
Nova University

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The Academic Calendar

The on-campus academic programs offered during an academic year that is divided into semesters of 15 weeks each. Additionally, there are two summer sessions, each seven and a half weeks long. The following calendar of 1985-86 applies to all programs offered through the center except the field-based program.

Fall 1986

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon., Aug. 18-</td>
<td>Registration for Master's Doctoral Programs</td>
</tr>
<tr>
<td>Sept. 3</td>
<td>Registration for Doctoral Programs</td>
</tr>
<tr>
<td>Wed., Aug. 27-</td>
<td>Orientation for new doctoral students</td>
</tr>
<tr>
<td>Sept. 3</td>
<td>Labor Day, University offices closed</td>
</tr>
<tr>
<td>Thurs. Aug. 28</td>
<td>Classes begin. Last day for completing regular registration, payment of tuition and fees. Fee for late registration is $30.00 after this date.</td>
</tr>
<tr>
<td>Mon., Sept. 1</td>
<td>Last day for adding classes</td>
</tr>
<tr>
<td>Tues., Sept. 2</td>
<td>End of 80% refund</td>
</tr>
<tr>
<td>Mon., Sept. 8</td>
<td>End of 60% refund</td>
</tr>
<tr>
<td>Fri., Sept. 12</td>
<td>End of 40% refund</td>
</tr>
<tr>
<td>Tues., Sept. 16</td>
<td>End of 20% refund, last day for dropping courses.</td>
</tr>
<tr>
<td>Mon., Sept. 22</td>
<td>Yom Kippur, University offices closed</td>
</tr>
<tr>
<td>Mon., Sept. 29</td>
<td>Preregistration for Doctoral Programs</td>
</tr>
<tr>
<td>Mon., Oct. 6</td>
<td>Thanksgiving, University offices closed</td>
</tr>
<tr>
<td>Mon., Oct. 13</td>
<td>Fall semester ends</td>
</tr>
<tr>
<td>Mon., Nov. 3-</td>
<td>Final grades due in academic affairs office</td>
</tr>
<tr>
<td>Nov. 5</td>
<td></td>
</tr>
<tr>
<td>Thurs., Fri.,</td>
<td></td>
</tr>
<tr>
<td>Nov. 27-28</td>
<td></td>
</tr>
<tr>
<td>Fri., Dec. 12</td>
<td></td>
</tr>
<tr>
<td>Fri., Dec. 19</td>
<td></td>
</tr>
</tbody>
</table>

Spring, 1987

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon., Dec. 15-</td>
<td>Registration for Master's Programs</td>
</tr>
<tr>
<td>Dec. 19 and</td>
<td>Registration for Doctoral Programs</td>
</tr>
<tr>
<td>Mon., Jan. 5-</td>
<td>Classes begin. Last day for completing regular registration, payment of tuition and fees. Fee for late registration is $30.00 after this date.</td>
</tr>
<tr>
<td>Jan. 9</td>
<td>Last day for completing late registration</td>
</tr>
<tr>
<td>Wed., Jan. 7-12</td>
<td>Last day for adding classes, end of 80% refund</td>
</tr>
<tr>
<td>Mon., Jan. 12</td>
<td>End of 60% refund</td>
</tr>
<tr>
<td>Mon., Jan. 19</td>
<td></td>
</tr>
<tr>
<td>Fri., Jan. 23</td>
<td></td>
</tr>
<tr>
<td>Fri., Jan. 30</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Fri., Feb. 6</td>
<td>End of 40% refund</td>
</tr>
<tr>
<td>Fri., Feb. 13</td>
<td>End of 20% refund, last day for dropping courses</td>
</tr>
<tr>
<td>Mon. Apr. 20-22</td>
<td><strong>Preregistration for Doctoral Programs</strong></td>
</tr>
<tr>
<td>Apr. 22</td>
<td>Spring break</td>
</tr>
<tr>
<td>Mon.- Fri. Apr. 13-Apr. 17</td>
<td>Good Friday, University offices closed</td>
</tr>
<tr>
<td>Fri., Apr. 17</td>
<td>Spring semester ends</td>
</tr>
<tr>
<td>Fri., May 1</td>
<td>Final grades in academic affairs office</td>
</tr>
</tbody>
</table>

**Summer, 1987 - Term I**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri., May 1-11</td>
<td>Registration for Master's Programs</td>
</tr>
<tr>
<td>Wed., May 6-12</td>
<td>Registration for Doctoral Programs</td>
</tr>
<tr>
<td>Mon., May 11</td>
<td>Classes begin. Last day for completing regular registration, payment of tuition and fees. Fee for late registration is $30.00 after this date.</td>
</tr>
<tr>
<td>Fri., May 15</td>
<td>Last day for completing late registration, end of 75% refund period</td>
</tr>
<tr>
<td>Fri., May 22</td>
<td>Last day for adding classes, end of 50% refund period.</td>
</tr>
<tr>
<td>Mon., May 25</td>
<td>Memorial Day, University offices closed</td>
</tr>
<tr>
<td>Fri., May 29</td>
<td>End of 25% refund period last day for dropping courses</td>
</tr>
<tr>
<td>Fri., July 3</td>
<td>Summer session ends</td>
</tr>
<tr>
<td>Sat., July 4</td>
<td>Independence Day, University offices closed</td>
</tr>
<tr>
<td>Fri., July 10</td>
<td>Final grades due in academic affairs office</td>
</tr>
</tbody>
</table>

**Summer, 1987 - Term II**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs., Jun. 25-July 6</td>
<td>Registration for Master's Programs</td>
</tr>
<tr>
<td>Wed., July 1-6</td>
<td>Registration for Doctoral Programs</td>
</tr>
<tr>
<td>Mon., July 6</td>
<td>Classes begin. Last day for completing regular registration, payment of tuition and fees. Fee for later registration is $30.00 after this date.</td>
</tr>
<tr>
<td>Fri., July 10</td>
<td>Last day for completing late registration, end of 75% refund period</td>
</tr>
<tr>
<td>Fri., July 17</td>
<td>Last day for adding classes, end of 50% refund period</td>
</tr>
<tr>
<td>Fri., July 24</td>
<td>End of 25% refund period last day for dropping courses</td>
</tr>
<tr>
<td>Fri., Aug. 28</td>
<td>Summer session ends</td>
</tr>
<tr>
<td>Fri., Sept. 4</td>
<td>Final grades due in academic affairs office</td>
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</table>
All University Offices are Closed on the Following Days:

<table>
<thead>
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<th>1986</th>
<th>1987</th>
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<td>March 28</td>
<td>April 17</td>
</tr>
<tr>
<td>May 26</td>
<td>May 25</td>
</tr>
<tr>
<td>July 4</td>
<td>July 4</td>
</tr>
<tr>
<td>September 1</td>
<td>April 17</td>
</tr>
<tr>
<td>October 4</td>
<td>May 25</td>
</tr>
<tr>
<td>October 13</td>
<td>September 7</td>
</tr>
<tr>
<td>November 27</td>
<td>September 24</td>
</tr>
<tr>
<td>December 24-Noon</td>
<td>October 3</td>
</tr>
<tr>
<td>December 25</td>
<td>November 26</td>
</tr>
<tr>
<td>December 31-Noon</td>
<td>December 24-Noon</td>
</tr>
<tr>
<td></td>
<td>January 1 (1988)</td>
</tr>
</tbody>
</table>

- Good Friday
- Memorial Day
- Independence Day
- Labor Day
- Rosh Hashanah
- Yom Kippur
- Thanksgiving
- Christmas
- New Year's Day
- Thanksgiving
- Christmas
- New Year's Day
I. Introduction to the School of Psychology

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

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

This Policies and Procedures Handbook was designed to familiarize you with the specific policies and procedures governing the Ph.D. and Psy.D. clinical programs. Knowledge of the contents of the Handbook and of the Behavioral Sciences Center Bulletin is 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 make frequent reference to it. The graduate programs continue to evolve and periodically there may be changes in curriculum, research, practicums, and other requirements. Because these changes will occur primarily in order to better train the
student to meet the needs of society, the School normally will allow students whose programs already are in progress to take advantage of such changes.

Accreditation

Nova University is accredited by the Commission on Colleges, Southern Association of Colleges and Schools to award bachelors, masters, educational specialists, and doctoral degrees. In addition, the Ph.D. program is fully accredited and the Psy.D. program is provisionally accredited by the American Psychological Association.

School Philosophy

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

It is further believed that the School can provide for a variety of professional needs simultaneously. There is a strong commitment to the advancement of psychological knowledge. Faculty are encouraged to remain active in their
research pursuits and the clinical and applied developmental Ph.D. programs provide training for doctoral candidates pursuing careers as applied researchers. Equally strong is the commitment to provide training for the practitioner oriented psychologist. The Psy.D. program in clinical psychology provides quality training for doctoral candidates committed to the practice of psychology.

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

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

As evidenced by the existence of both the Ph.D. and the Psy.D. programs, the School is strongly committed to training psychologists both as researchers and as practitioners. While both programs train students in research and practice, the Ph.D. program is based on a scientist-practitioner model and the Psy.D. program is based on a practitioner-scientist
model. Each program has a structured curriculum leading the doctoral student to develop the knowledge and skills relevant to the program's model.

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

The School and both doctoral programs are committed to the development of strong collegial relationships between faculty and students. The development of such relationships facilitates the instructional process directed to research and clinical endeavors, maximizing the support available to students as they strive for scholarship and mastery of the roles of the clinical psychologist.

**Ph.D. program.** The Clinical Psychology Program leading to the Doctor of Philosophy degree at Nova University adheres firmly to the principle that psychology is an empirically based discipline. The program 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 of both 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 upon the development of sophistication in applied clinical research. It is believed that only through the investigation of the psychological problems confronting contemporary man, woman, and child can our society gain the knowledge needed to provide solutions to these problems now and in the future. Thus, much of the research conducted within the program involves the development and rigorous investigation of innovative treatment approaches to clinical problems rather than merely the analysis and evaluation of existing procedures.

The program curriculum is anchored in the cumulative body of psychological knowledge 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 practicums, the program imparts the knowledge and skill required for the student to assume the role of a research-oriented clinical psychologist.

Graduates of the program are providing psychological services in a number of settings. Some have chosen to 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.

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

The primary goal of the Psy.D. program is to offer academic, practicum, internship, and research experiences directly relevant to the practitioner aspect of the practitioner-scientist configuration while retaining the important scientific base upon which professional competence and knowledge rest. Through a carefully planned curriculum,
students become adept in the administration of cognitive and projective tests as well as in assessing performances on these tests, culminating in the assessment of a full battery of tests. Clinical expertise is molded by a sequence of therapeutic techniques courses, supplemented by practicum experiences with clients in a variety of settings under intense supervision. The Psy.D. degree, with an appropriate curriculum, offers evidence that the graduate student can be properly and expertly trained to perform as clinician, private practitioner, supervisor, mental health consultant, teacher of clinical psychology, administrator of human service programs, as well as a consumer of, or participant in, research. The degree of expertise in these various specialities, of course, is contingent upon the individuals' educational concentrations and training exposures, as well as their career aspirations.

II. Academic Policies and Procedures

Calendar and Classes

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

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

**Religious holidays.** It is the policy of the University to excuse without penalty students who are absent due to religious observances and to allow the make-up of work missed. Examinations and special required out-of-class activities ordinarily are not scheduled on those days when religiously observant students refrain from participating in secular activities. The University is closed on many commonly observed religious holidays.

**Tuition and Fees for the 1985-1986 Academic Year**

Doctoral tuition for 1985-86 is $275 per credit hour.

Estimated expenses for the doctoral programs, based on an academic year of two semesters are as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition for academic year</td>
<td>$4950 to $8250</td>
</tr>
<tr>
<td>Registration Fees</td>
<td>$ 60</td>
</tr>
<tr>
<td>Books and Supplies (approximate)</td>
<td>$ 550</td>
</tr>
<tr>
<td>Housing (nine months on campus)</td>
<td>$3450 to $4350</td>
</tr>
<tr>
<td>Estimated living expenses</td>
<td>$3500</td>
</tr>
</tbody>
</table>
The expensed outlined above are to be considered as very general estimates and may vary by several hundred dollars, depending upon individual circumstances. Some courses require additional laboratory and/or rental of equipment fees. Students also are required to have professional liability insurance.

**Matriculation Status**

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

**Advisement**

Prior to entering the graduate program each new student is assigned a faculty member who serves as the student's academic advisor. The advisor is one of the most important persons encountered during the student's training. Students are encouraged to utilize their advisors as sources of general information about the program; for specific guidance regarding their courses of study, goals, and areas of interest; and for help with special problems involving either academic or clinical aspects of training.

Faculty members who have academic or clinical concerns about a student should bring them to the attention of that student's advisor. The advisor may then meet with and counsel the student. Because the advisor can be most
effective when familiar with the student's circumstances, it is in the student's best interest to keep in touch with their advisor.

Incoming students are assigned a faculty advisor on a random basis. The student may request a change in advisor anytime after the first semester by contacting the Director of Academic Affairs. If the newly requested advisor agrees to the assignment, the transfer will be made at the beginning of the next academic year.

All students are encouraged to meet with their advisors at least once each semester. First-year students should meet with their advisor after the midterms of the first and second semesters to discuss their academic progress and adjustment to the program. Advisors must approve and sign registration forms prior to registration each semester.

Registration Policies

All enrolled students must be in continuous registration every Spring and Fall semester until they receive their degree (see section on enrollment options). In the event that all course work has been completed and the student is awaiting internship placement, or has yet to defend the dissertation, continuous registration for a minimum of 1 credit must be maintained until the degree is awarded.
Arrangement with the Comptroller regarding payment of tuition and fees is part of the registration process and registration is a prerequisite to class attendance.

**New students.** New students are required to attend Orientation, held during the week of registration, at which time they will be notified of the advisor assigned to them. Following the Orientation meeting, students must meet with their advisors to set up courses of study for the following semester. No student may register without the advisor's signature on the registration form.

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

**Late registration.** Students who register late will be assessed a late registration fee. The academic calendar in the Behavioral Sciences Center Bulletin stipulates the last day for completing late registration.

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

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

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

**Credit by examination.** Students in the doctoral program who believe they have sufficient knowledge of, and competence in, the contents of a required course and who do not think it profitable to register and take the course, may request the opportunity to receive credit by examination. Application must be made and the examination completed during the first two semesters of attendance. The application for credit by examination, obtained from the Director of Academic Affairs Office, must be approved by the faculty advisor and the Director of Academic Affairs, in that order. If approved, the Director will appoint a faculty
member to conduct and evaluate the examination. The student is required to pay a fee of $100 prior to each examination and to arrange a time for examination with the designated instructor. After taking the examination, the student should notify the Office of the Director of Academic Affairs so that a grade form may be forwarded to the examining instructor.

Examinations for credit are graded on a Pass or Fail basis. If passed, credit is entered on the student's transcript but does not contribute to the grade point average. If failed, the grade does not appear on the transcript record.

Students may attempt credit by examination for a maximum of 6 credits.

Transfer of Credits

Newly admitted students requesting advanced standing (transfer credit for previous graduate work) must make an appointment and meet with the Director of Academic Affairs who is responsible for awarding these credits. At that time sufficient documentation should be presented to allow for evaluation of the student's previous course work; this may include course notes, syllabii, and other supporting material. It is the responsibility of the student to satisfactorily demonstrate the equivalence of the course(s) proposed in order for credits to be awarded.
The maximum number of credits transferred which will be credited toward graduation is fifteen; credits awarded beyond this number will be used to excuse a student from a particular course(s) however, an equivalent number of credits must be taken in order to fulfill the degree requirements. All transfer credits must be awarded during the student's first academic year in a doctoral program.

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

1. it is a graduate level course taken at an accredited college, university or APA approved professional school as a post-baccalaureate student;
2. it was completed no longer than five years prior to first registration in this program;
3. a grade of "B" or higher was received;
4. it is a course, which is evaluated as equivalent to one in the program's required curriculum (credit will not be awarded for electives),
5. the student must demonstrate competence before credits for assessment courses are awarded.

No transfer credits may be applied to practicums or internship. Students with extensive previous clinical psychology experience may request waiver of the third year practicums upon (a) the successful completion of the second year practicums, (b) the practicum supervisor's statement that the student is functioning at an internship level, and (c) the concurrence of the Clinical Training Committee.
Enrollment Options

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

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

Active student: full-time status.

1. For the purposes of fulfilling the three-year residence requirement, students are considered to be full-time if they complete at least nine credit hours each semester. Should a student consider completing less than nine credit hours in any given semester, special permission is required by the student's advisor, the Director of Academic Affairs, and the Director of the School of Psychology.

2. For the purposes of financial aid, or to maintain matriculation status, students who have met the residence requirement, and who are making satisfactory progress toward degree completion, are considered to be full-time when registered for less than nine semester hours in any of the following:
   (a) Clinical Internship
   (b) Dissertation
   (c) Continuing Dissertation Advisement

Inactive Student.

3. Leave of absence. Students who must interrupt their studies for an adequate reason such as illness may be granted a leave of absence. Students must apply in writing for leaves of absence to the Director of Academic Affairs. The leave will be considered by a committee of those including the Program Administrator...
and the Director of Academic Affairs. If granted, the leave shall be for a stated period of time, a period normally not to exceed one year. Under normal circumstances students should apply for a leave of absence no later than one month prior to registration for the next semester.

Students on approved leaves of absence are not charged tuition.

4. Registration in Absentia. Students who are required to be away from the University but who do not qualify for a leave of absence may be granted permission to register in absentia. (Note: Students on internship do not register in absentia.) Students registering in absentia are charged tuition for one credit hour for each semester they so register.

Students who interrupt their studies without a leave of absence or registering in absentia will be assumed to have terminated their studies. Such students must reapply for admission if they wish to continue the program at a later date.

Grading Policy

The following policies apply to all academic programs in the Behavioral Sciences Center. Individual programs may have additional requirements.

All degree programs in the Behavioral Sciences Center assign grades to course work according to the following system:
In most courses, a grade of A, B, C, or F will be assigned based upon the instructor's assessment and evaluation of the student's work. Some courses (for example, some practicum and research courses in the Ph.D. program, and the dissertation in both the Ph.D. and Psy.D. programs) are graded in terms of Pass ("P") or Fail ("F").

A "W" grade is assigned when a student withdraws from a course after the "last day to drop courses" indicated in the academic calendar and prior to the eleventh scheduled class. Prior to and including the last day to drop courses, dropped courses will be deleted from the student's record. After that date, a grade will be assigned.

An "I" (incomplete) indicates that the student has not completed the course requirements and that the instructor has given additional time to do so. An "I" grade is not routinely assigned in courses. In other than research courses, a grade of "I" (incomplete) is assigned only when serious exigencies prevent completion of the course requirements. It is a prerogative of the instructor of a
course to authorize an incomplete for a student. A student may not, by choice, take an incomplete in a course merely by failing to complete the course requirements. Grades normally are based on what has been achieved in the regular time period of a course.

Incompletes may be assigned at the discretion of the instructor at the request of the student. Should the instructor choose to assign an incomplete, a contract form is to be completed and signed by both the instructor and the student and the original kept on record in the Office of the Director of Academic Affairs. The contract must specify the following:

1. The requirements to be completed by the student to remove the incomplete.

2. The time period within which the student must satisfy the incomplete. The time limit is to be specified by the instructor, but must not exceed 53 weeks.

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

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

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.
Academic Standing

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

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

A grade of "C" or "F" in a first-year prerequisite course must be made up (at least a grade of B) before practicum can be started, even if the student is not on probation. A grade of "C" in a skills course (assessment or therapy) obtained while on practicum, independent of probationary status, can be grounds for removal from practicum following automatic review by the Clinical Training Committee. If, while the practicum, a student goes on probation, the Clinical Training Committee will decide on a case-basis whether to terminate or continue practicum placement.
Similarly, a grade of "C" in practicum or internship reflects inadequate performance and requires a student to be evaluated as to fitness for continuation in the program. In addition, if a student is to be continued the practicum or internship must be repeated and a grade of "B" or better obtained.

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

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

1. The cumulative grade point average falls below 3.0.
2. A grade of "F" is awarded.
3. Three concurrent incompletes ("I") (research and clinical practicum courses are excluded) are received.

The student, the student's advisor, the Director of Academic Affairs, and the Program Administrator will receive written notification of the student's probationary status. The student is allowed one year (two full semesters excluding summer sessions) to remove the probationary status. While on probation, students must maintain full-time enrollment.
No student on probation will be permitted to apply for internship or dissertation credit. Additionally, a student receiving a grade of "F" in any course must repeat the course in the next semester in which that course is offered.

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

1. Academic probation extends through 2 semesters (Summer Session not included).
2. More than 2 grades below B are received.
3. A grade of "C" or lower is received while on Internship.

Evaluation of Doctoral Students

Each student is evaluated on a number of occasions while is enrolled in the program, including during clinical internship. In addition to course evaluations, each February a formal faculty evaluation of all students is coordinated by the Director of Academic Affairs and the Program Administrators. The purpose of this evaluation is to provide students with relevant and timely feedback concerning their overall performance in the program and to serve as a screening procedure in order to ensure high quality standards for the profession of psychology. Relevant information including academic achievements, clinical practicum
evaluations, and research evaluations is coordinated through the Director of Academic Affairs Office. More general evaluative comments from the faculty also may be obtained through a survey format. This information and the student's progress will be discussed at an appropriate faculty meeting.

If, following these procedures, the student's academic advisor or any other faculty member has any reason to question the satisfactory progress of a student in the program, they will then bring that student to the attention of the entire faculty for additional review and comment. Thereafter, the evaluative data collected on all students are maintained by each student's respective advisor. The advisors will provide feedback in March of each year to their advisees regarding the nature of their progress in the program.

While it is difficult to operationally define specific characteristics associated with quality professionalism, students and faculty have targeted several behavioral categories that they consider to be integral and necessary parts of professional functioning. These broad areas are the following:

1. **Academic abilities**
   a. Academic standing as discussed above.
   b. Ability to communicate orally and in writing.
   c. Timely and responsible performance of assignments.
   d. Competency examination performance.
e. Management of dissertation.

2. **Responsible behavior**
   
a. Dependability in commitment (e.g., punctual in attending classes, submitting papers and assignments, meeting with clients, etc.)

b. Accepts responsibility for own work.

c. Carries through and completes tasks.

d. Seeks needed guidance from appropriate sources.

3. **Ethical skills and behavior**
   
a. Completes the Ethics class (PSY 620 for Ph.D.; PSG 511 and PSG 512 for Psy.D.) with a grade of B or better; students receiving a lower grade must retake the course until a grade of B or better is achieved.

b. Abides by the ethical standards of the profession as delineated in the American Psychological Association's publication *Ethical Standards of Psychologists*.

c. Abides by University requirements as outlined in this student Polices and Procedures Handbook and in the Behavioral Sciences Center Bulletin.

4. **Intrapersonal Behavior**
   
a. Presents a generally respectful and non-hostile attitude.

b. Displays mature and appropriate behavior.

c. Demonstrates ability to function independently.

d. Shows usual and customary judgment and discretion in both student and professional activities.

e. Participates in activities which are pursuant to professional development.

f. Develops intrinsic criteria to evaluate own performance.
5. **Interpersonal Behavior**
   
a. Cooperative with and respectful of others.

b. Can give, accept, and utilize constructive criticism.

c. Develops and maintains positive relationships with peers and faculty.

d. Develops satisfactory working relationships with supervisors and advisors.

6. **Research skills**
   
a. Ph.D. students: meet the requirements for completion of PSY 745, PSY 746, a major paper (PSY 747), and a dissertation.

   Psy.D. students: progress toward their completion of their professional research project.

**Ethical Issues**

**General guidelines for students and graduates.** All students and graduates are expected to be knowledgeable about and conform to both the letter and spirit of the 1977 revision of Ethical Principles for Psychologists as approved and adopted by the Committee on Scientific and Professional Ethics and Conduct (CSPEC) of the American Psychological Association on January 30, 1977; to the provisions of the Florida Licensing Law; and to the provisions of the American Psychological Association's Standards for Providers of Psychological Services. A copy of the full text of materials to which students and graduates are expected to conform is available in the offices of the Program Administrators. From time to time these materials are
amended. Students and graduates are expected to review these materials periodically to ensure that they have an understanding of current guidelines.

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

1. No student should represent themself as being in possession of the doctorate degree, either orally or in writing, directly or by implication, until all formal requirements for the degree have been satisfactorily completed, and the Board of Trustees has met and conferred the degree.

2. It is misleading and inappropriate to append "Ph.D. student," or some similar designation, after your name.

3. A student should guard against being in a position of having final clinical responsibility for clinical work. This is most important both ethically and legally.

4. In Florida, new graduates are legally ineligible to represent themselves as "psychologists" or "psychotherapists" or to offer or advertise independent psychological services until the Florida license is awarded.

5. Any academic, professional, or personal difficulty which results in action being taken by the School of Psychology regarding a student will be brought to the attention of the Director of Academic Affairs. Depending upon the particular type of difficulty identified, a number of processes are available to the Director of Academic Affairs. These procedures and processes are illustrated in Figure 1.

6. Students should familiarize themselves with the Florida State Law for Psychology (Florida Statutes 490).

**Student professional practices.** The Ph.D. and Psy.D. programs are concerned about the welfare of the public, the
educational experience of the student, and the development and maintenance of high standards of ethics and practice in the profession and in the program. All students are expected to abide by the Ethical Principles of Psychologists and Standards for Providers of Psychological Services, both published by the American Psychological Association.

In the latter publication, Standard 1.2 reads:

Providers of psychological services who do not meet the requirements for the professional psychologist shall be supervised by a professional psychologist who shall assume professional responsibility and accountability for the services provided. The level and extent of supervision may vary from task to task so long as the supervising psychologist retains a sufficiently close supervisory relationship to meet this standard.

Students' Rights

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

Racial, ethnic, or gender discrimination or sexual or other harassment by faculty, administration, or University employees is inimical to such an environment. Such conduct is an abuse of authority and, whenever imposed on a student, requires prompt remedial action. Discriminatory or unethical conduct should be reported to the Director of Academic Affairs.
Student records and privacy. The University follows the regulations stipulated in Individual and Institutional Responsibilities: The Family Education Rights and Privacy Act - Student Records and Privacy. The student has the right to seek access to their departmental files (e.g., admission, academic, clinical training records, practicum evaluation, and letters of recommendation) unless they have signed a waiver relinquishing such rights.

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

Student Grievances

The purpose of the Student Grievance Procedure is to provide for the orderly resolution of problems arising out of a student complaint concerning a policy, procedure, or administrative action of Nova University.

Prior to initiating a grievance procedure the student must first meet with the particular faculty member or
administrator and attempt to resolve the matter. If this does not result in an acceptable resolution, the student shall bring this matter to the attention of the Director of Academic Affairs who may attempt an informal resolution or refer the matter to the attention of the Program Administrator to attempt to obtain a resolution of the problem. Should this process fail to bring about an acceptable resolution of the problem the student must next request intervention through the Director of the School of Psychology. These steps are outlined in Figure 1.

At this point, if no satisfactory resolution has been obtained after the steps in Figure 1 have been completed, the Director of the School of Psychology shall refer the matter to the Director of the Behavioral Sciences Center for initiation of the Grievance Procedure.

For the Grievance Procedure to be enacted, the student must have brought the matter to the attention of the Director of Academic Affairs within 30 days after the incident causing the grievance had occurred.

**Grievance procedure.**

1. The student shall file a written grievance with the Director of the Behavioral Sciences Center. This document should contain a concise statement of all relevant facts including the particular manner in which a student believes they were mistreated.

2. Upon receipt of a written grievance, the Director of the Center shall review the grievance to determine whether the grievance presents a complaint upon which
Renders decisions based on academic performance:
1. Matriculation
2. Probation
3. Termination
4. Other

Student may request administrative appeal
Student may initiate a grievance Procedure

Director of Academic Affairs
Identifies student problem
1. Academic review
2. Faculty survey or input
3. Administration
4. Other Sources

Coordinator Referral Through Program Administrator

Refers to Director of School for review
Renders Decision
Student may initiate Grievance Procedure

Refers to faculty based on nonacademic issues
Refers to Professional Review Committee
Committee renders decision in writing
Student may initiate Grievance Procedure

Faculty renders decision
Faculty's recommendations are made (with cause) in writing by student's advisor to Director of School
Director notifies student of decision in writing
Student may initiate grievance procedure

Faculty refers to Ad Hoc Committee
Ad Hoc Committee makes recommendation to Faculty
Faculty renders their decision
Faculty decision is presented (with cause) in writing by student's advisor to Director of School
Director notifies student in writing of decision
Student may initiate grievance procedure
action should be taken. The Center Director will take action within five working days upon receipt of the grievance petition.

a. If the Director of the Center decides that no action should be taken, the grievance procedure will be terminated and a brief written explanation will be submitted to the student.

b. If the Director of the Center decides that a hearing should occur to determine whether the grievance alleges conduct which should result in some action concerning the complaint, then the Director of the Center shall begin the process of establishing a grievance committee.

c. If the Director of the Center determines that the grievance involves issues of discrimination, the affirmative action officer of the University will be informed and consulted.

Formation of grievance committee.

1. The Grievance Committee shall consist of three members of the faculty of the Behavioral Sciences Center. One member shall be appointed by the Director of the Behavioral Sciences Center, one member shall be appointed by the student, and the third member shall be chosen by the first two members.

2. The Committee will elect a chair who will be responsible for scheduling a meeting. Both parties will be notified of this meeting and will attend. At the time of this hearing both parties shall submit their evidence and arguments concerning the matter. The Committee will establish a procedure for conducting the hearing. All hearings shall be conducted on the main campus during normal working hours (Monday-Friday, 8:30 a.m. - 5:00 p.m.). There will be no meeting of the Committee unless an active appeal has been filed in accordance with this procedure.

3. The hearing shall be recorded by the Chair of the Grievance Committee.

Charge of the committee.

1. The Committee will render a decision regarding the allegations as specifically charged by the student.
2. This decision will be presented in writing to the Director of the Behavioral Sciences Center within 10 working days of the time of the final formal hearing.

3. The Committee shall have no right to modify, add to, or subtract from this procedure.

4. The Committee's decision shall be final. However, either party shall have the right to contest any Committee final decision by contesting before Broward County Court of Competence Jurisdiction that such a decision was arbitrary or capricious.

5. The Committee will function in a manner to render its decision in as expeditious manner as possible.

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

**Student Prescribed Conduct**

A student who is found guilty of academic misconduct shall be subject to the maximum sanction of dismissal or any lesser sanction. Academic misconduct includes all forms of student academic misconduct, wherever committed, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. All work submitted by students must be their own work project. Where the language of another is set forth, quotation marks must so indicate; and appropriate credit must be given when the language, ideas, expressions, and writings of another are used. In addition to academic standards, the student must maintain behavior appropriate to professional standards.
A student should not interfere with the rights of other students seeking their education at the University. Accordingly, theft, vandalism, or any other disruptive behaviors are unacceptable.

When circumstances are such as to place a student in a position of power over University personnel, inside or outside the institution, the student should avoid any reasonable suspicion that of using that power for personal benefit or in a capricious manner.

Graduation Procedures

When a student completes all requirements for the doctoral degree, they must fill out a degree application form, obtainable at the Registrar's Office, and pay a graduation fee. The application must be cleared by four people. The Comptroller attests that all bills and fees due the school have been paid. The Librarian checks to see that all library books have been returned and all library fees paid. The Center Director (or designate) verifies that all course work, the internship, and dissertation are completed. The Registrar also signs the form.

When cleared, the application is presented to the Board of Trustees for awarding of the degree. The actual diploma is mailed to the students within six to eight weeks after the degree is conferred.
Graduation exercises for Nova University take place each summer. Students who are, or expect to be, eligible to participate in graduation services will be contacted ahead of time by the Registrar's Office with information about date, time, and cap and gown fees.

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

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

From time to time situations occur in which doctoral students in one or the other program may decide that they have chosen the wrong program and that they believe they would function better in the other one. While not encouraging interprogram transfers, the Center recognizes the legitimacy of such decisions and permits them.

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

1. The student will present a written request for transfer to the Director of Academic Affairs who will then meet with the student to discuss the reasons and advisability of transferring, transfer of credits, etc.
2. If the student desires to continue to seek the transfer, a copy of the written request will be sent to the Program Administrators involved. If the student decides not to pursue the transfer, the request will be returned.

3. The Program Administrators and the Director of Academic Affairs will meet to discuss the transfer and the acceptability of the student. Approval will be granted when there is unanimous agreement among the Program Administrators and the Director of Academic Affairs.

4. If the transfer is approved, the Director of Academic Affairs will provide notification in writing and instruct the student to meet with the Program Administrator of the program which is being left. This will serve at least two functions: (a) an "exit" interview to learn how and why the program does not meet the student's needs; (b) provide an opportunity to assure the student that the faculty is supportive of the decision.

5. If the transfer is not approved the student will be notified in writing by the Director of Academic Affairs. A meeting will be scheduled to discuss the decision. The student may seek review from the Director of the School.

6. All course work taken with the School of Psychology will be credited to a student upon completion of the transfer. Course which meet requirements in the new program will be counted toward graduation that program.

III. Financial Aid

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

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

Programs Administered by the School of Psychology

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

Students wishing to apply for School of Psychology scholarships and/or assistantships should obtain an application either from the office of the Director of the School or from the Office of Student Financial Planning and Resources by the published deadline for financial aid.
The general qualifications for all School of Psychology scholarships and/or assistantships are the following:

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

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

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

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

Minority scholarships. Some funds are available to assist students with demonstrated financial need. For information contact the Office of the Director of the School.

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

Student Employment Within the School

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

Teaching positions. Teaching of undergraduate psychology courses is available to advanced (second year and beyond) doctoral students. These positions may include some travel to off-campus sites. Prior to teaching an
undergraduate course, students may be required to completed PSY 815 (Teaching Practicum).

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

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

Policy on Outside Employment

Work outside the University is completely independent of University and the School's program 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 advisable to discuss any employment with the student's advisor.
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 some inconsistency concerning the IRS response to request for tax exemption, it is expected that many students will not be taxed on training related work experiences. The School will assume no responsibility in tax-related issue. Students having tax questions are advised to consult the IRS, a tax accountant, or a taxation attorney.

IV. Curriculum and Degree Completion Requirements

The Ph.D. and Psy.D. programs are full-time on-campus programs typically requiring a minimum of four years of postbaccalaureate study including the completion of a dissertation and of a one-year, full-time predoctoral clinical internship. This minimum may be lessened only in those rare instances in which a student is admitted to a program with advanced standing, but in all cases a minimum residency requirement of three years must be met. While the program may be completed in four years, many students will find that they will require more time. A student must
complete all requirements for the degree within eight years of the date of admission.

In both programs, students must complete all curriculum requirements including clinical practicums, pass the Clinical Competency Examination, write and defend an acceptable dissertation, (Ph.D.) or a professional research project (Psy.D.) and satisfactorily finish the predoctoral internship. The components of each of the doctoral programs are the following:

- General curriculum
- Colloquium
- Electives
- Clinical practicum
- Research requirements (including dissertation or professional research project)
- Clinical competency examination
- Clinical internship

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

**General Curriculum**

The curriculum of each of the doctoral programs is designed to provide the knowledge and training necessary for the student to develop as a clinical psychologist. The curriculums were developed by the faculty to provide both depth and breadth in psychology to the extent feasible within the timespan of a graduate program. Both curriculums also met all of the curricular requirements of the American Psychological Association and enable the graduate to be eligible for
licensure in Florida and most, if not all, states. However, it is recommended that students examine the licensure requirements of the state to which they wish to make licensure application to ensure that the curricular requirements of that state are met.

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

Ph.D. model course sequence. The Ph.D. program requires a minimum of 105 credit hours. The required courses arranged in a model sequence are presented below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 726</td>
<td>Advanced Learning: Analysis of Complex Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY 701</td>
<td>Developmental Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 725</td>
<td>History and Systems of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 772</td>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 620</td>
<td>Professional Issues and Ethics</td>
<td>1</td>
</tr>
<tr>
<td>PSY 830</td>
<td>Colloquium I</td>
<td>1</td>
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</table>
Year I - Semester II - Spring

PSY 576 Computer Laboratory I 2
PSY 627 Techniques of Assessment (Personality & Projectives) 3
PSY 786 Seminar in Behavioral Disorders 3
PSY 625 Techniques of Assessment (Intellectual) 3
PSY 803 Practicum (Assessment) 3
PSY 841 Colloquium II 1
Total 15

Year II - Semester I - Fall

PSY 712 Design of Psychological Studies 3
PSY 745 Research Practicum I 3
PSY 577 Computer Laboratory II 2
PSY 804 Supervised Clinical Practicum Elective 3
Total 14

Year II - Semester II - Spring

PSY 643 Multivariate Statistical Methods 3
PSY 746 Research Practicum II 3
PSY 626 Techniques of Assessment (Behavioral) 3
PSY 728 Therapy Intervention I (Behavioral) 3
PSY 805 Supervised Clinical Practicum 3
Total 12

Year III - Semester I - Fall

PSY 747 Individual Research Practicum 3
PSY 801 Theory of Psychological Tests 3
PSY 729 Therapy Intervention II (Individual Client Therapy) 3
PSY 806 Supervised Clinical Practicum Elective 3
Total 15

Year III - Semester II - Spring

PSY 715 Social Psychology 3
PSY 807 Supervised Clinical Practicum 3
PSY 731 Therapy Intervention III (Behavioral) Elective 3
Total 12
Year IV - Semester I - Fall

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>PSY 850 Dissertation</td>
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<td>Elective</td>
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Year IV - Semester II - Spring

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<tr>
<td>Psy 851 Dissertation</td>
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Year V

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSY 860 Clinical Internship</td>
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TOTAL DEGREE CREDITS: 105

Psy.D. model course sequence. The Psy.D. program requires a minimum of 115 credit hours. The required courses arranged in a model sequence are presented below.

Year I - Semester I - Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSA 602 Cognitive Mental Tests</td>
<td>3</td>
</tr>
<tr>
<td>PSG 503 Human Development I: Child &amp; Adolescent</td>
<td>3</td>
</tr>
<tr>
<td>PSG 505 History and Systems of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSG 507 Psychopathology I: Child and Adolescent</td>
<td>3</td>
</tr>
<tr>
<td>PSG 511 Professional Development I</td>
<td>1</td>
</tr>
<tr>
<td>PSG 522 Personality Theory</td>
<td>3</td>
</tr>
<tr>
<td>PSY 840 Colloquium</td>
<td>1</td>
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Year I - Semester II - Spring

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSA 604 Projective Techniques I - TAT</td>
<td>3</td>
</tr>
<tr>
<td>PSG 504 Human Development II: Adult</td>
<td>3</td>
</tr>
<tr>
<td>PSG 508 Psychopathology II: Adult and Aged</td>
<td>3</td>
</tr>
<tr>
<td>PSG 520 Learning Theory</td>
<td>3</td>
</tr>
<tr>
<td>PST 702 Techniques of Individual Psychotherapy Survey</td>
<td>3</td>
</tr>
<tr>
<td>PSY 841 Colloquium</td>
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### Year II - Semester I - Fall

<table>
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<tr>
<th>Course Code</th>
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<td>PSA 601</td>
<td>Clinical Interview and Behavior Assessment</td>
<td>3</td>
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<tr>
<td>PSA 605</td>
<td>Projective Techniques II - Rorschach</td>
<td>3</td>
</tr>
<tr>
<td>PSC 915</td>
<td>Social Psychology and Its Application</td>
<td>3</td>
</tr>
<tr>
<td>PSG 501</td>
<td>Statistics</td>
<td>3</td>
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<tr>
<td>PSP 815</td>
<td>Practicum I</td>
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<tr>
<td>PSP 820</td>
<td>Intensive Supervision I</td>
<td>1</td>
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<tr>
<td>PST 708</td>
<td>Group Therapy I: Introduction</td>
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### Year II - Semester II - Spring

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<tr>
<td>PSA 613</td>
<td>Full Battery Assessment</td>
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<td>PSC 911</td>
<td>Minority Issues in Assessment &amp; Treatment</td>
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<tr>
<td>PSG 502</td>
<td>Research Methods: Experimental Designs</td>
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<td>PSP 816</td>
<td>Practicum II</td>
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<td>PSP 821</td>
<td>Intensive Supervision II</td>
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<tr>
<td>PST 707</td>
<td>Family Therapy I</td>
<td>3</td>
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<tr>
<td>PST 709-</td>
<td>720 Psychotherapy</td>
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### Year III - Semester I - Fall

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<tr>
<td>PSG 525</td>
<td>Neurology, Endocrinology and Cerebral Dysfunctions</td>
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<td>PSP 817</td>
<td>Practicum III</td>
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<td>PSP 822</td>
<td>Practicum Seminar I</td>
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<td>PST 709-</td>
<td>720 Psychotherapy</td>
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<td><strong>Total</strong></td>
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### Year III - Semester II - Spring

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<tr>
<td>PSG 512</td>
<td>Professional Development II</td>
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<tr>
<td>PSG 518</td>
<td>Dissertation</td>
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<tr>
<td>PSG 526</td>
<td>Psychophysiology &amp; Psychopharmacology</td>
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<tr>
<td>PSP 818</td>
<td>Practicum IV</td>
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<td>PSP 823</td>
<td>Practicum Seminar II</td>
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### Year IV - Semester I & II

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<th>Course Title</th>
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<tr>
<td>PSG 518</td>
<td>Dissertation</td>
<td>3</td>
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<tr>
<td>PSP 830</td>
<td>Internship</td>
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**TOTAL DEGREE CREDITS** 115
Master of Science in Psychology. Students enrolled in the Ph.D. or Psy.D Programs in Clinical Psychology may earn, as an intermediate degree, the Master of Science in Psychology. The curriculum for this degree consists of 45 hours of courses which are normally taken during the first two years of the Ph.D. program. The required courses for Ph.D students are PSY 628, PSY 625, PSY 626, PSY 627 PSY 701, PSY 712, PSY 725, PSY 726, PSY 745, PSY 746, PSY 747 PSY 772, PSY 786, and PSY 803, PSY 840. The required courses for Psy.D students are PSA 602, PSG 503, PSG 505, PSG 507, PSG 511, PSG 504, PSG 508, PSG 520, PST 702, PSA 601, PSY 840. In addition, six hours of electives must be taken. Prior to being awarded the Master of Science in Psychology Degree, students will be evaluated by the faculty to assess their competencies in academic performance, clinical skills, and research skills. Graduates with this degree will not be certifiable or licensable as psychologists and should not expect to provide psychological services on the independent practitioner level. Rather, this degree will be utilized by the Ph.D. student to demonstrate master's level achievement.
Colloquium

A weekly school colloquium series is provided for all doctoral students and the faculty. First year students are required to register for and attend these colloquia (for 2 semesters) as part of their curriculum. Faculty and other students are encouraged to attend. The colloquiums typically are presented by speakers from local facilities, including Nova. From time to time distinguished speakers from outside the local area are brought to Nova to present colloquiums.

Electives

Each of the doctoral curriculums allows for the student to take elective courses in order to meet individual special interests and to enrich the educational experiences. With the consent of their advisors, students may choose electives from any of the graduate offerings of the School of Psychology. In some cases, course offerings in other academic centers at the University such as business, education, law, or computer science may also be taken as electives. Possible electives include the following courses:

- PSA 606  Projective Techniques III: Rorschach, Advanced Interpretation
- PSA 612  Assessment of Brain & Behavior Relationships
- PSA 614  Advanced Neuropsychological Assessment
- PSA 6900  Special Topics/1-6 sem. hrs.
- PSC 903  Social Problems: Drug & Alcohol Abuse
- PSC 909  Program Evaluation
- PSC 9900  Special Topics
PSG 506 Mental Retardation
PSG 517 Dissertation Seminar
PSS 430 Behavioral Medicine: Overviews
PSS 431 Behavioral Medicine: Methodology
PSS 432 Behavioral Intervention: Disease Process I
PSS 433 Behavioral Intervention: Disease Process II
PSG 5900 Special Topics
PSP 8900 Special Topics
PST 709 Psychotherapy: Behavioral
PST 710 Psychotherapy: Behavioral, Advanced
PST 715 Psychotherapy: Gestalt
PST 716 Psychotherapy: Gestalt, Advanced
PST 719 Psychotherapy: Psychoanalytic
PST 720 Psychotherapy: Psychoanalytic, Advanced
PST 728 Family Therapy II, Advanced
PST 729 Group Therapy II, Advanced
PST 730 Hypnotherapy
PST 733 Human Sexuality and Sex Therapy
PST 7900 Special Topics/1-6 sem. hrs.
PSY 628 Clinical Neuropsychology
PSY 641 Multiple Linear Regression & Correlation Analysis
PSY 660 Theories of Personality
PSY 670 Community Psychology
PSY 730 Therapy Intervention II (Multiple Client Therapy)
PSY 731 Behavior 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 791 Seminar in Addictive Behavior
PSY 792 Seminar in Sexual Dysfunction
PSY 795 Advanced Seminar in Behavior Treatment & Outcomes
PSY 815 Teaching Practicum
Practicum Policies and Procedures

The clinical practicums of both doctoral programs are taken in the second and third years, before internship, and are intended to provide the student with assessment and therapeutic experiences in community agencies with a diversity of patients and programs. Each year between 80-90 students are placed at approximately 30 different public and/or non-profit agencies. The number changes slightly each year due to changes in agency staffing or policies which affect training, or to the addition of new sites. The agencies are diverse in orientation, clients served, treatment settings, modalities used, and number of psychologists available. There should be some sites of interest to each student, regardless of the student's needs. To be approved, a practicum agency must provide primary supervision by a licensed clinical psychologist who is employed at least half-time by the agency (the "field supervisor").

All Ph.D. students and all second year Psy.D. students will have both a core faculty supervisor for practicum as well as an on-site field supervisor, and will sign up for "Practicum Supervision." Assignment to a faculty supervisor is made by the Director of Clinical Training after indication by students of their top five preferences and consultations with faculty who make the final choice. The faculty supervisor will select one or more cases from the student's
practicum caseload to be followed closely on a weekly basis in supervision.

All students must take two years of practicums. Practicum placements extend through the summer for a total of 48 weeks at each site. In the second year (for Psy.D. students, PSP 815 and PSP 816; for Ph.D. students, PSY 804 and PSY 805), students spend 10 hours a week (occasionally somewhat more if the agency so requires) in the third year (for Psy.D. students, PSP 817 and PSP 818; for Ph.D. students, PSY 806 and PSY 807), students spend 15 hours at an agency different from the one selected in the second year. Third year students also meet weekly in a 2-hour practicum seminar (for one credit) with the Director of Clinical Training. No student may begin a practicum if on probation for any reason.

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

### 2nd Year Practicum

**Psy.D.**  
Psychopathology I & II  
Professional Development I  
Cognitive Mental Tests  
Techniques of Individual Therapy  
Clinical Interview (Co-requisite)

**Ph.D.**  
Assessment Practicum  
Professional Issues & Ethics  
Seminar in Behavior Disorders  
Techniques of Assessment: Intellectual
3rd Year Practicum

Psy.D. Rorschach
TAT
Full Battery Assessment
At least one therapy course

There are no prerequisite courses to the 3rd year practicum for the Ph.D program.

Practicum placement restrictions. Only in extraordinary instances will students be permitted to take a practicum in a setting where they recently were or currently are employed. Exceptions will be made if students can be placed in a setting totally apart from their work unit and are under the supervision of a psychologist who previously has had no supervisory or administrative responsibility for their work. No practicum can be taken in a private group setting at any time. Students should also be aware that most of our practicum sites have limited evening and no weekend hours. None are available with only evening hours, and most require a work day from 9-5. They should also be aware that agencies continue to function normally during periods when classes are not in session. Students, therefore, are expected to meet all clinical obligations during vacation and intersession breaks.

Procedure for application. In mid-April students will receive a packet which describes each practicum site, a list of names of students who are currently placed in practicums, and a form on which students indicate their preferred four
practicum choices and their reasons for so choosing. This form is returned to the Director of Clinical Training who makes the assignments and notifies the students regarding their placement.

Under no circumstances should students seek a placement on their own, nor should they attempt to contact field supervisors to discuss placement without permission. Rather, students should review the packet of agency descriptions, review previous student evaluations which are available in agency folders, talk to students currently placed at agencies being considered, and talk with their advisors and the Director of Clinical Training. Wherever possible a student's top choice will be given preference, if congruent with the student's individual training needs.

After assignments are made, students should contact the field supervisor, who always will be a licensed clinical psychologist. Typically the supervisor will request an interview. On rare occasions the supervisor may find the student better suited for a different setting, which then will be arranged. After the interview students also are free to reject the placement as unsuitable for their needs and other placements will be arranged.

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

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

Unsatisfactory performance/experiences. A grade of "C"
or less in practicum requires that the student repeat that
seminar's work.

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

Professional liability insurance. All doctoral students
are required to carry professional liability insurance. A
plan is available through the University and, unless they
present evidence of separate coverage, all students are
required to enroll in the plan at the time of registration.

University-related training sites. The School of
Psychology has a special relationship with a number of
clinics in the area. These sites provide not only practicum training placements for graduate students but in addition at times may offer assistantships for a number of the doctoral students. They also offer opportunities to conduct clinical research. A brief description of those sites directly related to the University are contained under "Facilities and Resources" in this Handbook.

Ph.D. Program Research Requirements (Including Dissertation)

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

It is expected that Ph.D. students will be actively involved in research throughout their graduate training. During the first semester the student's involvement usually will consist of observational and supervised experiences. In the second semester, it is generally expected that the student will take a more active role. By the second year it is expected that the student will conduct research on a semi-autonomous basis. This involvement may result in a junior authorship 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, students may serve as
advanced members in their advisors' research programs.

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

- PSY 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. Students may not register for dissertation
credit until after they have enrolled in PSY 747. However,
students may undertake research which ultimately will lead to
their dissertations prior to the completion of PSY 747. In
fact, it is expected that the basic research work that will
result in the dissertation will be completed in many
instances before the first dissertation enrollment.

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 predoctoral 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 their 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, point 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 these quotations.

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

8. Given a methodological strategy, the student will be able to implement the various components of that strategy, i.e., conduct the research.

9. Given a set of research data, the student will be able to analyze them employing relevant analysis techniques.

10. Given the data and their analyses, the student will be able to interpret them, particularly in relationship to the conceptual framework.

11. Given the above components of the research process, the student will be able to write the study in a format and style appropriate for publication in an APA journal.

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

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

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

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

When the student has successfully defended the dissertation proposal, the Chair of the Dissertation
Committee should notify the Registrar's Office accordingly, and a copy of that notification also should be forwarded to the Director of Academic Affairs, the Director of Clinical Training, and the School Director.

Upon admission to candidacy, the student must complete the dissertation research, satisfactorily defend the research, and submit an approved dissertation.

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

Each Psy.D student is required to successfully complete a scholarly research project which is intended to provide the student the opportunity to demonstrate sophistication in the use and conceptualization of research. It is not intended to demonstrate the student's competency in initiating research. Prior to completing a Professional Research Project, Psy.D. students are expected to satisfactorily complete PSY 501 (Statistics) and PSY 502 (Research Methodology).

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

Upon completion of a Professional Research Project unbound copies shall be submitted to each committee member and to the Director of the School of Psychology. At this point, the committee's chair shall notify the Director of
Clinical Competency Examination

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

CLINICAL COMPETENCY EXAMINATION

I. General Description
The Clinical Competency Examination (CCE) is designed to assure that students have achieved an acceptable level of clinical knowledge and skill performance expected of a beginning third year student. The CCE requires the student to prepare a written and oral case presentation demonstrating satisfactory skills in assessing the case, formulating a treatment plan, conducting interventions, and evaluating the process, progress, and outcome of intervention. In addition, the student is expected to be competent to address theoretical, diagnostic, and ethical issues relevant to the case presented.

All doctoral students in the School of Psychology are required to demonstrate successful mastery of specified clinical skills through the CCE prior to accepting an internship placement.

II. Eligibility: (Psy.D. Program)
The examination evaluation criteria are designed to assess clinical competence at a level appropriate to
students who have completed two years of course work, regardless of individual practicum experiences. The second year intensive supervision should assure all students the opportunity to present a therapy case. To be eligible for the CCE students must have successfully completed the assessment and therapy course sequence for the first two years of training as outlined in the school catalog.

The current catalog for the Psy.D. program lists the following prerequisite assessment and therapy courses:

Assessment Courses

A 602 Cognitive Mental Tests
A 604 Projective Techniques I (TAT)
A 601 Clinical Interviewing and Behavior Assessment
A 605 Projective Techniques II (Rorschach)
A 603 Full Battery Assessment

Therapy Courses

T 702 Techniques of Individual Psychotherapy
T 708 Group Therapy I: Introduction
T 707 Family Therapy
T 709-
720 Psychotherapy I

2nd Year Intensive Supervision

P815-816 Practica I and II

III. Time:

The CCE will be administered in the Summer and Fall semester of each academic year. The examination must be conducted while school is in session, not during intersession or breaks. It is the student's responsibility to be certain to sit for and passes the examination after all prerequisite courses are completed and before an internship is accepted.

IV. Procedure:

A. Composition of examination committee--the examination committee is comprised of two core clinical faculty members in the School of Psychology.
The Committee serves only as examiners, not as advisors to the project.

B. Committee selection and exam scheduling--

1. In April of the second year (Spring semester) all students who anticipate taking the CCE in the next Summer or Fall session will complete a CEE request form (obtain from Director of Clinical Training).
   a. Indicates the treatment modality of the case intended for presentation.
   b. Lists the names of five (5) faculty members from which the chair of the examination committee will be selected.

2. The Director of the student's program will select the student's chair from the list of five names submitted and will assign a second member of the faculty to serve on the Committee. Both faculty and student will be informed of the assignment by the end of Spring semester.

3. The student confers with committee members to determine an examination date. Before agreeing on an examination date, the Chair checks the student's transcript to be certain that all prerequisite courses have been successfully completed. The date and room are to be scheduled and posted at least three weeks in advance of the examination.

4. The student presents both members of the Committee with written material no later than four weeks prior to examination date.

5. The student makes arrangements to audiotape the entire oral examination. The tapes become the property of the School of Psychology.

6. The student presents case material verbally during the examination. The presentation is open to all faculty and registered students who wish to attend. Under the Chair's direction, the Committee conducts an examination (approximately 1 1/2 to 2 hours) regarding the case and relevant issues. Comments or questions from the floor may be entertained at the Chair's discretion, at the close of the examination the student-presenter and guests are dismissed while
the committee deliberates and evaluates the presentation.

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

It is the responsibility of the Committee members to study the student’s written presentation prior to the examination date, to query the student in a manner appropriate to the case, to evaluate the student’s written and oral presentation in pre-determined categories, to render a pass or fail judgment, to document strengths and weaknesses in the presentation, and to provide recommendations for remediation where needed.

In addition, the Committee chair is responsible for conducting an examination that fairly evaluates the student’s skills and enhances the student’s opportunity to demonstrate those skills. The chair determines the committee’s ratings (pass or fail) and informs the student immediately as to whether they passed or failed. The chair also summarizes in writing the committee’s decision, comments, and recommendations, and submits same to the student’s program director within 10 days of the examination date.

D. Role of case supervisor—the clinician who supervised the case chosen for presentation may serve as an advisor to the student in preparing the case, if the student wishes. The supervising clinician is welcome to attend the CCE presentation, but may not serve as an examination committee member.

V. Case presentation content guidelines:

A. General content description—the student should select a case for presentation which permits an adequate sampling of the student’s knowledge and skills in the treatment modality used.

The case should demonstrate adequate pre-treatment evaluation, treatment planning, intervention,
progress assessment, termination, and outcome assessment.

B. Specific content--

1. Pre-treatment evaluation. The case should demonstrate the student’s competence in pre-intervention assessment, whether the assessment involved an intake interview, formal testing, collateral interviews, or behavioral assessment. Appropriate documentation of the evaluation should be presented.

In addition, the student should be prepared to support and discuss critically decisions made regarding the assessment procedure used.

2. Intervention. A treatment plan, including goals and appropriate intervention strategies, should be described. The student should be able to justify the treatment plan, given the conceptualization of the case and the theoretical modality used.

3. Progress/process evaluation--process or progress notes should be presented. Such notation should reflect changes in the treatment plan or goals as the case developed, as well as ongoing documentation of the intervention process.

4. Termination--a description of the reasoning involved in the decision to terminate, the issues relevant to this particular case, and the process of termination should be presented. Termination may be complete, in progress, or planned.

5. Outcome evaluation/critique--in addition to a goal-oriented summary of the course of intervention, the student shall critique the case from the standpoint of strengths and weaknesses of the intervention strategies and effectiveness of treatment.

6. Ethical considerations--the student shall anticipate and be prepared to discuss any ethical issues relevant to the case.

7. Theoretical knowledge--the student should be well versed in the theoretical aspects of the
case: Diagnostic conceptualizations, developmental issues, and treatment decision, as appropriate to the framework used.

C. Parts 1 through 6 should be included in the written material presented to the Committee before examination. During the oral presentation, the student should be prepared to address all parts listed above (1 through 7).

D. An audio taped sample therapy session shall be presented to the Committee at the same time as the written material (at least four weeks prior to the oral presentation). The Committee chair will make the tape available to the second committee member prior to the oral presentation. Written consent for taping shall be presented to and verified by the chair.

NOTE: Obviously, the length of time the student has worked with the case is an important consideration. No specific time parameters can be set due to the varying nature of client presenting problems, agency constraints, etc. However, the student needs to use good judgment in selecting a case of sufficient duration to demonstrate activity in the areas under exploration (listed above). If the student chooses to present a case in progress, where termination has not occurred, it is the student's responsibility to be certain that the Committee has an adequate work sample to evaluate the student's competence. The student must accept the possible consequences of wasted effort if the Committee finds the student's work sample to provide insufficient data to permit evaluation.

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

VI. Evaluation Results:

A. The Committee is to evaluate both the written and oral presentation in terms of communication skills and in all seven categories listed above (Section B, specific content). After deliberation and discussion, each member of the Committee is to render an independent decision (pass or fail). In addition, each Committee member is to make written comments and recommendations regarding the student's strengths and weaknesses in both the
specific categories under evaluation and general performance.

B. The Chair will submit the decision, comments, and recommendations to the Administrator of the student's program within 10 days of the evaluation.

C. Should the Committee render a split decision (one pass and one fail) the Program Administrator will appoint a third committee member who will evaluate the student's written work, the audio taped oral examination, and render an independent pass or fail decision, comments, and recommendations. The third member will submit decision to the Program Administrator who will consider the majority decision as final.

D. The Program Administrator will forward a copy of the written summary to the student, student's advisor, and academic file.

VII. Remediation Committee

Should a student fail the CCE, the Program Administrator will meet with the student's advisor, the Director of Clinical Training, and other faculty the Director deems appropriate, and the student to design a written program to remediate student weaknesses. The student's signature on the written program constitutes a contract for remediation. The Remediation Committee is also responsible for determining when the student who has failed the CCE may retake the examination.

VIII. Re-examination Policy

A. A student who has failed the CCE may be re-examined once only. Depending upon the documented findings of the original examining committee, a student may be required to resubmit written work, re-take the oral portion of the examination, or both, on the originally presented or new case. A new examining committee, consisting of a chair and two members, will be appointed by the Program Administrator. Re-examination, following the same procedures listed above, may occur in any semester subsequent to the original exam, as determined by the remediation committee.

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

IX. CCE Guidelines Availability

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

Internship Policies and Procedures

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

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

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

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

**Prerequisites.** No student on academic probation may accept an internship until off probation. All courses must be satisfactorily completed (no incompletes) before beginning the internship.

**For Ph.D. students.** PSY 747 (Individual Research Project I) and the Dissertation Proposal must be completed and the Proposal defended before accepting the internship.

**For Psy.D. Students.** The Clinical Competency Exam must be passed before an Internship offer can be accepted.

**Application procedure.** In the middle of May and the last week of September of each year a required meeting with the Director of Clinical Training will be held with all students planning to go on internship the following year. At this meeting topics discussed include: when and where and how to apply, letters of recommendation, interviews, how to select the best internship, etc. Students should begin to write to internship sites by late August to request descriptive brochures and application forms. Prior to making application students must be deemed eligible for internship.
by the Director of Clinical Training and the program administrators.

Letters of recommendation from faculty or field supervisors should be requested as early as possible to prevent a traffic jam around mid-December just as the fall semester ends. A student is free to ask to see the letters, but the letter writer is also free to decline and can ask the student to sign a waiver forfeiting that right. In general, the student may assume that faculty or supervisors would not agree to write a letter unless they consider it to be a positive one.

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

Hints for internship application.

1. Start thinking early about what you want in the way of settings, new learning experiences and specializations.
2. Start requesting information in early fall (or sooner) of the calendar year prior to the one in which you plan to do your internship.

3. Utilize the Directory of the Psychology Internship Centers. Typically, a copy is available through the Director of Clinical Training's Office. An alternative is to order your own copy (they are not expensive) from:

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

4. Augment information from the Directory by discussions with faculty and "veteran students."

5. Some considerations include:
   a. Availability of psychologists as supervisors.
   b. Whether internships are likely to be used as "cheap labor" (i.e., can the psychology service survive without the service provided by the interns so they have the luxury of having training and not service as their primary role);
   c. Availability of helpful contacts (i.e., people with reputations who might serve as future job references); and
   d. Geographic location (both in terms of "comfort" for the year and for the future should you decide to settle in the area).

6. Most applications are due in December or January but check the deadlines for each facility to which you are applying.

7. The applications for each internship site may require different forms and information.
   a. Be prepared to complete their "special" form.
   b. If you have a pre-set personal statement include it only as an addendum.
c. Typically requested: number of cases with which you have worked including the diagnoses, in what setting, with 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 is something to think about.

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

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

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

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

Typing of Student's Work

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

Use of Supplies

Clerical supplies will not be provided to graduate students.

Library Services

The Einstein Library houses the University's collection of psychology journals, microfilm, and books. To borrow materials, a student must show a current Nova ID card. A maximum of 6 books may be borrowed at one time for up to 4 weeks. Journals may be xeroxed, in accordance with the copyright law, but may not be circulated.
The journal collection is fairly complete for the last 20 years and the Center diligently has been building the psychology holdings. In addition, the University has established arrangements to assist students and faculty in securing additional library resources. The Interlibrary Loan Program provides access to the resources of other libraries throughout the United States and Canada. The Dialogue Information Retrieval Service offers students and faculty the processing power of the computer to assist in retrieval of information. It gives the researcher control in storing, retrieving, and reviewing abstracts and citations on specific subject matter. Information about Interlibrary Loan and The Dialogue Information Retrieval Service may be obtained from the library.

Reprint request cards are provided to all faculty and graduate students. These cards may be obtained from the School Director'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 more quickly than Interlibrary Loans.

Computer Processing Services

Students requesting the use of Nova's computer processing services must obtain a request form from the Computer Center. The form stipulates the use, time, and cost requested and
must be approved by the Program Administrator and the Director of the School of Psychology.

The Computer Center, located on the first floor of the Mailman-Hollywood Center, will assign a user number, once the student presents an approved request form. The Computer Center has handbooks to assist the user, but no advisory personnel are available.

Audio-Visual Equipment Use

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

Mailboxes and Notice Boards

All doctoral students are assigned personal mailboxes located on the second and floor of the Mailman Hollywood Building. These boxes provide a for communication between the School and students; therefore it is imperative that resident students check their mailboxes routinely and often.
Notice boards are located on the second floor for all students. They are a valuable source of information regarding class schedules, typing services, student meetings, dissertation defense meeting times, apartments for rent, etc.

**Student Carrels**

A small number of student carrels are located on the second floor of the Mailman Hollywood Building. Due to limited availability, carrels currently are assigned to students working on their dissertations. Arrangements for other students often are made informally by contacting students who have carrels assigned to them and working out a sharing schedule.

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

**Copyright Regulations**

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

1. Books, pamphlets, annual publications, etc.
2. Periodicals, including journal articles, newspapers, reviews, newsletters, etc.
3. Lectures including public addresses, monologues, etc.
4. Photographs
5. Motion pictures
6. News strips, travel films, documentaries, etc.
7. Sound recordings

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

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

**Manuscript Style**

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

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

**Licensure/Certification**

Information of the licensing/certification requirements of psychologists for the State of Florida and a number of the other states may be obtained from the Office of the Director of Clinical Training. In addition, the Director maintains a listing of the addresses and phone numbers of the Boards of Psychology in each state.

**Student Evaluation of Courses**

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

**VI. School Organization**

The School of Psychology is the academic unit of the Behavioral Sciences Center. The Center, first organized in 1967, is primarily concerned with psychology and mental
health. Besides the School, the other components of the Center are Nova University Community Mental Health Clinic, the Psychology Clinic, the Institute for Social Services to Families, and the Maltz Institute.

Programs of the School

In addition to the Ph.D. and Psy.D. programs in clinical psychology, the School of Psychology houses a Ph.D. program in applied developmental psychology, masters of science programs in counseling psychology and school guidance, and the Post-Doctoral Institute of Psychoanalysis and Psychotherapy. The School provides continuing education workshops for professionals in mental health, respecialization programs for doctoral level psychologists desiring to become clinicians, and provides undergraduate instruction in the day program of Nova College. The organization of the School is illustrated in Figure 2. The Behavioral Sciences Center Bulletin describes the various programs of the School.

The names of the various administrators associated with the Center and the School are listed at the end of this section. The most important positions for the students to be familiar with are the Director of the School, the Director of Academic Affairs, the Director of Clinical Training, and the Program Administrators for the Ph.D. and Psy.D. programs.
Figure 2. Behavioral Sciences Center (BSC) Administrative Organization (July 1985)
Clinical Facilities

The School of Psychology has an ongoing relationship with a number of clinics in the area including those which are a part of Nova. These sites provide not only practicum training placements for graduate students but in addition offer assistantships for a number of the doctoral students. They also offer opportunities to conduct clinical research. A brief description of the sites operated by Nova University follows.

Nova University Clinic. Nova University Clinic is established as a state funded multi-site mental health clinic developed to serve the western 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.

Within the Clinic, students receive practicum training and, in addition, may be hired to provide clinical services on a part-time basis. Approximately six practicum slots, together with two internship placements, are provided for students at the Clinic. Supervision is provided by both
staff of the Nova Clinic and by faculty. The director of the Clinic is Dr. William Dorfman.

**Psychology Clinic.** The Psychology Clinic, located on the ground floor of the Hollywood Mailman Building, is primarily concerned with applied clinical research issues. The Clinic is directed by Dr. Nathan H. Azrin and is behavioral in orientation. Various applied clinical research programs coordinated by faculty and or graduate students are directed from this site. Patients include those experiencing depression, nervous tics and habits, marital disorders, parent-youth problems, child conduct disorders, and other more specific problems such as obesity, agoraphobia, anorexia, etc. Alcoholics are treated through arrangements with a local community agency. Inpatient problems also may be treated through contracts with South Florida State Hospital, as are also problems of severely retarded persons who receive care at the Landmark Center in Miami.

Practicum placements are available within the Clinic each semester. Some paid employment is also provided to graduate students working within the clinic in excess of their practicum responsibilities.

**Family Violence Clinical Research Program.** The Family Violence Clinical Research Program is a specialized program within the Nova University Clinic. The program provides clinical training experience to doctoral students in the area of family violence, including spouse abuse and child
abuse. The program director is Dr. Mary Ann Douglas. Clinical requirements of practicum students include conducting standardized assessment procedures and providing crisis, short-term, and longer-term intervention. Other requirements include maintaining client records and participation in supervision and other training experiences. Although the practicum experience focuses on the problem of family violence, intervention procedures address a broad base of individual, couple, and family clinical issues. Up to five practicum students are placed within the program each semester.

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

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

The Post-Doctoral Institute for Psychoanalysis and Psychotherapy is designed for advanced (post doctoral) training in psychoanalysis and psychoanalytic psychotherapies for members of the professions of psychology, psychiatry, and psychiatric social work. It offers a certificate upon completion of the tripartite requisite program of theoretical courses, individual supervision, and personal-didactic analysis.

In association with the Post-Graduate Center for Mental Health (New York City) as well as the Greenwich Institute for Psychoanalytic Studies (Greenwich, N.Y.) there is an exchange of faculty and supervisory personnel. Special continuing education workshops are also offered to the professions.

The Post-Doctoral Institute provides Nova doctoral students an opportunity to participate in workshops and to continue specialized clinical training after achieving their degrees.

Testing Equipment

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

Many of the School's decision making activities as well as the implementation of some policies and procedures are handled by standing committees of faculty and students. The standing committees are listed below.

**Admissions Committee.** The Admissions Committee develops and maintains procedures for student admissions in accordance with the policies of the two doctoral programs. 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 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 Committee submits to the School Administration a report containing statistical information as required by Director of the School.

The Admissions Committee is charged with the responsibility for developing and implementing procedures for the recruitment of minority students in the doctoral programs. Finally, the Committee is responsible for the
development of recommendations to other School standing committees and to the faculty as a whole for facilitating the successful completion of the program by minority students.

**Continuing Education Committee.** This committee plans and organizes continuing education seminars, colloquia, and workshops. The School of Psychology is an APA approved sponsor of continuing education and offers programs throughout the year on timely topics by renowned speakers which are open to the professional community and students.

**Curriculum and Program Review Committee.** The Curriculum and Program Review Committee is responsible for evaluating the efficacy and efficiency of the curricula aspects of each 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.

**Faculty Review and Promotions Committee.** At the request of the Director of the School, this Committee recruits applicants for faculty positions whose training and
experience meet the needs of the School as stated by the Director. The Committee evaluates the vitae, letters of recommendation, and other pertinent data that are submitted to ensure that applications are reviewed in an objective, unbiased manner, then submits names of the best candidates to the Director for consideration. The Director of the School, in consultation with the Chair of the Committee, invites those selected for interviews. Procedures for the candidates to meet with and present colloquiums to faculty and students are developed by the Committee. In addition, the Committee serves as a mechanism for each candidate to meet with and be interviewed by representatives of the Office of Personnel and of the Office of Affirmative Action.

This Committee also develops criteria for academic rank. Individuals who seek promotion must meet the established standards to be awarded a change in rank. The Committee develops procedures and criteria that assure fair and orderly evaluations of individuals. The Committee, after due process, makes recommendations regarding change of faculty rank to the Director. In those instances where there has been a recommendation for no change in rank, the Committee is obliged to explain the reasons for their decision to the Director.

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 will 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.

**Clinical Training Committee.** The Clinical Training Committee, chaired by the Director of Clinical Training, is responsible for planning, developing, and implementing policy regarding all aspects of the students practicum and internship experience, including course pre-requisites and evaluation procedures. The Committee makes decisions regarding the suitability of practicum sites, and approves non-APA and non-APIC internships which do not meet National Register guidelines. They decide individual student policies and practical issues such as requests for waiver of practicum, conflicts or differences between the Director of Clinical Training and a student, and problems at a practicum site which require Committee input and resolution.

**Professional Standings Committee.** Students who are having emotional or behavioral problems serious enough to suggest interference with their functioning in the program
may be referred to the Professional Standings Committee for evaluation. Students whose behavior is disruptive, unethical, or socially maladaptive may be referred to this Committee. The Professional Standings Committee meets with the students, evaluates the nature of the problem, and attempts to ameliorate the situation within the School or by referral to appropriate resources. The Professional Standings Committee is not a disciplinary committee, but rather attempts to help students so they can continue their education and eventually function competently as professional psychologists.

The Professional Standings Committee accepts referrals from teaching faculty, administration, and self-referral from the student. All referrals, regardless of source, shall be made in a nonprejudicial manner. The intention of any referral is for this Committee to appropriately evaluate the referred student and work toward resolution of the problem.

Scholarship and Financial Aid Committee. This Committee seeks to determine, generate, and allocate scholarship funds, including assistantships and fellowships. The Committee develops and implements policies and procedures for processing and reviewing applications and for communicating decisions to applicants.

The 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.

In the event that a student is dissatisfied with a decision of the Committee, the student may request a personal appearance and a review of a decision made by the Committee. Further appeal may be made to the program administrator who will review the Committee's actions for any procedural violations and report back to the student.

Protection of Human Subjects in Research

The National Research Act (PL 93-348) and the Code of Federal Regulations (Title 45, Public Welfare, Department of Health and Human Services (HHS), revised January 16, 1981) provides for the protection of human subjects in research. The regulations provide that all research involving research subjects funded in whole or in part by HHS must be reviewed by an Institutional Review Board (except as noted). Additionally, the regulations require that institutions must provide "a statement of principles governing the institutions in the discharge of its responsibilities for protecting the rights and welfare of research subjects of research conducted at or sponsored by the institution, regardless of source of funding." The following is the statement of the Behavioral Sciences Center of Nova University governing research involving human subjects.
Funded Research. To comply with the federal guidelines covering the protection of research subjects, and to ensure appropriate ethical management of research programs conducted by faculty, staff, and students of the Behavioral Sciences Center, except as noted below, all funded research proposals must be reviewed by the University Institutional Review Board.

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

1. Educational research involving normal educational practices (e.g., comparison of effectiveness of instructional techniques).

2. Research involving educational tests (cognitive, diagnostic, aptitude, achievement) where the subjects cannot be identified.

3. Research involving the observation of public behavior, survey, and/or interview procedures where the subjects cannot be identified except where knowledge of the subjects' responses could reasonably place them at legal or civil liability and/or deal with sensitive aspects of the subjects' behavior (e.g., illegal conduct, drug use, sexual behavior, alcohol use).

4. Research involving the collection or study of existing data, documents, records, etc. (e.g., data bank research).

Unfunded Research. All unfunded research proposed by faculty or students and identified as having potential risk to subjects must be reviewed according to the procedures outlined below. Research which has potential risk to subjects includes, but is not limited to, the following:

1. Research which involves the administration of drugs or other substances to subjects.
2. Research involving pregnant women and/or fetuses in utero.

3. Research involving incarcerated individuals.

4. Research involving subjects with life-threatening physical conditions.

5. Research involving physically intrusive procedures.

6. Research which previous experience or research (by the particular investigator or by other investigators) has shown to create a potential of risk to subjects.

7. Research which potentially could lead to the subject's legal or civil liability or to the invasion of a subject's privacy in regard to sensitive aspects of his/her behavior (e.g., illegal conduct, drug use, sexual behavior, alcohol use).

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

1. Research specifically exempted by HHS in the above section on funded research.

2. Research involving standard, accepted psychotherapy and/or psychodiagnostic procedures.

3. Research in which the risks of harm reasonably anticipated are not greater than those ordinarily encountered in daily life or during the performance of routine procedures in education and/or the practice of psychology.

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

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

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

1. Research subjects are (were) not at risk.

2. Research subjects are (were) potentially at risk and the research was reviewed.

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

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

1. Research subjects are not at risk.

2. Research subjects are potentially at risk.

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

2. Risks are reasonable in relation to anticipated benefits.

3. Selection of subjects is equitable.

4. Informed consent will be sought from each subject or subject's legally authorized representative. Such informed consent will be documented.

5. As appropriate, the safety, privacy, and/or confidentiality of subjects is insured by the research plan.

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

Student Organizations and Activities

Student Organization. The student government consists of a governing council. The governing council is the official representative of the study body and is so recognized by the faculty. The council functions autonomously and is the major source of communicating student concerns and making input to the faculty and administration.

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

**Professional Organizations.** Students are urged to join psychological organizations as soon as possible so that they will develop professional involvement early in their careers. The American Psychological Association (APA) and Florida Psychological Association (FPA) are the most relevant organizations for doctoral students to join, and students should give consideration to becoming members of them prior to joining other organizations.

APA is the primary organization of American psychology. It has approximately 60,000 members and a staff of 250 employees dedicated to the advancement of psychology "as a science and a profession and as a means of promoting human welfare." APA has student affiliate membership at a most modest fee.

FPA is the State Psychological Organization. It serves psychology in a variety of ways, educationally, legislatively and collegially. Students are encouraged to participate in FPA's meetings and programs.
Campus Housing

Nova University's housing units are located on the Main Campus. The housing complex consists of four apartment buildings with one and two bedroom units. Applicants for campus apartments will be placed on a waiting list according to the date on which the completed application is received. Apartments are rented furnished and unfurnished. Generally, apartments are leased on an annual basis, August through July; however, vacancies may occur during the academic year. Information and applications are available at Nova University Housing Office on Campus.
CENTER AND SCHOOL ADMINISTRATORS

John M. Flynn
Director
Behavioral Sciences Center

Nathan Azrin
Director
Nova Psychology Clinic

David Barone
Director
Maltz Institute

Frank A. DePiano
Director
School of Psychology

William Dorfman
Director
Nova Community Mental Health Clinic

Ronald Simon
Director
Institute for Social Services to Family

Joe Bascuas
Director
Human Sciences, Nova College

Mary Ann Douglas
Program Administrator
Ph.D. Program

Bernard Bingold
Associate Director of Academic Affairs

Harold Lindner
Director
Post Doctoral Institute

Barry Schneider
Program Administrator
Masters' Program

A. E. Shapiro
Program Administrator
Psy.D. Program

Yolanda Slocum
Director of Clinical Training
PROFESSIONAL INTERESTS OF CLINICAL FACULTY

Michael Antoni, Ph.D., University of Miami, Assistant Professor.

Nathan H. Azrin, Ph.D. ABPP, Harvard University, Professor (Director of Psychology 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; employee motivation and staff management.

David F. Barone, Ph.D., University of California, Associate Professor (Director of Maltz Institute). Theoretical psychology; social development, learning, and cognition; and self-attributions; organizational selection and stress evaluation.

Joseph W. Bascuas, Ph.D., Temple University, Assistant Professor. (Director of Behavioral and Social Sciences, Nova College). Depression in children and adolescents; juvenile delinquency; stressful life events and sources of support; community psychology; assessment and intervention with children adolescents and families; assessment and intervention with Hispanic populations.

Glenn Ross Caddy, Ph.D., University of New South Wales, Australia, Professor. Dynamics and management of addictive behavior; cognitive behavior therapy and behavioral medicine, with focus on pre-menstrual syndrome, and treatment of male sexual dysfunction; divorce mediation evaluation; work stress research and the interface between clinical and industrial organizational psychology; recent models of educating psychologists, forensic practice and the law-psychology interface.

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

Elaine F. Cherry, Ph.D., Adelphi University. Assistant Professor. Individual psychotherapy; psychoanalysis; Women's issues.
Frank A. DePiano, Ph.D., University of South Carolina, Associate Professor (Director, School of Psychology). Hypnosis; neuropsychology; child and adolescent psychotherapy and psychodiagnosics; community psychology.

William Dorfman, Ph.D., Ohio State University, Associate Professor (Director, Nova Mental Health Clinics). Counseling psychology; Community mental health; Forensic psychology; Psychodiagnosis; Short-term approaches to psychotherapy and crisis intervention.

Mary Ann Douglas, Ph.D., University of Utah, Associate Professor. (Program Administrator Ph.D. Program) Family violence, including assessment and intervention with spouse abuse and sexual assault, forensic evaluation and expert witness testimony with the Battered Woman, Rape Trauma, and Child Abuse Syndromes; Behavioral Assessment; and Marital and family assessment and intervention.

Bernard Eingold, Ph.D., University of Florida, Professor (Director of Academic Affairs). Individual psychotherapy; psychodiagnostic procedures.

John M. Flynn, Ed.D., University of Florida, Professor (Director, Behavioral Sciences Center). Modification of behavior in children; psychometrics.

Ellen Girden, Ph.D., Northwestern University, Professor. Experimental psychology; Statistics, Research design, learning, history.

Steven Gold, Ph.D., Michigan State University, Associate Professor. Ego development, psychopathology; Psychological Assessment; Personology.

Nancy L. Johnson, Ph.D., ABPP, Florida State University, Associate Professor. Human development; Personality assessment, Psychodynamic/existential psychotherapy; Defense mechanisms: Theory and measurement.

Alan D. Katell, Ph.D., West Virginia University, Associate Professor. Childhood and adult obesity, including a focus on eating and exercise behaviors; psychological and environmental influences on job stress; psychological factors in cardiac rehabilitation; exercise promotion and maintenance; health risk factor assessment and reduction; behavioral medicine.
Grant Aram Killian, Ph.D., University of Chicago, Assistant Professor. Psychological Testing; Group therapy; Hypnosis; Family therapy; Psychodynamic psychotherapy, Individual therapy, Forensic evaluation and expert witness, Industrial/organizational psychology.

Harold Lindner, Ph.D., University of Maryland (Director, Postdoctoral Institute for Psychoanalysis and Psychotherapy).

Timothy R. Moragne, Psy.D., Wright State University, Assistant Professor. Minority issues; Health psychology; Community psychology; Forensic psychology.

Bady Quintar, Ph.D., ABPP, University of Kentucky, Professor. Projective techniques, Psychoanalytic psychotherapy, Ego psychology.

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 (Program Administrator, Director of Master of Science Programs). Psychodiagnosis and personality evaluation; individual psychotherapy; childhood psychoses, especially nonverbal 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 preschool children; pretend play; early handicapping conditions; parenting styles; abused and neglected children, different parental responses to their handicapped child.

A. Eugene Shapiro, Ph.D., ABPP, New York University, Professor (Program Administrator, Psy.D. Program). Analytic psychotherapy; Psychological aspects of lowback pain; Health services delivery systems.

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.
Yolanda Slocum, Ph.D., Florida State University, Assistant Professor, Director of Clinical Training. Theory and technique of group psychotherapy; attrition from psychotherapy; therapist-patient matching in psychotherapy; environmental psychology (the relationship between the physical environment and behavior); cognitive processes (specifically, errors in information processing).
NOVA UNIVERSITY SCHOOL OF PSYCHOLOGY

FALL 1986 - ADVISEES AND ADVISORS

KEY

*---------- PH.D. STUDENT
**-------- ADP STUDENT
(N--)------ NEW STUDENT
(C--)------ CURRENT STUDENT
(I--)------ INTERNSHIP
(D--)------ DISSERTATION
(DC)------ DISSERTATION CHAIR
(LOA--)---- LEAVE OF ABSENCE
(BI--)---- BEYOND INTERNSHIP
(----)----- YEAR OF ENTRY INTO PROGRAM
(SS)------ SPECIAL STUDENT
NOVA UNIVERSITY SCHOOL OF PSYCHOLOGY
FALL 1986 - ADVISEES

ABELLO, ANA (C84)-------------------DR. KILLIAN
ABRAHAM, JULIE (N86)-----------------DR. CADDY
ADAMS, CAROL (C84)-----------------DR. MORAGNE
*AGUDELO, JUAN (N86)-----------------DR. EINGOLD
ALESI, LYNDA (C85)-------------------DR. SLOCUM
ALEXANDER, KENNETH (B182)-----------DR. QUINTAR
*AMBLER, JAMES (C85)-----------------DR. KILLIAN
**ANFINSON, ALLAN (B182)------------DR. CAMPBELL (DC:PECK)
*APOTHEKER, JEFFREY (B183)---------DR. KATELL (DC:KATELL)
AQUILA, MICHAEL (B182)--------------DR. KILLIAN
ARAUJO, CLOVIS (N86)-----------------DR. CADDY
ARONOFF, MICHAEL (C85)---------------DR. CADDY
AUSTIN, RAYMOND (C84)---------------DR. EINGOLD

BAEHR, SHERRI (N86)-----------------DR. CADDY
BAKER, MARThA (C85)-----------------DR. ANTONI
*BAKER, THOMAS (C85)-----------------DR. MORAGNE
*BANKIER, KAREN (C85)-----------------DR. DOUGLAS
BARBATO, BEVERLY (N86)---------------DR. CADDY
BARB, GEORGE (B179)-----------------DR. DOUGLAS (DC:TAPP)
BARRON, JAMIE (C84)-----------------DR. SLOCUM
BAT-AMI, MAYA (C82)-----------------DR. ANTONI
BEALE, BOBBIE (N86)-----------------DR. CAMPBELL (DC:JOHNSON)
BENECKSON, ROBERT (B180)------------DR. JOHNSON (DC:JOHNSON)
BENNETT, DANA (C83)-----------------DR. ANTONI
BERLIN, LINDA (N86)-----------------DR. DOUGLAS
BERMAN, AVA (B182)-----------------DR. GIRDEN (DC:GIRDEN)
BERMAN, FRANCES (C85)-----------------DR. GIRDEN
BERMAN, STEVEN (C83)-----------------DR. ANTONI
*BERRY, KIMBERLEE (C84)-------------DR. SCHNEIDER
BLAIS, MARK (C84)-----------------DR. ANTONI
BLISS, CHARLES (N86)-----------------DR. DOUGLAS
*BLOOM, LISA (C84)-----------------DR. BARONE
*BLOOS, MELINDA (C84)-----------------DR. AZRIN
*BLEMENTHAL, WENDY (B181)-----------DR. CADDY (DC:BARONE)
BODIE, LINDA (C84)-----------------DR. EINGOLD
BOIKO, RANDY (C85)-----------------DR. GIRDEN
BOLTSON, DAVID (C84)-----------------DR. JOHNSON (DC:JOHNSON)
BORACK, MICHAEL (C85)-----------------DR. REYNA
BOSCOE, JEFFREY (C83)-----------------DR. JOHNSON
*BOXLEY, ROBERT (N86)-----------------DR. AZRIN
BRANNON, MICHAEL (I80)-----------------DR. EINGOLD (DC:TAPP)
BRATCHER, JEAN (C85)-----------------DR. CHERRY
*BREWER, TED (C84)-----------------DR. BASCUAS
*BROWN, GRETCHEN (C83)-------------DR. BARONE (DC:BARONE)
BROWN, MARLAND (B181)-----------------DR. DEPIANO (DC:RUSSELL)
*BURSTEIN, LAWRENCE (C82)---------DR. KATELL (DC:DOUGLAS)
BURLEY, TODD (C82)-----------------DR. KILLIAN
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*ESTILL, KAREN (BI83)-----------------DR. AZRIN

FERGUSON, BETTY (BI80)-----------------DR. JOHNSON (DC:JOHNSON)
FERGUSON, PATRICIA (N86)-----------------DR. KATELL (DC:DOUGLAS)
FISCHLER, ANITA (B182)-----------------DR. KILLIAN (DC:FLYNN)
*FITZGERALD, ROBIN (D79)-----------------DR. DEPIANO (DC:JOHNSON)
*FLEISIG, NEIL (D79)-----------------DR. FLYNN (DC:FLYNN)
FORD, MILLA (I82)-----------------DR. SCHNEIDER (DC:CHERRY)
FRELL, PATRICIA (C84)-----------------DR. SLOCUM

*GAGE, RANDY (N86)-----------------DR. CAMPBELL
*GARLEWSKI, THADDEUS (C85)----------DR. QUINTAR (DC:CADDY)
GEERTZ, THEODORA (B178)-----------------DR. EINGOLD (DC:GIRDEN)
GELLMAN, DONNA (N86)-----------------DR. KATELL (DC:GOLD)
*GERSON, ARLENE (N86)-----------------DR. CHERRY (DC:TAPP)
GILBERT, MARIA (C85)-----------------DR. QUINTAR (DC:MORAGNE)
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GILZER, MILES (B181)-----------------DR. CHERRY (DC:TAPP)
GOBBERT, PATRICIA (C84)-----------------DR. CHERRY (DC:MORAGNE)
GOLDIN, GARY (C82)-----------------DR. GOLD (DC:CHERRY)
*GOLDSMITH, PETER (C83)-----------------DR. CAMPBELL (DC:DOUGLAS)
GOMEZ, GABRIELLA (C81)-----------------DR. JOHNSON (DC:DEPIANO)
GORDON, DANA (N86)-----------------DR. REYNA (DC:DOUGLAS)
*GRAN, JEFFREY (C84)-----------------DR. SCHNEIDER (DC:DOUGLAS)
GRANT, GORDON (N86)-----------------DR. REYNA (DC:DOUGLAS)
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*GROSS, CYNTHIA (C82)-----------------DR. REYNA (DC:DOUGLAS)
*GURNICK, WAYNE (N86)-----------------DR. DOUGLAS (DC:DOUGLAS)

HARNESS, DONITA (C85)-----------------DR. QUINTAR (DC:DEPIANO)
HART, DWIGHT (C85)-----------------DR. QUINTAR (DC:DOUGLAS)
HASS, GISELLE (N86)-----------------DR. REYNA (DC:MORAGNE)
HAYES, CHRISTINA (C85)-----------------DR. CAMPBELL (DC:MORAGNE)
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HEIKEN, GARY (B182)-----------------DR. MORAGNE (DC:MORAGNE)
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HIRSCH, JEFFREY (B179)-----------------DR. BARONE (DC:SHAPIRO)
HODGES, ANN (I83)-----------------DR. EINGOLD (DC:SHAPIRO)
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HURWITZ, ABBE (B181)-----------------DR. QUINTAR (DC:LINDSAY-HARTZ)
HYNES, JANICE (N86)-----------------DR. SHAPIRO (DC:LINDSAY-HARTZ)
INCERA, CESAR (BI78)-----------------DR. GIRDEN  (DC:GIRDEN)
*IVERSON, TIMOTHY (BI82)----------DR. DEPIANO  (DC:BARD)

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*JAMES, JON (C84)-----------------DR. CAMPBELL
JANSON, PATRICIA (N86)-----------DR. SHAPIRO
**JEFFERS, ROBERT (C83)-----------DR. BASCUAS
JOHNSON, FREDERICK (C83)--------DR. CAMPBELL
*JOHNSON, STEPHEN (I81)---------DR. CAMPBELL  (DC:DEPIANO)

KAIKOBAD, JAMES (C84)-----------DR. EINGOLD  (DC:TAPP)
KANE, DANIEL (BI82)------------DR. GOLD  (DC:SHAPIRO)
KAPLAN, CAROL (BI82)-----------DR. SHAPIRO  (DC:DEPIANO)
*KASSOVER, APRIL (BI80)---------DR. FLYNN  (DC:CADDY)
KATZ, DIANE (BI82)------------DR. MORAGNE  (DC:BARD)
KATZ, ELLEN (LOA85)-----------DR. QUINTAR
KAY, JANET, (C85)-------------DR. JOHNSON
KEATING, NATALIE (BI78)-------DR. EINGOLD  (DC:GIRDEN)
*KEDRLE, PAMELA (I81)----------DR. REYNA  (DC:BARD)
KENNAN, MARGARET (C84)--------DR. ANTONI
*KELLEY, PATRICIA (D78)--------DR. FLYNN  (DC:GOLD)
KERRLY, JAMES (C85)-----------DR. QUINTAR
KLEIN, JEAN-CLAUDE (BI81)-----DR. JOHNSON  (DC:JOHNSON)
KNECHT, CHARLES (N86)---------DR. SHAPIRO
KEE, KATHLEEN (C84)-----------DR. SLOCUM  (DC:TAPP)
KOLASA, NETA (BI81)-----------DR. SCHNEIDER  (DC:DEPIANO)
KOVAL, CARYN (N86)-----------DR. AZRIN
KRAMER, FONDA (C82)----------DR. JOHNSON  (DC:SHAPIRO)
KAUNT, JAMES (C84)-----------DR. BASCUAS
KRULL, GITA (BI82)----------DR. MORAGNE  (DC:DEPIANO)

*LAPORTE, LORA (I81)----------DR. SCHNEIDER  (DC:DEPIANO)
LASKER, JUDY (C80)-----------DR. GOLD
LATHROP, HELEN (N86)--------DR. AZRIN  (DC:CAMPBELL)
**LARIVIERE, CYNTHIA (D83)-----DR. BASCUAS  (DC:CADDY)
*LARKIN, DONALD (BI80)--------DR. DOUGLAS
*LAYDEN, PAUL (C82)---------DR. DOUGLAS
*LIEDER, MARCIA (BI82)-------DR. KATELL  (DC:DEPIANO)
*LEIBOWITZ, GISSELLE (N86)---DR. JOHNSON
LEV, PHI-LOAN (N86)---------DR. BARONE
*LEVY, JILL (C84)------------DR. BARONE  (DC:KILLIAN)
LEVINE, LAURENCE (C84)-------DR. CHERRY
LEVIT, DAVID (BI81)---------DR. GIRDEN  (DC:TAPP)
LEWIS, KATHRYN (C83)--------DR. GIRDEN  (DC:JOHNSON)
LIEBERMAN, ROBERT (BI78)-----DR. QUINTAR
LINDSEY, JEFF (I82)--------DR. JOHNSON
LORET DE MOLA, VIVIAN (BI79)---DR. MORAGNE
LOTT, STEPHEN (C83)---------DR. SLOCUM
LOUGACHI, BERYL (C84)-------DR. SLOCUM
*LOVE, ELIZABETH (BI77)------DR. FLYNN  (DR. FLYNN)
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\( DC: \) indicates a department code.
SCHLICK, MARY ANN (C85)-------------------DR. MORAGNE
SCHNUR, LEONARD (C84)-------------------DR. MORAGNE
SCHULZE, KAREN (C85)-------------------DR. SHAPIRO
SCHUMER, JEFFREY (N86)-------------------DR. AZRIN
**SCHWARTZ, AUDREY (D80)-----------------DR. CAMPBELL  (DC:DEPIANO)
*SCHWARTZ, JILL (I82)-------------------DR. SCHNEIDER (DC:BARONE)
SCHWARTZ, MARTHA (C85)-------------------DR. KATELL
SCOTT, MICHAEL (C85)-------------------DR. SLOCUM
*SELLERS, ALFRED (C85)-------------------DR. CAMPBELL
SERPICO, FELICIA (C85)-------------------DR. SCHNEIDER
SHAIPRO, SHERI (C83)-------------------DR. GIRDEN (DC:BASCUAS)
SILBERBERG, BRIAN (C84)-------------------DR. GIRDEN
SILVER, WENDY (C83)-------------------DR. ANTONI
*SIMMONDS, BARBARA (C83)-------------------DR. CADDY (DC:CADDY)
*SIRCUS, LINDA (B181)-------------------DR. KATELL (DC:KATELL)
*SMITH, ADAM (N86)-------------------DR. SHAIPRO
SMITH, FRANCES (C84)-------------------DR. GIRDEN (DC:TAPP)
SMITH, ROBERT (B179)-------------------DR. SIMCO
SNIIDER, RICHARD (B178)-------------------DR. GIRDEN (DC:TAPP)
SOIFER, ELIZABETH (C84)-------------------DR. EINGOLD
SPERO, MITCHELL (B182)-------------------DR. GOLD (DC:MORAGNE)
SPERRY, FAITH (B182)-------------------DR. KILLIAN
*SPINELLI, JEAN (N86)-------------------DR. AZRIN (DC:QUINTAR)
STANTON, JOAN (C85)-------------------DR. SLOCUM
STEWART, MELINDA (C83)-------------------DR. GIRDEN (DC:TAPP)
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STRAUSS, RADA (N86)-------------------DR. DEPIANO (DC:REYNA)
*STROM, JANON (D82)-------------------DR. AZRIN (DC:BARONE)
SUTTEN, RACHELLE (N86)-------------------DR. BARONE
*SWAWELEY, BRAD (C84)-------------------DR. BASCUAS
SWITZER, ANTHONY (C84)-------------------DR. EINGOLD (DC:DOUGLAS)

*TANNER, SUSAN (C85)-------------------DR. DOUGLAS
TAN, VICTOR (N86)-------------------DR. CADDY (DC:TAPP)
TARASI, LOUIS (B182)-------------------DR. MORAGNE (DC:BARONE)
*TAYLOR, JAMES (B181)-------------------DR. AZRIN (DC:AZRIN)
TEEL, TRUDY (C84)-------------------DR. ANTONI
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THOMAS, LINDA (C85)-------------------DR. BARONE
TOURNAY, CLAUDE (B179)-------------------DR. SHAIPRO (DC:CADDY)
*TRENCHEL, WALTER (D81)-------------------DR. CADDY (DC:REYNA)
*TRESCOTT, JEAN (C81)-------------------DR. KATELL (DC:REYNA)
TUCKER, TAMMY (C84)-------------------DR. SLOCUM
*TYNER, CYNTHIA (B180)-------------------DR. DOUGLAS (DC:DOUGLAS)

VALLEY, SARAH (C85)-------------------DR. SHAIPRO
*VASQUEZ, MARGARITA (C85)-------------------DR. DOUGLAS
VENNEMAN, WILLIAM (N86)-------------------DR. CAMPBELL
*VORCE, DARYL (N86)-------------------DR. BASCUAS
WALCZAK, JOSEPH (C85)--------------DR. DOUGLAS
**WEBBER, NOREEN (D83)--------------DR. CAMPBELL (DC:SEGAL)
**WEBBER, MARCELLA (D83)--------------DR. CAMPBELL (DC:CAMPBELL)
*WEINSTEIN, MARCIA (D77)--------------DR. FLYNN (DC:CADDY)
WEISS, ROBIN (B179)-----------------DR. EINGOLD (DC:MORAGNE)
WELLS, MICHELE (C82)-----------------DR. ANTONI
WHITE, DEBORAH (B182)----------------DR. SCHNEIDER (DC:GIRDEN)
WILLIAMS, JOAN (B178)-----------------DR. GIRDEN (DC:GIRDEN)
WILLIAMS, PATRICK (C84)--------------DR. SLOCUM (DC:TAPP)
WILLIAMS, TED (B180)-----------------DR. TAPP
WILSON, BRUCE (B182)-----------------DR. KILLIAN (DC:TAPP)
WINBERG, MICHELE (N86)---------------DR. CHERRY (DC:TAPP)
*WINTER, BARBARA (B180)--------------DR. KATELL (DC:KATELL)
WOLF, BONNIE (C83)------------------DR. EINGOLD
WOMACK, ELLEN (C84)-----------------DR. SLOCUM
WOOD, BETTY (C85)--------------------DR. DOUGLAS

YATRON, NICHOLAS (C85)--------------DR. SHAPIRO

*ZANDE, MICHAEL (C82)-----------------DR. BARONE (DC:CAMPBELL)
ZIEGLER, MYRNA (B181)-----------------DR. AZRIN (DC:WEINBERGER)
### Information Regarding Applicants and Entering Class
#### 1986-1987

<table>
<thead>
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<th></th>
<th>Ph.D.</th>
<th>Psy.D.</th>
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<tbody>
<tr>
<td>Total number of applications</td>
<td>177</td>
<td>251</td>
<td>428</td>
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<tr>
<td>Total number of openings available</td>
<td>20</td>
<td>45</td>
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<tr>
<td>Number applicants per slot</td>
<td>8.85</td>
<td>5.58</td>
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<tr>
<td>Total number of offers</td>
<td>70 (40%)</td>
<td>88 (35%)</td>
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<tr>
<td>Total number of accepts</td>
<td>19 (27%)</td>
<td>45 (35%)</td>
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<tr>
<td>Ratio of offers needed to fill slots available</td>
<td>3.45:1</td>
<td>1.91:1</td>
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<tr>
<td>Percentage of total applicants entering 1986 class</td>
<td>11%</td>
<td>18%</td>
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<tr>
<td>Number of students deferred from 1985 who will be entering 1986</td>
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<td>1</td>
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<tr>
<td>GRE mean scores:</td>
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<td></td>
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<tr>
<td>Verbal</td>
<td>594</td>
<td>575</td>
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<tr>
<td>Quantitative</td>
<td>563</td>
<td>598</td>
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<td>Psychology</td>
<td>618</td>
<td>594</td>
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<td>Combined</td>
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<td>1172</td>
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<td>Bachelor's GPA mean scores</td>
<td>3.40</td>
<td>3.34</td>
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<tr>
<td>Percentage of students entering with a Master's degrees</td>
<td>25%</td>
<td>30%</td>
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<tr>
<td>Average age</td>
<td>23.79</td>
<td>27.92</td>
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<tr>
<td></td>
<td>(19-49)</td>
<td>(21-59)</td>
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<tr>
<td>Gender</td>
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</tr>
<tr>
<td>Male</td>
<td>10 (50%)</td>
<td>17 (62%)</td>
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</tr>
<tr>
<td>Female</td>
<td>10 (50%)</td>
<td>28 (38%)</td>
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<tr>
<td>Ethnic status:</td>
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<tr>
<td>White</td>
<td>18 (90%)</td>
<td>41 (91%)</td>
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<tr>
<td>Black</td>
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<td>2 (4%)</td>
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<tr>
<td>Hispanic</td>
<td>2 (10%)</td>
<td>1 (2%)</td>
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</tr>
<tr>
<td>Asian</td>
<td>0</td>
<td>2 (4%)</td>
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</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>1 (1%)</td>
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# INCOMING DOCTORAL STUDENTS FALL OF 1986

**Ph.D.**

<table>
<thead>
<tr>
<th>Name</th>
<th>University</th>
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<tbody>
<tr>
<td>Robert Boxley</td>
<td>Georgia State University</td>
</tr>
<tr>
<td>Robert Byrnes</td>
<td>Florida Atlantic University</td>
</tr>
<tr>
<td>Randy Cooke</td>
<td>North Dakota State</td>
</tr>
<tr>
<td>Gina Del Gardo</td>
<td>Eastern Tennessee University</td>
</tr>
<tr>
<td>Randy Gage</td>
<td>University of Wisconsin</td>
</tr>
<tr>
<td>Arlene Gerson</td>
<td>University of Dayton</td>
</tr>
<tr>
<td>Wayne Gurnick</td>
<td>St. Joseph's University</td>
</tr>
<tr>
<td>Lynn Helder</td>
<td>SUNY</td>
</tr>
<tr>
<td>Gisselle Leibovitch</td>
<td>University of Miami</td>
</tr>
<tr>
<td>Paul McMahon</td>
<td>California State University</td>
</tr>
<tr>
<td>Laura Mulligan</td>
<td>Barry University</td>
</tr>
<tr>
<td>Sean Perrin</td>
<td>SUNY-Albany</td>
</tr>
<tr>
<td>Paul Rivest</td>
<td>University of Massachusetts</td>
</tr>
<tr>
<td>Milagros Rosal</td>
<td>Nova University</td>
</tr>
<tr>
<td>Carol Rosen</td>
<td>McGill University</td>
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<tr>
<td>Adam Smith</td>
<td>New York University</td>
</tr>
<tr>
<td>Jean Spinelli</td>
<td>SUNY-Albany</td>
</tr>
<tr>
<td>James Thigpen</td>
<td>University of North Carolina</td>
</tr>
<tr>
<td>Daryl Vorce</td>
<td>California State University</td>
</tr>
<tr>
<td>Juan Agudelo</td>
<td>University of Del Valle</td>
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</tbody>
</table>
Psy.D

Julie Abraham
Clovis Araujo
Sherri Baehr
Beverly Barbato
Bobbie Beale
Linda Berlin
Charles Bliss
Jeffrey Cass
Elizabeth Clark
Patricia Cordary
Patricia Ferguson
Donna Gellman
Dana Gordon
Gordon Grant
Giselle Hass
Frank Hemersbach
Celia Hendler
Janice Hynes
Patricia Jansen
Charles Knecht
Caryn Koval
Helen Lathrop
Phi-Loan Le
Maureen Lynch
James Mady
Maura Malloy
Michael Mattei
Deborah McDonough
Susan McMahan
Pamela Merenfeld
Laura Mitchell
Nancy Morgen
Andrea Nathans
Linda Neal
Sherwood Pine
David Pressman
Michael Rathjens
David Richardson
Jeffrey Schumer
Rada Strauss
Rachelle Sutton
Victor Tan
William Venneman
Michele Winberg

Emory University
San Diego State
Florida State University
Fairleigh-Dickinson University
Kent State University
Nova University
Stetson University
San Diego State
Nova University
Vadosta State College
San Diego State
University of Miami
Duke University
University of Michigan
University of Costa Rica
Ball State University
Nova University
Florida Atlantic University
Iona College
Western Carolina University
Florida International University
Virginia Commonwealth University
University of California LA
Columbia College
Radford University
University of Iowa
George Washington University
Novi University
Florida Atlantic University
University of Maryland
Fairleigh-Dickinson University
Florida Atlantic University
Columbia Teachers College
University of South Florida
Barry University
Penn State
Oglethorpe University
University of Illinois
Columbia University
Nova University
University of South Florida
University of Oregon
University of Utah
University of Maryland
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<th>Name</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Mike Brannon</td>
<td>NW Dade MHC</td>
<td>APIC</td>
<td>6/86</td>
</tr>
<tr>
<td>Ken Cuave</td>
<td>Children's Psychiatric Center Miami</td>
<td>APIC</td>
<td>9/86</td>
</tr>
<tr>
<td>Tony Daston</td>
<td>VCU Counseling Services Richmond, VA</td>
<td>APA</td>
<td>9/86</td>
</tr>
<tr>
<td>Richard Davis</td>
<td>Department of Orthopedics and Rehabilitation, University of Miami Medical School</td>
<td>9/86</td>
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<tr>
<td>Lorraine Diston</td>
<td>Department of Orthopedics and Rehabilitation, University of Miami Medical School</td>
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<tr>
<td>Lana Fornari</td>
<td>Philadelphia Child Guidance Clinic</td>
<td>APIC</td>
<td>9/86</td>
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<tr>
<td>Ann Frank</td>
<td>Pederson-Krag Center Huntington, NY</td>
<td>APA</td>
<td>9/86</td>
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<tr>
<td>Lloyd Gilgore</td>
<td>Jefferson Medical College Philadelphia</td>
<td>APA</td>
<td>9/86</td>
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<tr>
<td>Joe Green</td>
<td>Astor Home for Children Rhinebeck, NY</td>
<td>APA</td>
<td>9/86</td>
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<tr>
<td>Jean Heaton</td>
<td>Henderson - South MHC Hollywood</td>
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<tr>
<td>Mo Hevia</td>
<td>Cambridge Hospital Harvard Medical School</td>
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<td>7/86</td>
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<tr>
<td>Ann Hodges</td>
<td>Baylor College of Medicine Houston</td>
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<td>9/86</td>
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<tr>
<td>Mary Ann Hudgins</td>
<td>Mailman Center for Child Development University of Miami Medical School</td>
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<tr>
<td>Steve Johnson</td>
<td>James Haley VA, Tampa</td>
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<tr>
<td>Pam Kebrdle</td>
<td>Henderson - South MHC Hollywood</td>
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<tr>
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<tr>
<td>Lora LaPointe</td>
<td>Miami VA</td>
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<tr>
<td>Jeff Lindeman</td>
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<tr>
<td>John McCue</td>
<td>Topeka State Hospital</td>
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<tr>
<td>Gloria Neumann</td>
<td>Honolulu VA</td>
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<tr>
<td>Mark Roman</td>
<td>Wilford Hall USAF Medical Center, San Antonio</td>
<td>8/86</td>
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<tr>
<td>Nancy Rosenberg</td>
<td>Post-Graduate Center for Mental Health, NYC</td>
<td>9/86</td>
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<tr>
<td>Jill Schwartz</td>
<td>Greater Hartford Clinical Psychology Internship Consortium, University of Connecticut Medical School</td>
<td>7/86</td>
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</table>