for which a student may register and still be considered a full time student by the program is 9 credit hours. Beyond these credit load requirements, a continuing research commitment is required throughout a student's training experience.

STUDENT EVALUATION PROCEDURES

Each student in the doctoral program is evaluated on a number of occasions while he/she is enrolled in the program, including during clinical internship. In addition to course evaluations, each FEBRUARY a formal evaluation of all students is co-ordinated by the Director of Clinical Training. The purpose of this evaluation is to provide students with relevant and timely feedback concerning their overall performance in the program and to serve as a screening procedure in order to ensure high quality standards for the profession of psychology. Relevant information including academic achievements, clinical practicum evaluations, and research evaluations is obtained from the registrar's office, clinical supervisors and

research supervisors respectively. More general evaluative comments from the faculty also may be obtained through a survey format.

If, following these procedures, the student's academic advisor or the Director of Clinical Training has any reason to question the satisfactory progress of a student in the program, he/she will then bring that student to the attention of the entire faculty for additional review and comment. This faculty review procedure also may be used by any other faculty member who has serious concerns about the progress of a student and wishes to raise these concerns before the entire faculty. Thereafter, the evaluative data collected on all students are maintained by each student's respective advisor who then provides feedback (in March of each year) to his/her advisees regarding the nature of their progress in the program.

TUITION AND FEES FOR THE 1982-83 ACADEMIC YEAR

Estimated expenses for the Ph.D. Program based on an academic year of two semesters.

Tuition for Academic Year (Full Time)	\$5000
(\$200/credit during summer session)	
Registration Fee	\$ 30
Books and Supplies	\$ 550
(additional if summer courses are taken)	
Housing (on campus)	\$3900
Estimated Living Expenses	\$3500

Expenses outlined above are to be considered as very general estimates. They may vary by several hundred dollars, depending on individual circumstances. The fee per credit hour for students enrolled on a part time basis is \$200.

FINANCIAL AID

Many doctoral students are provided financial aid through teaching, clinical and research assistantships. Students also may finance their education through student loans and work-study. Occasionally, students exhibiting special needs may be awarded a tuition waiver and be partially supported by the Psychology Department. Such support is reserved, however, only for those students showing SPECIAL NEED and should not be anticipated by the majority of students.

The Financial Aid office of Nova University can provide information concerning student loans and work-study support. The Department of Psychology, through its relationships with a variety of community agencies, has continued to seek as much financial support for Ph.D. students as possible. Sources of financial support available to students of the doctoral program include the following:

CLINICAL POSITIONS

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

TEACHING POSITIONS

Teaching of undergraduate psychology courses is offered frequently to advanced (second year and beyond) Ph.D. students. These positions may include some travel to various off-campus sites. Prior to teaching an undergraduate course, students may be required to complete PSY 815 (Teaching Practicum). Occasionally students are hired to assist faculty in their teaching of doctoral and masters level courses. These positions are filled on a

competitive basis and are available to students at all levels.

RESEARCH ASSISTANTSHIPS

Sometimes faculty obtain special funds for research assistantships in conducting their research. These positions are competitive and generally are available to students at advanced levels.

STANDING COMMITTEES OF THE DEPARTMENT

ADMISSIONS AND FINANCIAL AID COMMITTEE

The Admissions and Financial Aid Committee develops and maintains procedures for student admissions in accordance with the program's policies. Its members review applicants in accordance with those procedures and make recommendations to the faculty in the form of a rank ordering of acceptable candidates.

The Admissions and Financial Aid Committee is responsible for specifying the procedures for admission in public documents describing the program. The committee maintains statistics on demographic characteristics and qualifications of the applicant pool and of those students admitted, including the geographic area from which applicants are drawn. By February 15th of each year, the Admissions and Financial Aid Committee submits to the Director of Clinical Training a report containing information required by the sections on "application," "admission requirements," "student statistics" and "financial aid" of the publication, GRADUATE STUDY IN PSYCHOLOGY. The Admissions and Financial Aid Committee also documents compliance of the admissions procedures with guidelines established by the APA and other relevant authorities.

The Admissions and Financial Aid Committee determines sources of financial aid for students including assistantships and fellowships and develops policies and procedures by which students may apply for and obtain such aid. Such policies and procedures should include criteria for obtaining aid and mechanisms for monitoring the amount of assistance given to the individual students. The Admissions and Financial Aid Committee recommends levels of financial assistance to be provided to entering and previously matriculated students. This process is to be completed as soon after the application deadline as is feasible.

LIBRARY COMMITTEE

The Library Committee is charged with reviewing all orders for journals, books and other acquisitions purchased with departmental funds. This charge includes an annual review of journal holdings to determine which journals are relevant, which, if any, should be discontinued, and which, if any, should be added to the collection. Similarly, on a periodic basis the committee should review all holdings for missing journal issues or missing books and determine which should be replaced. Faculty, staff and students wishing to order books or materials should submit their requests to the Library Committee for review. Additionally, the

committee may order relevant materials not initiated by others.

CURRICULUM AND PROGRAM REVIEW COMMITTEE

The Curriculum and Program Review Committee is responsible for evaluating the efficacy and efficiency of the curricula aspects of the program in meeting the goals and objectives stated in the catalog and other published descriptions of the program. The Committee develops and maintains procedures for obtaining input on the structure and functioning of the program from program faculty and students, from practicum supervisors, from administrators of supporting institutions and from other interested external parties. The Committee also documents compliance with and may recommend modifications in accordance with occasional changes which may occur in the educational guidelines established by the American Psychological Association and other authorities.

Progress reports of Committee activities, evaluative findings and recommendations for corrective action developed by the Committee are to be submitted to the Chair of the Department of Psychology and to the Director of Clinical Training at the end of each academic year.

PRACTICUM TRAINING AND CLINICAL SERVICES COMMITTEE

The Practicum Training and Clinical Services Committee has two general functions: (1) it serves as the primary

mechanism for integrating applied clinical experience with academic training, and (2) it develops and monitors the clinical services offered by the Department.

As the primary vehicle for integrating applied clinical experiences with academic training, the Practicum Committee is responsible for developing and maintaining guidelines for applied training, for arranging practicum settings each semester and for serving as a liaison between the Program and practicum training facilities in the community.

The Practicum Committee reviews and evaluates clinical settings for their suitability as practicum training and internship sites in relation to professional standards for training clinical psychologists. The Practicum Committee recommends to the Director of Clinical Training initial and continuing approval of community agencies for providing clinical practicum and internship training. It also works with the service agencies to increase the quality and quantity of applied training available to Program students. Special attention is paid to the quality and intensity of supervision provided by the agency to the training of program students.

The Practicum Committee maintains an updated roster and vitae of practicum personnel who serve as administrator contacts and as clinical supervisors. This information is available to Program students and faculty at each stage of

a student's training. The roster is also submitted to the Chair by May 15 each year for inclusion in the various brochures describing the Program. Members of the Practicum Committee guide the student in the selection of practicum agencies which are most consistent with the educational objectives of the Program and the career objectives of the student.

The Practicum Committee is responsible for establishing and renewing formal letters of agreement between the Program and practicum agencies and modifying the Program's standard letter of agreement to meet the specific requirements of the practicum site. It takes precaution to assure that mutual expectations between supervisor and student are clarified at the outset of the placement and that the expectations of both are met throughout the semester of training. It is the responsibility of the Practicum Committee to develop and maintain methods of evaluating the practicum performance of students, as well as the quality of training offered by the practicum agency. Summary evaluations of students, supervisory personnel and agencies are to be provided to the Director of Clinical Training within 10 days after the completion of each practicum.

In those situations in which the practicum agency provides funding to the student, the Practicum Committee is

responsible for assuring the Director of Clinical Training that the student is not exploited as a service provider, but that the student functions as a trainee who, in the course of training, may provide expertise to the agency and to its clientele.

The Practicum Committee also is responsible for documenting compliance with guidelines established by the American Psychological Association, the Florida Board of Psychology and other relevant authorities.

In the role of developing and monitoring clinical services, the Practicum Committee is responsible for recommending policies and procedures to ensure the delivery of relevant, qualitative and cost efficient clinical services to the public. These services also should be planned to provide for clinical practicum experiences for students in the program.

JOINT PH.D.-PSY.D. PROGRAM COMMITTEE

This committee is comprised of faculty members from both the Ph.D. and Psy.D. program. The purpose of this committee is to provide a communication pathway between the two doctoral programs. Specifically, issues concerning shared curriculum, practicum training sights, testing and therapy resources and other areas in which the program may be able to interface are of relevance to this committee.

PROTECTION OF HUMAN SUBJECTS IN RESEARCH

All research involving human subjects should be reviewed in order to ensure that no subjects are exposed to undue psychological or physical risk. Normally, the student's dissertation committee functions as the human subject's committee for dissertation research. In other research, the faculty member with primary responsibility for a particular line of research will ensure the protection of the research subjects.

INSTITUTIONAL RESEARCH REVIEW BOARD

All research receiving external funding must be reviewed by the Institutional Research Review Board. This board determines for each research activity whether the subjects will be placed at risk, and if risk is involved whether the risk to the subjects is acceptable. This board is chaired by the Director of Clinical Training and consists of members from both the institution and community. Additional information concerning the functioning of this committee may be obtained from Dr. Caddy.

STUDENT ORGANIZATION/REPRESENTATION

STUDENT MEMBERS OF PSYCHOLOGY DEPARTMENT FACULTY COMMITTEE

Within the first month of the fall semester each incoming class elects a student who will attend faculty meetings. The TWO representatives from the upper classes are designated as Student Representatives and are permitted one vote each in all department decisions. Class representatives will call student body meetings in order to discuss program issues and formulate proposals to present to the faculty. In addition, each standing committee (admissions, library, curriculum, practicum, and joint Ph.D.-Psy.D.) shall have one voting student member (elected by the study body).

SOCIAL/ATHLETIC INVOLVEMENT

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

DEPARTMENTAL COLLOQUIA

A weekly departmental colloquium series is provided for students and faculty. First year students are required to attend these colloquia and faculty and advanced students are expected to attend. These colloquia frequently include speakers from various local facilities. From time to time distinguished speakers also are brought to Nova and present colloquium to faculty and students.

CLINICAL TRAINING SITES

The Department of Psychology has an ongoing relationship with several clinics in the area. These sites provide not only practicum training placements for graduate students but in addition offer assistantships for many of our doctoral students. They also offer opportunities to conduct clinical research. A brief description of these sites follows.

NOVA UNIVERSITY CLINIC, INC. (CORAL SPRINGS)

Nova University Clinic, Inc., has been established separately from Nova University as a state funded mental health clinic developed to serve the northwest catchment area of Broward County. As a community mental health clinic, it exists to provide direct and indirect mental health services to the persons living within its catchment area. These services include outpatient diagnostic and treatment services, appropriate precare and aftercare services, and consultation and education services. At this site, students receive practicum training and, in addition, are often hired to provide clinical services on a part-time basis. Supervision is provided by both staff of Nova Clinic, Inc., and clinical psychology faculty. The Clinic has been recommended by NIMH as a Community Mental Health Center and federal funding is pending.

CHILDREN'S ASSESSMENT AND TREATMENT PROGRAM

The Children's Assessment and Treatment (CAT) Program is an outpatient mental health facility for Broward County children (up to age 14) and their families. The program funded by state mental health money administered through the Broward County Community Mental Health Board. The program was established in 1975 as one of sixteen Special Children's Projects in the State of Florida. Emphasizing short term interventions, the services provided include individual psychological and psychiatric assessment, family consultation for child management, group counseling for children, group counseling for parents, individual counseling for children, medication maintenance and consultation to schools and referral agencies.

BIOFEEDBACK LABORATORY

The Biofeedback Facility of Nova University, located in the same building as the Department of Psychology, has been in operation since 1971. Its purpose is to provide research opportunities and clinical training for graduate students in the area of psychophysiology and biofeedback.

MAILMAN FAMILY CENTER

The Mailman Family Center is a community resource located in its own building on the Ft. Lauderdale/Davie campus of Nova University. The Family Center draws on the expertise of Department of Psychology, the School Center

and the Center for Advancement of Education. The Family Center provides a network of programs and resources aimed at strengthening the family and fostering the health development of children.

The Family Center includes clinical psychological services, educational services, a professional development unit and a resource and development unit.

PSYCHOLOGY DEPARTMENT CLINIC

The Psychology Department Clinic primarily is concerned with applied clinical research issues. The clinic is directed by Dr. Nathan H. Azrin. Various applied clinical research programs coordinated by faculty and/or graduate students are directed from this site. Current research activities includes studies for alcoholism, depression, enuresis and marital disorders and the clinical use of hypnosis.

MISCELLANEOUS POLICIES

LIBRARY SERVICES

The Einstein Library houses the University's collection of psychology-related journals and books. The journal collection is fairly complete for the last 20 years and the Department has been aggressively building the psychology holdings; however, because of the youth of the University, the collection is still deficit in some areas. Consequently, the University has established arrangements to assist students and faculty in securing additional library resources. The Interlibrary Loan Program provides access to those resources of other libraries throughout the United States and Canada. The Dialogue Information Retrieval Service offers students and faculty the processing power of the computer to assist in retrieval of information. It gives the researcher control in storing, retrieving and reviewing abstracts and citations on specific subject matter. Information about Interlibrary Loan and The Dialogue Information Retrieval Service may be obtained from the library.

REQUEST FOR REPRINT CARDS

Reprint request cards are available to all faculty and graduate students. These cards may be obtained from the Departmental Chair's office. Faculty and students are urged to request reprints directly from authors instead of

through the Interlibrary Loan Program; reprints are free and usually can be obtained quicker than Interlibrary Loans.

WORK POLICY

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

TYPING OF STUDENT'S WORK

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

USE OF SUPPLIES

Clerical supplies will not be provided to graduate students.

XEROXING PRIVILEGES

Currently, Ph.D. students are permitted to make 50 photo copies per month at the Department's expense. Additional copies may be made at the expense of the student. This policy is subject to periodic review and revision.

STUDENT GRIEVANCES

1. If a student has a complaint or grievance, it is strongly recommended that the student first seek informal resolution of the matter with the faculty member, administrator or office involved.
2. If, after reasonable efforts, a solution is not reached, the student should discuss the matter with the Program Director or appropriate Advising Committee.
3. If resolution of the complaint or grievance is not forthcoming, both the student and Program Director or Chair of the Advising Committee shall inform the Director of the Behavioral Sciences Center, who may request a written statement from both parties involved in the dispute, to include all relevant facts, every argument which the parties wish to raise, copies of all relevant documents, and a statement to the effect that the student has attempted to resolve the grievance informally.
4. The Director of the Behavioral Sciences Center will discuss the matter with both parties to the dispute and will issue a decision within two weeks following the date of his/her initial involvement.
5. If the student is satisfied with the decision of the Director of the Center, the matter shall be closed.

6. If the student is unsatisfied, he or she must so notify the Director of the Center within two weeks.
7. A Grievance Committee consisting of three persons then will be established on an ad hoc basis. One member will be appointed by the Director of the Center, and one member will be chosen by the student involved. These two members will jointly appoint the third member. The Grievance Committee will be responsible for electing a chair to conduct the hearing, as well as establish guidelines for the proceedings. The findings of the Grievance Committee shall be final.
8. In the event the grievance involves a discrimination complaint, the Affirmative Action Officer shall be informed by the Director of the Center at step 3. The Affirmative Action Officer shall work with and monitor the grievance procedure through to its conclusion.

TAX RECLAMATIONS

Under current rulings, students may claim to the IRS that their training related income during any tax year (in which they were involved full time with the program) should be tax free if the income was directly related to the fulfillment of a degree requirement. While there is a fair amount of inconsistency concerning the IRS response to this request, it is expected that many students will not be taxed on training related work experiences. The Department will assume no responsibility in tax-related issues. Students having tax questions are advised to consult the IRS, a tax accountant or an attorney.

REGISTRATION AND DROP/ADD POLICIES

All doctoral students will be required to have the formal approval of their academic advisor prior to the processing of their registration materials. This approval requires the advisor to sign a completed course approval form.

All doctoral students not formally registered by the pre-registration period (October 24-28, 1982 for spring semester, May 26-30, 1983 for summer and fall semesters) will be required to complete a Change of Registration Form (drop/add) which must then be signed by the course instructor and the student's academic advisor prior to the processing of the change by the Registrar. In addition, a late fee of \$30 will be charged to the student. Registration for classes after the first week of the semester will not be permitted.

COPYRIGHT REGULATIONS

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

1. Books, pamphlets, annual publications, etc.
2. Periodicals, including journal articles, newspapers, reviews, newsletters, etc.

3. Lectures including public addresses, monologues, etc.
4. Photographs.
5. Motion pictures.
6. News strips, travel films, documentaries, etc.
7. Sound recordings

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

You are urged to become familiar with the copyright regulations. Documents entitled INSTRUCTIONAL IMPLICATIONS OF NEW COPYRIGHT LAW AT NOVA UNIVERSITY and GENERAL INFORMATION ON COPYRIGHT pertain to the copyright issue and can be obtained through the Department Chair's office.

MANUSCRIPT STYLE

Manuscripts (including research proposals, formal class papers, etc.) should be written in the style recommended by A.P.A. It is recommended that all students purchase the PUBLICATION MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION early in their training experience. Copies may be ordered from:

Publication Sales

American Psychological Association

1200 Seventeenth St., N. W.

Washington, D. C. 20036

STUDENT CARRELS

Student carrels are located in Rooms 202, 203, 204, 303, 304, and 305 in the Mailman-Hollywood Building. To the extent of availability, all students are provided with shared carrel space and students should select an available carrel of their choice during orientation. This choice should be recorded with the Office of the Chair of the Department. Students may obtain a key for their carrel from the Chair's office.

USE OF CARREL PHONES

Each carrel room has a phone for the students use. Students are free to make local calls of a professional or personal nature, although the latter should be limited. During the "internship season" the switchboard operator is authorized to allow designated students to make as well as to receive long distance calls.

MAILBOXES AND NOTICE BOARD

All doctoral students are assigned a mailbox by the Department Chair's secretary. You may use this address to receive personal/professional mail. However, you must provide postage for all personal outgoing mail. In addition a Ph.D. notice board is located on the second floor across from Room 216. Important notices and messages will be placed there regularly.

INTERRUPTION OF STUDY

Under special circumstances, students needing to interrupt their study may be permitted a leave of absence. This request should first be discussed with the student's advisor. Then, if deemed appropriate the request should be formally presented to the Director of Clinical Training for consideration.

PROFESSIONAL INTERESTS OF CLINICAL PH.D. FACULTY

- Nathan H. Azrin, Ph.D., Harvard University, Professor (Director Psychology Department Clinic); Depression; Marital and Couple Counseling; Juvenile Delinquency; Nervous Habits; Muscular Tics; Stuttering and Dysfluencies; Self-stimulation; Self-Injurious Behavior; Toilet Training; Vocational Counseling and Placement; Classroom Management and School Related Problems; Alcoholism; Retardation.
- David F. Barone, Ph.D., University of California, Associate Professor (Director of Human Sciences, Nova College). Social learning theory; Self-attributions; Stress in the workplace; Social-skills assessment and training; Teaching of psychology.
- Glenn Ross Caddy, Ph.D., University of New South Wales, Australia, Professor (Director of Clinical Training). Dynamics and management of addictive behavior; Treatment outcome and aftercare evaluation research; Cognitive behavior therapy and behavioral medicine; Divorce mediation evaluation research and child abuse; Work stress research and the interface between clinical and industrial organization psychology; Recent models of educating psychologists.
- Brian Campbell, Ph.D., University of St. Andrews, Scotland. Assistant Professor. Lifespan developmental disabilities-mental retardation and other handicapping conditions; Applied behavior analysis--behavior problems of children and adults; Communication--speech and language development and pathology--remediation by means of prosthetic devices.
- Frank A. DePiano, Ph.D., University of South Carolina, Assistant Professor (Assistant Chair). Hypnosis, Neuropsychology, Child and adolescent psychotherapy and psychodiagnostics; Community psychology.
- Mary Ann Douglas, Ph.D., University of Utah, Assistant Professor. Family violence; Verbal interaction processes in long-term relationships; Assessment and intervention with distressed relationships; The divorce process.
- John M. Flynn, Ed.D., University of Florida, Professor (Director, Behavioral Sciences Center and Department Chair). Modification of behavior in children; Foster care.

Alan D. Katell, Ph.D., West Virginia University, Assistant Professor. Childhood and adult obesity-especially functional analyses of eating and exercise behaviors; Assessment and treatment issues in job-related stress; Psychological factors in cardiac rehabilitation; Health risk factor reduction; Behavioral medicine.

Doil D. Montgomery, Ph.D., West Virginia University, Professor (Director, Biofeedback Laboratory). Psychophysiology; Research and therapy in self-control through biofeedback; Stress and stress management.

Leo J. Reyna, Ph.D., University of Iowa, Professor. Behavioral analysis and therapy of depressed behavior; Operant-respondent interactions; The role of verbal events in therapy; Theories of therapy; Analysis and therapy of interpersonal interactions.

Barry A. Schneider, Ph.D., Columbia University, Associate Professor (Director of Master of Science Programs). Psychodiagnosis and personality evaluation; Individual psychotherapy; Childhood psychoses, especially non-verbal indices of sensory-motor development; Borderline personality phenomena: Assessment and treatment.

Marilyn M. Segal, Ph.D., Nova University, Professor (Director, Family Center). Developmental evaluation; Social interaction in toddler and pre-school children; Pretend play; Early handicapping conditions; Parenting styles.

Edward R. Simco, Ph.D., Nova University, Associate Professor (Director, Computer Center). Computer simulation of experimental design techniques; Application of statistical techniques to single subject experimental designs; Power analysis of small sample ANOVA models.

LIST OF ADVISORS

The following provides the list of academic advisors for Ph.D. students during the 1982-1983 academic year.

NATHAN AZRIN

James Taylor (2)
 Brad Wilson (2)
 Karen Estill (1)
 Charly Morin (1)
 Lawrence Rubin (1)
 JaNon Strom (1)

GLENN CADDY

Wendy Blumenthal (2)
 Rick Hamilton (5)
 Denise Federer (1)
 Larry Murray (3)
 Gregory Pye (2)
 Walter Trensche (2)
 James Alley (1)
 Anthony Daston (1)
 Gloria Neumann (1)

FRANK DE PIANO

Alex Rotholc (2)
 Cheryl Rush (3)
 Lisa Blumen (1)
 Timothy Iverson (1)

JOHN FLYNN

Jillaine Beebe (7)
 Neil Fleisig (4)
 Stephen Johnson (2)
 April Kassover (3)
 Elizabeth Love (6)
 Jack Jacobs (8)
 Adam Colucci (1)

DAVID BARONE

Mary Ann Hudgins (2)
 Helene Walczak (ABD)
 Michael Zende (1)

BRIAN CAMPBELL

Maria Rodriguez (2)
 Roger Samuelson (4)

MARY ANN DOUGLAS

Argene Danielides (3)
 Richard Davis (2)
 Kathryn Eckerd (3)
 Jean Heaton (2)
 Don Larkin (3)
 Linda Nosanchuk (2)
 Carol Williams (3)
 Cynthia Tyner (3)
 Wendy Lader (8)
 Paul Layden (1)
 Modesto Hevia (1)

ALAN KATELL

Ava Colantuono (2)
 Peter Bernstein (3)
 Isabel G. Streisand (3)
 Jean Trescott (2)
 Barbara Winter (3)
 Jeffrey Apotheker (1)
 Laurence Burstein (1)
 Marcia Leder (1)

DOIL MONTGOMERY

Trudy Block (ABD)
Risa Edwards (1)
Robin Fitzgerald (4)
Ron Lynn (8)
Mark Middlebrooks (3)
Scott Reisman (5)
Joe Sandford (4)
Bob Smith (4)

MARILYN SEGAL

Pat Kelley (5)
Marcia Weinstein (6)

BARRY SCHNEIDER

Lora LaPointe (2)
Sherry Hochstein (3)
Robin Mulcahy (4)
Jill Schwartz (1)

LEY REYNA

Gerald McKeegan (3)
Cynthia Nigro (4)
Sandra Rackley (2)
Pam Kebrdle (2)
Frank Roselione (4)
Paul Dolnick (1)
Cynthis Gross (1)

ED SIMCO

Gary Dube (ABD)
Joan Goldman (ABD)

FALL 1982 PH.D. STUDENTS

Alley, James
55 South Judd Street #1303
Honolulu, Hawaii 96817
DUKE UNIVERSITY

Apotheker, Jeffrey
1751 N. Bluff
Wichita, KS 67208
PENN STATE

Blumen, Lisa
5775 N. W. 58 Ave. #G-205
Ft. Lauderdale, Fl 33319
EMORY UNIVERSITY

Burstein, Lawrence
12 Kenwood Lane
Matawan, NJ 07747
UNIV. OF PENNSYLVANIA

Daston Anthony
400 N. E. 1st Street #209
Hallendale, FL 33009
FAIRFIELD UNIVESITY

Dolnick, Paul
11 Melissa Court
Dix Hills, NY 11746
BRADLEY UNIVERSITY

Estill, Karen
495 N. W. 94th Lane
Coral Springs, FL 33065
NOVA UNIVERSITY

Gross, Cynthia
843 Ryanwood Drive
West Palm Beach, FL 33406
BOSTON UNIVERSITY

Iverson, Timothy
814 10th Avenue South
Moorhead, MN 56560
CONCORDIA COLLEGE

Layden, Paul
54 Williams Street
Whitehall, NY 12887
PLATTSBURGH S. U. N.Y.

Leder, Marcia
13800 N. E. 12th Ave #402B
North Miami, FL 33161
UNIVERSITY OF GEORGIA

Hevia, Modesto
8251 Windsor Drive
Miramar, FL 33025
EASTERN MICHIGAN UNIV.

Morin, Charly
1420, St. Jean
St-Prosper, Quebec, Canada
UNIVERSITE LAVAL

Neumann, Gloria
55 N. Collier, #1011
Marco Island, FL 33937
EMPIRE STATE COLLEGE

Colucci, Adam
12251 N. W. 30th Street
Sunrise, FL 33323
BCC/NOVA UNIVERSITY

Rubin, Lawrence
2301 Kings Highway
Brooklyn, NY 11229
BROOKLYN COLLEGE

Schwartz, Jill
14339 Amapola Drive
Delray Beach, FL 33445
CORNELL UNIVERSITY

Strom, JaNon
9266 S. W. 1st Street
Plantation, FL 33324
GUSTAVUS ADOLPHUS

Zande, Michael
901 Bluffview Drive
Worthington, Ohio 43202
BOWLING GREEN STATE UNIV.

