Center for Psychological Studies 1990-1991

Nova University

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CENTER FOR PSYCHOLOGICAL STUDIES
1990-1991

NOVA UNIVERSITY
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CENTER FOR PSYCHOLOGICAL STUDIES
1990-1991
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NOVA UNIVERSITY

Nova University was chartered by the State of Florida in 1964. The University offers graduate degree programs at the master's, educational specialist, and doctoral levels, as well as postgraduate education. Nova College offers undergraduate education, and The University School, a demonstration school, serves children from prekindergarten through high school. In addition, nondegree, continuing education and certificate programs are available.

From the beginning, the University has distinguished itself by its innovative outlook, its unique programs that provide both traditional and nontraditional choices in educational programs, and its research in many fields aimed at solving the problems of immediate concern to mankind.

Nova University's main campus is located on a 300-acre site southwest of Fort Lauderdale, Florida, in the town of Davie.

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees.

Nova University does not discriminate on the basis of handicap, sex, race, religion, or national or ethnic origin in admission, access, or employment for any of its programs and activities. The University Registrar and Director of Human Resources have been designated as student and employee coordinators, respectively, to assure compliance with the provisions of the applicable laws and regulations relative to nondiscrimination.

Nova University programs are approved for educational benefits by the coordinator for Veterans Approval, State of Florida, Department of Education. The School is authorized under federal law to enroll nonimmigrant alien students.

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

CENTER FOR PSYCHOLOGICAL STUDIES

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

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

The School is uniquely organized so that one faculty, full-time and adjuncts, serves all programs. Access to all of the specialty interests and clinical skills of the 27 full-time faculty members is available to all students in the School. Nova University's School of Psychology seeks to create the advances in clinical training, research, and service for the psychology of tomorrow.
Academic Programs

Doctoral Programs in Clinical Psychology

The Center offers two doctoral programs in clinical psychology, both accredited by the American Psychological Association. Each program prepares students for the practice of clinical psychology; the Ph.D. also provides preparation for academic and research activities. Both the doctor of philosophy (Ph.D.) and the doctor of psychology (Psy.D.) programs are full-time, on-campus programs with a three-year residency requirement. These doctoral programs typically require a minimum of four years of postbaccalaureate study including the completion of a dissertation (Ph.D.) or research project (Psy.D.) and a 2000-hour predoctoral clinical internship.

Master of Science Program

The M.S. degree is offered in Mental Health Counseling and is intended to provide education and training for those who will seek employment in such diverse settings as social agencies, mental health clinics, hospitals, personnel offices, and schools. In addition, the program provides students with graduate experience that may enhance their academic credentials for application to doctoral studies. The master's program is offered either on campus in the semester format or at one of the field-based locations in the weekend format. At the present time, there are field-based programs offered in Florida at Coral Springs, Miami, West Palm Beach, Melbourne, Orlando, Fort Myers, Clearwater, Gainesville, and Jacksonville.

Respecialization Training Program

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

Internship Program

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

Postdoctoral Institute of Psychotherapy and Psychoanalysis

The Institute offers formal training and intensive psychotherapy for mental health professionals with earned doctorates. The program consists of training in didactic work, personal analysis, and supervised case analysis. The format of the program permits the working professional to complete the required activities with minimal interference in his/her professional activities.
Continuing Education Program

The Center provides the community with a series of continuing education workshops each year featuring nationally renowned presenters. The School is approved by the American Psychological Association, the Florida Board of Psychology, and the Florida Board of Clinical Social Work, Mental Health Counseling and Marriage and Family Therapy, to offer continuing education units to attendees. These continuing education units can be used to meet state requirements for relicensure.

Research

Besides training individuals in providing care and treatment for those experiencing psychological problems, the Center is equally committed to encourage the most highly sophisticated applied research. The Center is distinguished by its special commitment to clinical research geared toward understanding and resolving those problems that confront modern society. In addition to ongoing faculty research, every doctoral student engages in research, thereby multiplying the efforts and expertise to solve the puzzle of psychological disorders. Areas of research in which the School is currently engaged are:

- Anxiety disorders, school phobia
- Applied behavioral analysis
- Child-clinical psychology
- Community psychology
- Developmental disabilities
- Family violence
- Geriatric mental health
- Health psychology
- Hypnosis
- Marital and family systems
- Minorities and AIDS
- Neuropsychology
- Pediatric psychology
- Police psychology
- Psychoanalytic therapy
- Self-regulation, biofeedback
- Sexual assault and post-traumatic stress disorder
- Social cognition
- Sports psychology

Anna and Maxwell Maltz Institute. This Institute was founded in 1985 through a grant by Mrs. Anna Maltz to commemorate the work of Dr. Maxwell Maltz on psycho-cybernetics. The Institute is dedicated to the understanding and enhancement of self-percepts, self-esteem, and self-regulation. As the institute develops, it is anticipated that it will support research by faculty and students in relevant areas and that it will become a major vehicle for disseminating knowledge on current topics in psychology related to self-esteem.
Nova University Community Mental Health Center

The Center for Psychological Studies runs a publicly funded, nonprofit outpatient mental health facility organized cooperatively among the Florida Department of Health and Rehabilitative Services (HRS), Broward County, and Nova University. Services are available to all residents of western Broward County including adults, children, adolescents, and elderly clients, regardless of race, creed, color, or national origin. Over 2700 clients are served per year. The services offered by the NUCMHC include:

- Screening/Referral
- Individual Therapy
- Marital/Family Therapy
- Child/Adolescent Therapy
- Group Therapy
- Chemotherapy
- Psychiatric Evaluation
- Psychological Evaluation
- Consultation/Education
- Aftercare/Case Management

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

Within NUCMHC, students receive practicum training. In addition, doctoral students may be hired to provide clinical services on a part-time basis. Approximately over twenty-five doctoral and five master's practicum slots, together with three Internship placements, are provided for students at the Clinics. Supervision is provided by staff of the clinics and by faculty.

Geriatric Institute

This program within NUCMHC is publicly funded by Florida HRS and the United States Department of Housing and Urban Development. It provides comprehensive services to people 55 years of age or older who have a mental or emotional illness.

GI offers to over 60 clients a continuum of Inpatient/Residential services that are available depending on the needs of the client. All the residences are designed and operated to provide a warm, family atmosphere where daily living and interpersonal skills are learned and practiced. The Day Treatment/Social Rehabilitation program serves over 200 clients annually. Here, clients participate in groups and classes including: Art, music, and movement therapy, current events, coping and self esteem skills and adult living skills geared to their individual needs. The Family Support Group meets each month and offers support, counseling and information to families and friends of our members.

Special Clinical Services

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

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

Mailman Family Center. This community resource is located in its own building on the campus of Nova University. The Family Center draws on the expertise of the School of Psychology, the School Center, and the Center for the Advancement of Education. The Family Center provides a network of programs and resources aimed at strengthening the family and fostering the health and development of children. The Family Center includes psychological, developmental, and psychoeducational services. The focus of treatment services is on children and their family units. Up to six practicum students are placed at the Center each semester.

Pediatric Psychology Specialty Clinic (PPSC). PPSC provides pediatric patients and their families with specialized psychological services such as (1) children with acute, chronic, and/or genetic medical disorders who are exhibiting a psychological reaction directly related to the medical group; (2) children and adolescents who have physical symptoms as a function of behavioral and psychological problems; (3) children who are experiencing psychological problems and physical complaints due to suffering some trauma. Psychological assessment and treatment services for their patients include: pain and fear management procedures, depression and anxiety treatment, adjustment disorders therapy, medical noncompliance treatment, elimination disorders programs, eating disorders treatment, pain complaints and psychosomatic illness therapy. Students can participate in both clinical service delivery (through practicum placement) and research.

Police and Public Safety Psychology Program. This program, located on the main campus, offers support services to enhance the psychological well-being of the individual police or public safety officer and the agency as a whole. Services include pre-employment psychological screening, fitness-for-duty and special-assignment evaluation, critical-incident intervention, counseling of police and public-safety officers and their families, consultation for early identification and remediation of psychological problems, and training seminars and workshops. The program provides students with training in police psychology and opportunities for research on validating assessment strategies and organizational interventions. (In planning stage).

School Phobia Program. This program, located at the Coral Springs Clinic, offers assessment and treatment services to school aged children (5-18 years) who suffer from school phobia. The primary treatment strategy utilized at the clinic consists of behavior therapy, which teaches the child to gradually confront feared and avoided situations. Complete return to school, using this treatment approach, usually is achieved within three months. Pharmacological intervention, as a adjunct to behavioral treatment, also is offered when indicated. Students can participate in both clinical service delivery (through practicum placement) and research.
Sport Psychology Program. This program is the first such program in the United States that is in a university psychology department and which offers an outreach program to the athletic community in the area. The Sports Psychology curriculum provides coursework and practical experience designed to prepare the clinician to treat the special and oftentimes serious problems faced by athletes. Students will have the opportunity to work with athletes; this supervised work will enable students to gain practical experience to augment their academic training. In addition, students will have the opportunity to participate in sport psychological research. Areas of particular interest to the program include the study of slumps and momentum in sports, the use of hypnosis and mental imagery to enhance athletic performance, and the prevention and treatment of eating disorders and substance abuse in sports.

Academic Policies

Academic Calendar

The on-campus academic programs are offered during an academic year that is divided into two semesters of 15 weeks each. Additionally, there are two summer sessions, each seven and a half weeks long. For Fall, 1990, orientation is 8/21, classes begin 8/27, holidays are 9/3, 9/20, 11/22, and 11/23, and classes end 12/14. For Spring, 1991, classes begin 1/7, holidays are 3/4 - 3/8, and 3/29, and classes end 4/26. Summer sessions in 1991 run from 5/6 to 6/28 and from 7/1 to 8/23 with holidays on 5/27 and 7/4.

Attendance

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

Grading and Academic Standing

The grading system is A, B, C, F except for research courses, which receive, P, F, or PR (progress). A grade of I (incomplete) is given only under exceptional circumstances. The academic standing for all graduate programs in the School of Psychology requires students to maintain a minimum cumulative grade point average of 3.0. In addition, other minimum requirements are in existence. Failure to meet these requirements will result either in academic probation or dismissal as detailed in the student handbooks for doctoral and master's programs.

Student Rights and Responsibilities

All students and graduates are expected to be knowledgeable about and conform to both the letter and spirit of the ethical guidelines as approved and adopted by their respective professions and to the provisions of the Florida Licensing Law. A copy of the full text of materials to which students and graduates are expected to conform is available in the Office of the Associate Dean (doctoral) or the Office of the Assistant Dean (master's).

Discrimination. Nova University works to create a study environment that is fair, humane, and responsive to all students, an environment which supports, nurtures, and rewards career and educational goals on the basis of ability and work performance. Racial, ethnic, or gender discrimination in addition to sexual or other harassment by faculty, administration, other students or University employees is inimical to such an environment. Such conduct is an abuse and, whenever
imposed on a student, requires prompt remedial action. Discriminatory or unethical conduct should be reported to the Office of the Dean.

**Records and Privacy.** The University follows the regulations stipulated in *Individual and Institutional Responsibilities: The Family Education Rights and Privacy Act - Student Records and Privacy.* The student has the right to seek access to his/her departmental files (e.g., admission, academic, clinical training records, practicum evaluation, and letters of recommendation) unless they have signed a waiver relinquishing such rights. This request must be made in writing and submitted to the Director of Academic Affairs.

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

**Proscribed Conduct.** A student who is found guilty of academic misconduct shall be subject to the maximum sanction of dismissal or any lesser sanction. All forms of student academic misconduct, whenever committed, are included; these include, but are not limited to, cases of plagiarism and dishonest practices in connection with examinations.

**Appeals and Grievances.** The purpose of the Student Appeal and Grievance Procedure is to provide for the orderly resolution of problems arising out of a student complaint concerning a policy, procedure, or administrative action of Nova University. The student must first meet with the particular faculty member or administrator and attempt to resolve the matter informally. If this does not result in an acceptable resolution, the student shall bring the matter to the attention of the appropriate administrative office where an attempt at informal resolution will be continued. *This must be done within 30 days following the occurrence of the situation causing the appeal/grievance.* Should this process fail to bring about an acceptable resolution of the problem, the student must next request intervention through the Dean of the School of Psychology.

**Reservation of Power**

Nova University shall reserve the right to amend, modify, change, add to, or delete from such rules and regulations which may affect its relations with its students as may be prescribed by law or deemed necessary by the administration. Further, Nova reserves the right to change academic requirements, curriculum, tuition and/or fees when, in the judgment of the administration/faculty, such changes are needed.

**Financial Aid**

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

The primary responsibility to pay for education rests with the student and his or her family. Need-based financial aid is available to "fill the gap" between the cost of education and the amount that the family can reasonably be expected to contribute. The family's ability to pay is determined by performing a needs analysis based on the family's income and asset information. Other types of aid, which are not need-based, are also available.
With the exception of academic scholarships, students must meet the following criteria in order to be eligible to apply for aid: be a U.S. citizen or be in the U.S. for other than a temporary purpose; be accepted into an academic program; and be enrolled on at least a half-time basis. Students who meet these criteria and need assistance to meet college expenses may apply for student aid. The following is a list of the student aid programs available at Nova:

Scholarships

Institutional Scholarships. The School of Psychology maintains a limited amount of scholarship funds for students exhibiting special needs. Some of these funds are designated for minority students with demonstrated financial need. For information contact the Office of the Dean.

Seminole and Miccosukee Indian Scholarships. Grants of up to $2,000 per year are available to qualified members of the Seminole or Miccosukee Indian tribes. Applications are available from the Higher Education Committee of either tribe.

Loans

Guaranteed Student Loans. The Guaranteed Student Loan program provides low-interest, long-term educational loans through participating banks, credit unions, and other financial institutions. The interest rate is 8%. Graduate students are eligible to borrow up to $7,500 per year. Repayment begins six months after the student leaves school.

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

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

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

Employment

Assistantships. Assistantships are available through the School of Psychology, these include clinical positions within the various clinics, teaching assistantships, and research assistantships. Contact the Office of the Dean for information regarding the availability of assistantships. These are typically limited to advanced students selected by faculty members.

College Work-Study. Part-time jobs on campus are available for needy students under the work-study program. Generally, students work 15 to 25 hours per week. College work-study awards are based on financial need.

Student Employment. Part-time employment is available in many departments on campus. Several positions are open to students regardless of financial need.
Additional Information

For more information and application forms contact:

Nova University
Office of Student Financial Planning and Resources
3301 College Avenue
Parker Building, Room 348
Fort Lauderdale, Florida 33314.
(305) 475-7410, 475-7410, or 1-800-541-NOVA, ext. 7410.

Veterans Benefits

The Office of the Registrar oversees the processing of veterans' benefits. The degree programs offered in the Center for Psychological studies are approved for veterans' training. For additional information concerning veterans' benefits, the Veterans Administrator may be contacted at:

Veterans Affairs
Office of the Registrar
Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7413 or 1-800-541-NOVA, ext. 7413

Housing

Located on the main campus is the Davie Living Complex. Three buildings of sixty unfurnished one- and two-bedroom apartments are available for graduate and married students. These apartments are leased on an annual basis. In addition, a five-story building of ninety furnished apartments is available for graduate, undergraduate, and other students who are either single or who are married without children. These apartments are leased on an annual basis (August through July). Monthly rental includes utilities and central air conditioning. Rates will be furnished when accommodations are offered. Interested students are invited to obtain further information from:

Office of Student Housing
Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7052 or 1-800-541-NOVA, ext. 7052

Housing is limited by program and availability. Applications for housing for the fall term should be submitted prior to May 31.
DOCTORAL PROGRAMS

As evidenced by the offering of the Ph.D. and the Psy.D. degrees, the School of Psychology is strongly committed to training psychologists both as researchers and as practitioners. While other 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 that develops the knowledge and skills of the doctoral student 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 specialties such as family therapy, child clinical psychology, hypnosis, behavioral medicine, psychoanalytic psychotherapy, 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's faculty is committed to the development of strong collegial relationships with doctoral students. The development of such relationships facilitates the instructional support available to students as they strive for scholarship and mastery of the roles of the clinical psychologist.

Psy.D. Program

Traditionally, the training model for clinical psychologists 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 the academic or research area. Consequently, in the 1960s, alternate training procedures were proposed that led to the development of a professional practitioner-scientist model. This model was officially accepted by the American Psychological Association at the Vail Conference in 1973, when it was deemed a more viable foundation for the education and training of individuals preparing to enter careers whose primary focus is on direct clinical intervention, delivery of psychological services, and professional practice.

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

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 supports the proposition that clinical psychology will contribute most to society 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 on the empirical analysis of current topics and problems in clinical psychology, with a particular emphasis on the development of sophistication in applied clinical research. It is believed that only through the investigation of the psychological problems confronting contemporary men, women, and children can our society gain the knowledge needed to provide the 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.

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 field-related courses as well as 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 institutions, and still others as clinicians and agency administrators.

**Doctoral Academic Policies**

**Registration**

All enrolled students must be in continuous registration every Fall and Spring semester until they receive their degree. In the event that (a) all course work has been completed; (b) the student is not registered for internship, and (c) the dissertation or research project has not passed final defense, continuous registration for a minimum of 1 credit must be maintained until the degree is awarded.

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.

**Transfers Between the Ph.D. and the Psy.D. Programs**

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

From time to time situations occur in which doctoral students in one or the other program may decide that they have chosen the wrong program and that they believe they would function better in the other one. While not encouraging interprogram transfers, the School recognizes that from time to time such transfers must be considered.

**Time Limits**

All students must complete their program within eight years from the date of first registration. This means that students must receive the doctoral degree within this time period.
In some rare situations, unexpected research problems may arise and the student may request an extension of the eight year time limit. If granted, the extension will not exceed one year. In no event will more than one extension be granted to a student.

Evaluation of Doctoral Students

Each student is evaluated on a number of occasions while enrolled in the program, including while on internship. The purpose of such evaluations 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.

Doctoral Curricula

Doctoral students must complete a minimum of 107 (Psy.D.) and 109 (Ph.D.) credits and a one-year internship to be eligible for a degree. Courses are taken in general psychology, assessment, intervention, and methodology. In addition there are required practicum, intern and research experiences. The following pages present the Psy.D. and Ph.D. curricula laid out in a model five-year sequence.
# Nova University School of Psychology

## Required Courses for the Psy.D. Program

### First Year Fall Semester

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<tr>
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<th>Course Title</th>
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<tr>
<td>PSY1401</td>
<td>History &amp; Systems of Personality Theory</td>
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<tr>
<td>PSY1403</td>
<td>Adult Psychopathology</td>
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<td>Psychotherapy I: Theories, App. &amp; Research</td>
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<td>PSY1404</td>
<td>Developmental Psychopathology and Intervention</td>
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<td>Psychotherapy II: Case Conceptualization and Implementation</td>
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Total Degree Credits: 107

Psy.D. Students are required to take electives in the following areas:

- 5 Intervention Electives (PSY46XX), One Must be in Multi-Client
- 1 Assessment Elective (PSY45XX)
- 6 Any Area

Please refer to course descriptions for necessary prerequisites.
## NOVA UNIVERSITY SCHOOL OF PSYCHOLOGY
### REQUIRED COURSES FOR THE PH.D. PROGRAM

**First Year Fall Semester**
- PSY1401 History & Systems of Personality Theory 3
- PSY1403 Adult Psychopathology 3
- PSY1501 Assessment I: Intellectual 2
- PSY1503 Assessment II: Interviewing with Lab 2
- PSY1603 Psychotherapy I: Theories, Application and Research 3
- PSY1701 Clinical Observation I 1

**Total:** 15

**First Year Spring Semester**
- PSY1402 Social Cognitive Bases of Behavior 3
- PSY1404 Developmental Psychopathology and Intervention 3
- PSY1406 Professional Issues and Ethics 1
- PSY1504 Assessment III: Personality & Behavioral 3
- PSY1604 Psychotherapy II: Case Conceptualization and Implementation 3
- PSY1702 Clinical Observation II 1
- PSY1804 Research Practicum II 1

**Total:** 15

**Second Year Fall Semester**
- PSY2401 Colloquium Series on Special Populations 1
- PSY2501 Assessment IV: Rorschach & Full Battery 3
- PSY2701 Clinical Practicum I 3
- PSY2703 Supervision I 1
- PSY2803 Research Practicum III 1
- PSY2805 Advanced Research Design 3

**Total:** 15

**Second Year Spring Semester**
- PSY2402 Psychobiology & Psychopharmacology with Lab 4
- PSY2702 Clinical Practicum II 3
- PSY2704 Supervision II 1
- PSY2804 Research Practicum IV 1
- PSY2806 Multivariate Statistical Methods I 4

**Total:** 16

**Third Year Fall Semester**
- PSY3401 Professional Development 1
- PSY3701 Clinical Practicum III 3
- PSY3703 Supervision III 1
- PSY3803 Major Paper 3
- PSY3805 Multivariate Statistical Methods II 4

**Elective (Intervention):** 3

**Total:** 15

**Third Year Spring Semester**
- PSY3702 Clinical Practicum IV 3
- PSY3704 Supervision IV 1
- PSY3808 Advanced Tests and Measurements 3

**Elective:** 3

**Total:** 13

**Fourth Year Fall Semester**
- PSY5850 Dissertation 6

**Elective:** 3

**Total:** 9

**Fourth Year Spring Semester**
- PSY5850 Dissertation 6

**Elective:** 3

**Total:** 9

**Fifth Year**
- PSY5700 Internship (1 Credit Per Semester - Fall and Spring) 2

**Total:** 2

**Total Degree Credits:** 109

Ph.D. Students are required to take electives in the following areas:

- 3 Intervention Electives (PSY46XX), One Must be in Multi-Client
- 4 Any Area

Please refer to course descriptions for necessary prerequisites.
Doctoral Course Descriptions

General

PSY1401 History & Systems of Personality Theory (3 cr.)
This course covers major schools of thought in personality. These include functionalism, psychometrics, psychoanalysis and variants, behaviorism, social learning, phenomenological, humanism, existentialism, and constructive-developmentalism. Their historical roots and philosophical assumptions are explored.

PSY1402 Social-Cognitive Bases of Behavior (3 cr.)
This course covers current theory and research in personality and social psychology on cognition, affect, motivation, and learning. The study of the self in the context of social living includes the topics of self-perception and regulation, social judgment, and interpersonal processes.

PSY1403 Adult Psychopathology (3 cr.)
This course covers descriptive psychopathology and research on the etiology and dynamics of major adult syndromes. It provides a thorough introduction to DSM-III as a diagnostic framework.

PSY1404 Developmental Psychopathology & Intervention (3 cr.)
This course provides an overview of child clinical psychology. Drawing on current theory and research, it compares normal and abnormal development in childhood and adolescence. It covers DSM-III's diagnostic approach to childhood disorders and reviews currently used interventions for them.

PSY1406 Professional Issues & Ethics (1 cr.)
This course covers topics that are directly related to the American Psychological Association's Ethical Principles of Psychologists and Standards for Providers of Psychological Services. Focus is directed to the ethical concerns of the practitioner/scientist.

PSY2401 Colloquium Series on Special Populations (1 cr.)
This colloquium series is a sequence of topics presented to increase students' social awareness about underrepresented and underprivileged groups. Particular emphasis is placed on the relevance of underprivileged or underrepresented status to the development, maintenance, and treatment of social-psychological problems.

PSY2402 Psychobiology & Psychopharmacology with Lab (4 cr.)
This course covers theory, research, and applications for the following topics: structure, function, and disorders of the central nervous system; physiological mechanisms and disorders in vegetative and intellectual functions; clinical psychopharmacology; and psychophysiological methods and technology. The course includes laboratory experiences in neuropsychology and psychophysiological methods.

PSY3401 Professional Development (1 cr.)
This course provides the student with information regarding the structure and function of major professional organizations, current professional issues and concerns, and the essentials of establishing a practice. Prerequisites: PSY1406
Assessment

PSY1501 Assessment I: Intellectual (2 cr.)
The administration, interpretation, and communication of results of major intelligence tests is the focus of this course. Emphasis is placed on the many aspects of interpretation, assessment of thought disorders, effects of medication, and report writing.

PSY1503 Assessment II: Interviewing With Lab (2 cr.)
This course is designed to explore the theoretical and practical aspects of interviewing. Emphasis is placed on developing the student's skills of observation, forming hypotheses, gathering and synthesizing information, rapport building, communication of findings, and conducting a Mental Status Examination.

PSY1504 Assessment III: Behavioral & Personality (3 cr.)
This course examines theoretical, conceptual, and methodological issues in behavioral assessment. In addition, the administration and interpretation of objective personality assessment instruments, the Thematic Apperception Test, House-Tree-Person drawing, and sentence completion techniques are studied. Prerequisites: PSY1501, PSY1503

PSY2501 Assessment IV: Rorschach & Full Battery (3 cr.)
This is an in-depth study of the theory, administration, scoring, interpretation, and research findings regarding the Rorschach inkblot technique. The course also aids the student in developing the skills necessary to integrate assessment information and write comprehensive psychological reports. Prerequisites: PSY1501, PSY1503, PSY1504

PSY2502 Advanced Full Battery (Psy.D., 3 cr.)
This course examines aspects of Rorschach interpretation at an advanced level and seeks to provide the student with additional sophistication and practice in the writing of comprehensive psychological reports. Prerequisites: PSY1501, PSY1503, PSY1504, PSY2501

Intervention

PSY1603 Psychotherapy I: Theories, Application & Research (3 cr.)
This course introduces concepts germane to all psychotherapies. Major paradigms are critically examined in terms of philosophy, key concepts, goals, therapeutic relationship, techniques, and applications. Attention is given to research literature on patient/therapist factors and process/outcome findings.

PSY1604 Psychotherapy II: Case Conceptualization & Intervention (3 cr.)
This course presents an introduction to some of the major forces in psychotherapy. Prerequisites: PSY1603

Practicum and Internship

PSY1701 Clinical Observation I (1 cr.)
This course will expose students to a variety of client populations and will provide some introductory experiences in a therapeutic context. The course is designed to allow students an opportunity to observe clinical psychology in practice prior to their being required to assume an active therapeutic role.
PSY1702 Clinical Observation II (1 cr.)
Continuation of PSY1701, Clinical Observation I. Prerequisites: PSY1701

PSY2701 Clinical Practicum I (3 cr.)
The student is required to spend a minimum of 10 hours per week for 11 months at a selected agency(s). In this course the student is to acquire competency in the areas of interview and assessment, psychological testing, and psychotherapy. Prerequisites: PSY1403, PSY1404, PSY1406, PSY1501, PSY1503, PSY1504, PSY1603, PSY1604, PSY1702

PSY2702 Clinical Practicum II (3 cr.)
Continuation of PSY2701, Clinical Practicum I.

PSY2703 Supervision I (1 cr.)
The student is required to spend approximately one hour face-to-face with a faculty member in an individual or small group format. The student is expected to present case material and be prepared to discuss cases each week. Tapes of therapy sessions may be required.

PSY2704 Supervision II (1 cr.)
Continuation of PSY2703, Supervision I.

PSY3701 Clinical Practicum III (3 cr.)
The student is required to spend a minimum of 15 hours per week for 11 months at a selected agency(s). Prerequisites: PSY2501, PSY2702, PSY2703, PSY2704, Intervention Elective

PSY3702 Clinical Practicum IV (3 cr.)
Continuation of PSY3701, Clinical Practicum III. Prerequisites: PSY3701, PSY3703, Intervention Elective

PSY3703 Supervision III (1 cr.)
Continuation of PSY2704, Supervision II.

PSY3704 Supervision IV (1 cr.)
Continuation of PSY3703, Supervision III.

PSY5700 Internship (2 cr.)
The student is required to complete an internship, covering a 50 week period of 2,000 hours. This internship site must be accredited by the American Psychological Association or be a member of the Association of Psychology Internship Centers. Prerequisites: All Coursework

Methodology, Research, and Dissertation

PSY1803 Research Practicum I (Ph.D., 1 cr.)
Practicums require students to participate in ongoing research activity with a faculty member. Objectives include ability to critically review literature, to abstract salient points from literature and present them cogently, to summarize conceptual and methodological issues in the literature, to formulate a research problem derived from the literature, to derive research hypotheses from a research question, to develop a research methodology, to test stated hypotheses, to implement research methodology, to analyze and interpret data, and to write research in APA style.
PSY1804  Research Practicum II (Ph.D., 1 cr.)
Continuation of PSY1803, Research Practicum I.

PSY2801  Intermediate Statistics with Lab (Psy.D., 4 cr.)
This course covers basic inferential and descriptive statistics to proficiency. Multivariate statistics is taught from a consumer perspective. A computer lab is included.

PSY2802  Intermediate Research Design (Psy.D., 3 cr.)
This course covers single-subject, experimental, and quasi-experimental designs, as well as research ethics. Emphasis is on the integration of research methodology, from formulating research questions to developing an appropriate research design to data analytic procedures. Prerequisites: PSY2801

PSY2803  Research Practicum III (Ph.D., 1 cr.)
Continuation of PSY1804, Research Practicum II.

PSY2804  Research Practicum IV (Ph.D., 1 cr.)
Continuation of PSY2803, Research Practicum III.

PSY2805  Advanced Research Design (Ph.D., 3 cr.)
This course covers advanced single-subject, experimental, and quasi-experimental designs; program evaluation designs; and multidimensional scaling. Particular focus is placed on designs relevant to applied clinical research. Prerequisites: PSY2801 or equivalent

PSY2806  Multivariate Statistical Methods I (Ph.D., 4 cr.)
This course focuses on multivariate statistical analyses through a detailed exploration of bivariate and multivariate regression and correlation. Other multivariate procedures such as canonical correlation will also be introduced. The course includes a computer lab that focuses on the use of statistical package(s) to perform these analyses. Prerequisites: PSY2805

PSY3803  Major Paper (Ph.D., 3 cr.)
This course requires the student to design and implement an original research project. It requires a written final research report of results. Prerequisites: PSY2804

PSY3805  Multivariate Statistical Methods II (Ph.D., 4 cr.)
This course is a continuation of the content of Multivariate Statistical Methods I and will include such topics as MANOVA and MANCOVA, classification and discrimination, and factor analytic methodology. The course includes a computer lab that focuses on the use of statistical package(s) to perform these analyses. Prerequisites: PSY2806

PSY3808  Advanced Tests & Measurements (Ph.D., 3 cr.)
This course covers theory, technique, and statistics of behavioral measurement, including psychometrics. Topics covered include fundamental measurement, the role of variance and covariance in science, basic statistical indices, theory of measurement error, types of validity, methods of assessing reliability, multiple prediction, and factor analytic techniques. Prerequisites: PSY3805

PSY5800  Research Project (Psy.D., 3 cr.)
In this project the student must demonstrate sophistication in the use and conceptualization of research. The project can involve data collection, a prospective case study, or a scholarly review of the literature. The student must orally defend the proposal and final project. The approved written report of the project must be submitted to the School. Registration is minimally for two semesters. Prerequisites: PSY2802
PSY5801 Research Project - Continuing (Psy.D., 1 cr.)
Continuation of PSY5800, Research Project.

PSY5850 Dissertation (Ph.D., 6 cr.)
The dissertation requires the design and implementation of an original significant research project. The student must orally defend the proposal and final product. A public presentation of research results in colloquium format is also required following the final dissertation defense. Bound copies of the approved dissertation must be submitted to the School and the University Library. Registration is minimally for two semesters. Prerequisites: PSY5805

PSY5851 Dissertation - Continuing (Ph.D., 1 cr.)
Continuation of PSY5850, Dissertation.

Partial Listing of Doctoral Electives

General

PSY1301 Child Growth and Development I
PSY1302 Child Growth and Development II
PSY4401 Clinical Neuropsychology
PSY4402 Community Psychology
PSY4403 Neuroanatomy
PSY4404 Cognitive and Moral Development
PSY4405 Clinical Approaches: Applied Psychophysiology and Biofeedback
PSY4406 Seminar in Addictive Behavior
PSY4407 Seminar in Social and Clinical Psychology
PSY4408 Seminar in Anxiety Disorders
PSY4409 Pediatric Psychology
PSY4410 Psychology in Fiction
PSY4411 Clinical Sport Psychology
PSY4419 Forensic Psychology: Family Law
PSY4420 Introduction to Law and Psychology
PSY4421 Behavior Medicine II: Methodology
PSY4422 Skills in Clinical Supervision and Administration

Assessment

PSY1303 Developmental Disability and Assessment I
PSY1304 Developmental Disability and Assessment II
PSY4501 Advanced Clinical Neuropsychology
PSY4502 Advanced Projective Techniques
PSY4503 MMPI
PSY4511 Developmental Assessment
PSY4512 Language Development and Pathology
PSY4513 Forensic Assessment
PSY4514 Child Neuropsychological Assessment
PSY4515 Assessment Seminar: Special Populations
Intervention

PSY4601 Child Interventions
PSY4603 Play Therapy
PSY4604 Play Therapy II
PSY4605 Marital and Family Therapy
PSY4606 Marital and Family Therapy II
PSY4607 Group Therapy
PSY4608 Group Therapy II
PSY4610 Human Sexuality and Sex Therapy
PSY4615 Hypnotherapy
PSY4616 Techniques of Hypnoanalysis and Hypnotherapy
PSY4617 Ericksonian Hypnosis and Therapy
PSY4620 Behavior Therapy
PSY4621 Clinical Behavioral Analyses and Therapy
PSY4622 Cognitive Behavior Therapy
PSY4625 Behavior Interventions: Disease Process I
PSY4626 Behavior Interventions: Disease Process II
PSY4627 Behavior Medicine: Theory and Application
PSY4628 Clinical Biofeedback
PSY4630 Existential Therapy
PSY4631 Humanistic Therapy
PSY4632 Interpersonal/Systems Approaches in Therapy
PSY4635 Psychodynamic Therapy I
PSY4636 Psychodynamic Therapy: Classical and Ego Psychology
PSY4637 Psychodynamic Therapy: Contemporary Approaches
PSY4638 Narcissistic and Borderline Disorders
PSY4639 Psychoanalytic Processes and Phases
PSY4640 Special Topics in Psychotherapy
PSY4650 Crisis Intervention
PSY4651 Seminar in Eclectic Therapy
PSY4652 Cross Cultural Counseling
PSY4653 Treatment of Rape Trauma Syndrome
PSY4654 Psychotherapy Intervention Seminar
PSY4655 Family Violence Seminar

Practicum

PSY4701 Clinical Practicum V
PSY4702 Clinical Practicum VI
## Information on 1990-1991 Academic Year

### Doctoral Applicants and Entering Class

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<td>Other</td>
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</table>
Doctoral Internship Site Placement

Sites approved by the American Psychological Association:

Arkansas Mental Health Division, Little Rock, Arkansas
Ball State University, Muncie, Indiana
Bradley Center, Columbia, Georgia
Broughton Hospital, Morgantown, North Carolina
Cambridge Hospital (Harvard), Cambridge, Massachusetts
Child and Family Services, Inc., Hartford, Connecticut
Children's Psychiatric Center, Miami, Florida
Cleveland V.A., Cleveland, Ohio
Columbia Presbyterian Medical Center, New York, New York
Cook County Hospital, Chicago, Illinois
D.C. Commission on Mental Health St. Elizabeth's, District of Columbia
Fairfield Hills Hospital, Newtown, Connecticut
Fairleigh Dickenson University, Hackensack, New Jersey
James A. Haley V.A., Tampa, Florida
John Hopkins The Kennedy Center, New York, New York
Judge Baker Children's Hospital (Harvard), Boston, Massachusetts
Long Island Jewish Medical Center, Glen Oaks, New York
Malcolm Grow Medical Center, Andrews Air Force Base, District of Columbia
Manhattan V.A., New York, New York
Miami V.A., Miami, Florida
Napa State Hospital, Napa, California
North Chicago V.A., Chicago, Illinois
Northeastern Ohio University College of Medicine, Akron, Ohio
North Miami Community Mental Health Clinic, Miami, Florida
North West Dade Community Mental Health Clinic, Hialeah, Florida
Nova University Community Mental Health Clinic, Coral Springs, Florida
Shasta Community Mental Health Clinic, Redding, California
State University of New York, Buffalo, New York
Topeka State Hospital, Topeka, Kansas
Tufts University School of Medicine, Boston Massachusetts
University of California at Santa Barbara, Santa Barbara, California
University of Miami Jackson Memorial Hospital, Miami, Florida
University of New Mexico School of Medicine, Albuquerque, New Mexico
West-Ros Park Community Mental Health Clinic (Harvard), Boston Massachusetts
Woodburn Community Mental Health Clinic, Annondale, Virginia

Sites approved by the Association of Psychology Internship Centers:

Center for Group Counseling, Boca Raton, Florida
Forty-Fifth Street Mental Health Center, West Palm Beach, Florida
Mailman Center, Miami, Florida
Metro-Dade County Department of Youth and Family Services, Miami, Florida
Estimated Expenses, Doctoral Programs

The total expenses of a student enrolled in a doctoral program vary greatly depending upon individual circumstances. While tuition, registration, and other fees,* and the cost of books is relatively constant for all students, other expenses are not.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Tuition</td>
<td>$365 per credit hour</td>
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<tr>
<td>Application</td>
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<tr>
<td>Registration</td>
<td>$25</td>
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<tr>
<td>Student Association</td>
<td>$5 each term</td>
</tr>
<tr>
<td>Deposit</td>
<td>$200</td>
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</tbody>
</table>

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

Doctoral Admissions

Requirements

To be considered for admission to a doctoral program in psychology the applicant is required to present evidence of scholastic ability, significant interest in the area of psychology for which admission is sought, personality stability, and sound moral character. Minimum requirements include a baccalaureate degree from a regionally accredited institution, a 3.0 undergraduate grade point average, 18 hours of psychology including statistics and a course in an area of experimental psychology and Graduate Record Examination (GRE) scores (aptitude and the subject test in advanced psychology), which indicate a potential to perform satisfactorily at the doctoral level.

Achievement of the above minimum requirements does not ensure admission to a doctoral program. Other factors considered in assessing an applicant's potential to do doctoral level work in psychology include letters of recommendation, previous clinical and/or research experience, the applicant's personal statement, and evidence of interest in psychology. Personal interviews are required. Completed applications and all supporting documents (as listed below) must be received by the admission office by January 15 of the calendar year for which admission is sought.

1. Application form and fee;
2. Official transcripts of all accredited college or university work;
3. Three letters of recommendation;
4. Official GRE scores mailed directly from E.T.S. and;
5. A statement of your professional experiences including a description of your clinical experience, your research experience, and those aspects of psychology in which you have the greatest interest. Additionally, briefly describe your professional goals.
Transfer of Credits

Newly admitted students requesting advanced standing must make an appointment and meet with the Director of Academic Affairs who is responsible for awarding these credits. Requests for transfer of credit for first semester courses should be done during the summer to avoid last minute planning and possible confusion at the time of first registration. This can be done through the mail or by making an appointment with the Director of Academic Affairs.

At that time sufficient documentation should be presented to allow for evaluation of the student's previous course work; this may include course notes, syllabi, and other supporting material. Only course work taken at a doctoral level will be considered for transfer into one of the doctoral programs. It is the responsibility of the student to satisfactorily demonstrate the equivalence of the course(s) proposed in order for credits to be awarded.

The maximum number of credits transferred that will be credited toward graduation is 15. Although credits awarded beyond this number may be used to excuse a student from a particular course(s) an equivalent number of credits must be taken in order to fulfill the degree requirements. All transfer credits must be awarded during the student's first academic year in a doctoral program.

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

1. It is a doctoral-level course taken at an accredited college, university, or APA approved professional school as a postbaccalaureate student. A doctoral level course is defined as one that would be credited toward a doctoral degree at the institution where the course was taken. This must be verified in the school's bulletin or a letter from the Chair of the Department.

2. It was completed no longer than five years prior to first registration in this program.

3. A grade of "B" or higher was received. A grade of "P" (Pass) or "CR" (Credit) or other such grades cannot be accepted as equivalent to "B" unless it can be officially verified as such.

4. It is a course that is evaluated as equivalent to one in the program's required curriculum. Credits will not be awarded for electives.

5. The student must demonstrate competence before credits for assessment courses are awarded.

_No transfer credits may be applied to Clinical Observation, Practica, or Internship._
DOCTORAL PROGRAMS

APPLICATION PACKET
Admissions Application  
Doctoral Programs

Application Deadline: January 15

Directions to Applicants: This application must be accompanied by a nonrefundable fee of $30.00. At least three letters of recommendation from professors or supervisors most familiar with your work, official transcripts of all accredited college or university work, and GRE scores should be requested to be sent directly to the above address. Additionally, please submit a photocopy of your GRE scores with your application materials. If the initial transcript will not show your final grades and degree, ask the registrar of your college to send a supplementary transcript when latest grades are available.

Please print in ink or type. Expected Start Date: ______________________

Soc. Soc. No. ________________________  Sex:  ( ) Male  ( ) Female  Date of Birth: ______________________

Last Name  First Name  Middle Initial  Maiden Name

Legal/Permanent Address: Street & Number  Apartment Number

City  State  Zip Code  Home Telephone  Business Telephone

Mailing Address  City  State  Zip Code

EMERGENCY CONTACT:

Name  Relationship

Address  Home Telephone  Business Telephone

ACADEMIC GOAL:

___ Psy.D. (Clinical Psychology)  ___ Ph.D. (Clinical Psychology)

If you are applying to more than one program, a separate fee must be submitted for each. However, only one set of application materials is required.
Please list all colleges and universities attended. Official transcripts from all institutions are required. Send them to:

Nova University
School of Psychology
Graduate Admissions
3301 College Avenue
Fort Lauderdale, Florida 33314

Name of College/University | State | Date Started | Date Ended | Major Field | Degree (Mo/Yr) | G.P.A.
--- | --- | --- | --- | --- | --- | ---
Undergraduate

Graduate

Graduate Record Exam (must have been taken in last 5 years):

Date Taken:  
Date Advanced Psychology Test Taken:  
(Please have the scores sent directly to above address, as this is a requirement for admission.)

Have you ever been dismissed from an educational institution?  
No  Yes
If yes, explain:  

Foreign Nationals who are residing outside of the United States at the time of application and whose native language is not English must present evidence of proficiency in English by satisfactorily completing the Test of English as a Foreign Language, administered in foreign countries by the Educational Testing Service. For application forms write to: TOEFL Educational Testing Service, Princeton, New Jersey 08540.

Citizenship Status:

U.S. Citizen  Non-resident Alien  Resident Alien

Do you require an I-20?  No  Yes
If you have a visa, indicate status code  
Country of citizenship  
Native Language  

Ethnic Origin Data (This information is requested for reporting purposes only.)

Check one of the following:  
Hispanic origin  Asian or Pacific Islander  American Indian or native Alaskan

Black not of Hispanic origin  
White not of Hispanic origin

Applicant Status at Time of Application:

First time attending Nova University?  No  Yes
List articles, books or any other material published or paper presentations:

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<th>Title</th>
<th>Where Published or Presented</th>
<th>Date</th>
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List academic honors, prizes, or scholarships you have received and professional organizations or honor societies in which you hold membership:

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Mental health/human services employment experience or volunteer activities:

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<tr>
<th>Employer or Organization</th>
<th>Dates of Service</th>
<th>Description of Position</th>
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Are there any special provisions or considerations that you require?

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Computer Proficiency: What is your proficiency level?

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With what computer languages are you familiar?

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List names of three academic references or professional supervisors who will submit letters of recommendation. Letters are to be sent directly to address on application.

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<th>Title</th>
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Please provide a statement of your professional experiences. This should include a description of your clinical experience, your research experience, and those aspects of psychology in which you have the greatest interest. Additionally, briefly describe your professional goals.
If you require housing accommodations, please contact the housing office (305) 475-7052.

Financial Aid: (305) 475-7410

Have you applied for Financial Aid?  Yes  No

Have you filed a College Scholarship Service Financial Aid Form (F.A.F.)?  Yes

If yes, when was the F.A.F. sent to Princeton, N.J.?  

I declare that the above information, to the best of my knowledge, is complete and accurate. I agree to abide by all rules and regulations of Nova University.

Applicant Signature  

Date

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova University practices a policy of nondiscrimination in employment and admission. Nova University does not discriminate on basis of race, color, age, sex religion or creed, national or ethnic origin, or handicap.
RECOMMENDATION FOR DOCTORAL STUDY

Program: ___ Psy.D. ___ Ph.D. Entry Date: ____________________________

Social Security Number ____________________________ Name of Reference

Applicant's Name __________________________________________________

TO THE APPLICANT: This form should be given to professors and/or employment supervisors who are able to comment on your qualifications for graduate study in clinical psychology. For the convenience of the person completing this form, you should include a stamped envelope addressed to:

Nova University
School of Psychology
Graduate Admissions
3301 College Avenue
Fort Lauderdale, Florida 33314

Under the Federal Family Educational Rights and Privacy Act of 1974, students are entitled to review their records, including letters of recommendation. However, those writing recommendations and those assessing recommendations may attach more significance to them if it is known that they will remain confidential. It is your option to waive or retain your right to access these recommendations.

This form to be acceptable must have the appropriate phrase below marked and your signature.

___ I waive my right to review this recommendation.

___ I do not waive my right to review this recommendation.

Date:__________________ Applicant's Signature _______________________

TO THE EVALUATOR: The above named is applying for admission to a doctoral program in psychology at Nova University and would appreciate your evaluation of his/her academic/professional work on the enclosed form.

Please include a letter of recommendation written on your letterhead. We are particularly interested in your opinion regarding the following:

1. The applicant's ability to profit from a doctoral program.
2. The applicant's maturity and emotional stability.
3. The applicant's oral and written communication skills
4. The applicant's empathy or sensitivity to others.
5. The applicant's potential for being an effective professional psychologist.

(OVER)
I have known the applicant for ___ years ___ months.
I have known the applicant: _____ slightly _____ fairly well _____ very well.
I have known the applicant: _____ as an undergraduate student _____ as a teaching assistant
____ as a graduate student _____ as an employment supervisee
____ Other

Indicate the population with which the applicant is being compared in this rating:
_____ undergraduate students I have taught or known.
_____ master's students I have taught or known.
_____ doctoral students I have taught or known.
_____ colleagues with whom I have worked.

According to the population specified in the last item, rate the applicant on the following characteristics (NBJ, no basis for judgement). If in your opinion any of your ratings require further elaboration please include them along with other comments in your personal letter of recommendation.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Lower 50%</th>
<th>Upper 51-70%</th>
<th>Upper 71-85%</th>
<th>Upper 86-95%</th>
<th>Top 5%</th>
<th>NBJ</th>
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<td>Academic Ability</td>
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<td>Ability To Meet Deadlines</td>
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<td>Judgment</td>
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My overall recommendation of this candidate:
_____ not recommended
_____ recommended with some reservations
_____ highly recommended

Signature of person completing this form.

Name (Print) __________________________ Title ______________

Institution or affiliation __________________________
RECOMMENDATION FOR DOCTORAL STUDY

Program: ______ Psy.D. ______ Ph.D.  
Entry Date: ____________________________________________

Social Security Number ________________________________ Name of Reference __________________________

Applicant's Name __________________________________________________________________________

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[ ] I waive my right to review this recommendation.

[ ] I do not waive my right to review this recommendation.

Date ___________ Applicant's Signature __________________

TO THE EVALUATOR: The above named is applying for admission to a doctoral program in psychology at Nova University and would appreciate your evaluation of his/her academic/professional work on the enclosed form.

Please include a letter of recommendation written on your letterhead. We are particularly interested in your opinion regarding the following:

1. The applicant's ability to profit from a doctoral program.
2. The applicant's maturity and emotional stability.
3. The applicant's oral and written communication skills.
4. The applicant's empathy or sensitivity to others.
5. The applicant's potential for being an effective professional psychologist.

(OV18R)
I have known the applicant for __ years __ months.
I have known the applicant: ______ slightly ______ fairly well ______ very well.
I have known the applicant: ______ as an undergraduate student ______ as a teaching assistant
________ as a graduate student ______ as an employment supervisee
Other _____________________________________________________________

Indicate the population with which the applicant is being compared in this rating:
____ undergraduate students I have taught or known.
____ master’s students I have taught or known.
____ doctoral students I have taught or known.
colleagues with whom I have worked.

According to the population specified in the last item, rate the applicant on the following characteristics (NBJ, no basis for judgement). If in your opinion any of your ratings require further elaboration please include them along with other comments in your personal letter of recommendation.

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<td>Judgment</td>
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My overall recommendation of this candidate:
____ not recommended ______ recommended with some reservations
____ recommended ______ highly recommended

Signature of person completing this form: __________________________

Name (Print) __________________________ Title __________________________

Institution or affiliation: __________________________
RECOMMENDATION FOR DOCTORAL STUDY

Program: ___ Psy.D. ___ Ph.D.  
Entry Date: 

Social Security Number  
Name of Reference  

Applicant's Name  

TO THE APPLICANT: This form should be given to professors and/or employment supervisors who are able to comment on your qualifications for graduate study in clinical psychology. For the convenience of the person completing this form, you should include a stamped envelope addressed to:

Nova University  
School of Psychology  
Graduate Admissions  
3301 College Avenue  
Fort Lauderdale, Florida 33314  

Under the Federal Family Educational Rights and Privacy Act of 1974, students are entitled to review their records, including letters of recommendation. However, those writing recommendations and those assessing recommendations may attach more significance to them if it is known that they will remain confidential. It is your option to waive or retain your right to access these recommendations.

This form to be acceptable must have the appropriate phrase below marked and your signature.

___ I waive my right to review this recommendation.
___ I do not waive my right to review this recommendation.

Date  
Applicant's Signature  

TO THE EVALUATOR: The above named is applying for admission to a doctoral program in psychology at Nova University and would appreciate your evaluation of his/her academic/professional work on the enclosed form.

Please include a letter of recommendation written on your letterhead. We are particularly interested in your opinion regarding the following:

1. The applicant's ability to profit from a doctoral program.
2. The applicant's maturity and emotional stability.
3. The applicant's oral and written communication skills.
4. The applicant's empathy or sensitivity to others.
5. The applicant's potential for being an effective professional psychologist.

(OVER)
I have known the applicant for ____ years ____ months.
I have known the applicant: ____ slightly ____ fairly well ____ very well.
I have known the applicant: ____ as an undergraduate student ____ as a graduate student
____ as a teaching assistant ____ as an employment supervisee

Indicate the population with which the applicant is being compared in this rating:
____ undergraduate students I have taught or known.
____ master's students I have taught or known.
____ doctoral students I have taught or known.
____ colleagues with whom I have worked.

According to the population specified in the last item, rate the applicant on the following characteristics (NBJ, no basis for judgement). If in your opinion any of your ratings require further elaboration please include them along with other comments in your personal letter of recommendation.

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<th>Characteristics</th>
<th>Lower 50%</th>
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<th>Upper 71-85%</th>
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</tbody>
</table>

My overall recommendation of this candidate:  
____ not recommended  ____ recommended with some reservations
____ recommended  ____ highly recommended

Signature of person completing this form.

Name (Print)  Title

Institution or affiliation
MASTER'S PROGRAM

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

Main Campus Format

All courses are offered in the traditional semester format. The fall and spring semesters run for 15 weeks. The summer semester runs for 7 weeks with the exception of practica which will span a 12 week period. Classes meet once per week during the fall and spring semesters and twice per week during the summer semester. Courses are typically offered either 4:00 p.m. - 7:00 p.m. or 7:00 p.m. - 10:00 p.m., Monday through Thursday.

Field-Based Format

Each individual course spans an eight week period with class time concentrated into two full weekends. Courses for a given cluster of students are offered one at a time (except during practicums*) and are scheduled from September through June. Each course is offered once for each cluster during the course of the 2 1/2 year program.

Students register and prepare for a course approximately one month prior to the first class meeting. Class meetings (except the practicums) are scheduled on Fridays (6:00 p.m. - 10:00 p.m.), Saturdays (8:30 a.m. - 6:00 p.m.) and on Sundays (8:30 a.m. - 5:30 p.m.). A total of 45 contact hours are required for each course. Following the first weekend of class, there are three more weeks of study time before the second weekend of class. During the second weekend, students register and receive materials and assignments for the next course which begins approximately four weeks later.

Schedules will be affected by major holiday weekends, such as Labor Day, Thanksgiving, etc. When such conflicts occur, the schedule will be adjusted accordingly.

*Important: See detailed description of Master's Program practicum requirements and their format.
Master's in Mental Health Counseling

Site Locations

Jacksonville
Gainesville
Orlando
Clearwater
Melbourne
West Palm Beach
Fort Myers
Coral Springs
Main Campus
Miami
## Master’s in Mental Health Counseling

### Field-Based Site Information

<table>
<thead>
<tr>
<th>SITE</th>
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<th>STATUS</th>
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<tbody>
<tr>
<td>Clearwater</td>
<td>St. Paul’s School 1600 St. Paul’s Drive Clearwater, FL 33546-6493</td>
<td>Currently Closed.</td>
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<tr>
<td></td>
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<td>Next Start-up Date: January 1992</td>
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<tr>
<td>Coral Springs</td>
<td>University School 3251 NW 101 Avenue Coral Springs, FL 33065</td>
<td>Currently Closed.</td>
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<tr>
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<td>Next Start-up Date: January 1992</td>
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<tr>
<td>Fort Myers</td>
<td>Bayshore Elementary School 17050 Williams Road North Fort Myers, FL 33917</td>
<td>Currently Closed.</td>
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<tr>
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<td>Next Start-up Date: January 1991</td>
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<tr>
<td>Gainesville</td>
<td>Gainesville High School 1900 NW 13 Street Gainesville, FL 32501</td>
<td>Currently Closed.</td>
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<tr>
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<td>Next Start-up Date: January 1992</td>
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<tr>
<td>Jacksonville</td>
<td>Memorial Hospital 3625 East University Boulevard Jacksonville, FL 32216</td>
<td>Currently Closed.</td>
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<td>Next Start-up Date: January 1991</td>
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<tr>
<td>Melbourne</td>
<td>Brevard Community College 3865 North Wickham Road Melbourne, FL 32936</td>
<td>Currently Closed.</td>
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<tr>
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<td>Next Start-up Date: September 1991</td>
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<tr>
<td>Miami</td>
<td>Miami-Dade Community College South Campus 11011 SW 104 Street Miami, FL 33176</td>
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<tr>
<td>Orlando</td>
<td>Southern College 5600 Lake Underhill Road Orlando, FL 32870</td>
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<tr>
<td>West Palm Beach</td>
<td>Palm Beach Community College North Campus 3160 PGA Boulevard Palm Beach Gardens, FL 33410</td>
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<td>Next Start-up Date: January 1991</td>
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For information regarding site locations, start dates or deadlines, please see additional enclosures or contact the School of Psychology at (305) 475-7550, or toll free at 1-800-541-NOVA, extension 7550.
Master's Academic Policies

Registration

All enrolled students are to be in continuous registration until they receive their degree unless prior approval is received from the Program Office.

Time Limits

Students must complete their program within four years from the date of first registration. This means that students must receive the Master's degree within this time period.

Evaluation of Master's Students

Each student is evaluated on an ongoing basis while enrolled in the program. In addition, there are course evaluations, matriculation and evaluation of readiness for practicum. The purpose of evaluation is to provide students with relevant feedback concerning their performance and to serve as a screening process in order to ensure high standards for the profession of mental health counseling. Relevant information including practicum evaluations is coordinated through the Program Office.

Degree Requirements

A student must complete all required courses for the degree chosen with a grade point average of at least 3.0. The Master of Science in Mental Health Counseling degree program requires 48 semester hours of graduate credit. All students will be required to pass the comprehensive final examination as part of their degree requirements. A candidate is expected to complete coursework and practica requirements in four years.

State of Florida Licensure for Mental Health Counselors

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

Department of Professional Regulation
Northwood Centre
1940 North Monroe Street
Tallahassee, Florida 32399-0750
(904) 487-2520

Individual eligibility should be verified through careful review of the state licensure regulations.
Master's Degree Curriculum

There are 48 semester hour credits required for the Master's degree in Mental Health Counseling. Each course carries three semester hours of credit. These hours are distributed as follows:

**Required Courses**

- CGPY502 Counseling Theories and Practice
- CGPY504 Counseling Skills Lab I
- CGPY507 Research and Evaluation for Counselors
- PSY512 Human Development and Learning
- CGPY570 Ethical, Legal, and Professional Issues for Counselors
- PSY580 Abnormal Psychology
- PSY582 Human Sexuality
- PSY608 Psychological Testing for Individual Evaluation
- CGPY625 Counseling Strategies for Individuals
- CGPY635 Group Theory and Practice
- PSY509 Personality Theories
- CGPY670 Counseling Skills Lab II
- CGPY680 Counseling Practicum I*
- CGPY681 Counseling Practicum II*

**Elective Courses** **Two courses will be selected from the following:**

- CGPY510 Career Development
- CGPY515 Principles of Counseling and Guidance
- CGPY610 Marriage and Family Counseling
- CGPY630 Counseling the Culturally Different Student
- PSY535 Clinical Biofeedback
- PSY540 Aging I
- PSY544 Aging II
- SGPY588 School Guidance Practicum
- PSY602 Behavioral Counseling
- PSY612 Substance Abuse
- PSY622 Psychology of Women
- PSY670 Community Mental Health

*Refer to Practicum Information section for more information.

**Additional electives may become available.**
Master’s Course Descriptions

Required Courses

CGPY502 Counseling Theories and Practice (3 cr.)
This course surveys the field of counseling. It considers the various theories of counseling and issues in the practice of mental health counseling.

CGPY504 Counseling Skills Laboratory I (3 cr.)
This small-lab course focuses on the development of basic interviewing and other assessment skills, with an emphasis on therapeutic listening skills. Stress will also be placed upon the acquisition of skills related to empathy, the counselor-counselee relationship, and the establishment of a therapeutic alliance in the context of cultural diversity. Teaching methods will include modeling and role-playing, along with didactic presentations and readings. Prerequisite: CGPY502.

CGPY507 Research and Evaluation for Counselors (3 cr.)
This course seeks to prepare counselors to be informed consumers of research and evaluation. It covers basic statistics, basic research designs, and program evaluation. It provides experience in reading research and evaluation reports.

PSY509 Personality Theories (3 cr.)
This course provides basic coverage of theories of personality in the psychodynamic, humanistic, and learning traditions. Of particular interest are theories' explanations of how normal and abnormal personalities develop and how they can change. Theories are critiqued and compared. Prerequisite: CGPY502.

PSY512 Human Development and Learning (3 cr.)
This course covers how developmental maturation and social learning shape personality, both in childhood and adulthood. Theory and research in social development and learning shape personality, both in childhood and adulthood. Theory and research in social development and learning are covered on topics such as attachment, aggression, sexuality, morality and self-regulation, and self-concept.

CGPY570 Ethical, Legal, and Professional Issues for Counselors (3 cr.)
This course covers standards for professional conduct in counseling. It considers ethical and legal decisions which counselors must make, such as scope of professional competence, confidentiality, duty to warn and protect, and value differences with clients. Case examples, current statutes, and counseling culturally diverse clients are discussed. Prerequisite: CGPY502.

PSY580 Abnormal Psychology (3 cr.)
This course is an introduction to various approaches to the definition and study of abnormal or maladaptive behavior. The major diagnostic categories of DSM III-R will be reviewed with emphasis on descriptive features, theories of etiology, and common treatment approaches. Prerequisite: PSY512.

PSY582 Human Sexuality (3 cr.)
This course is an overview of the basics of sexual anatomy, physiology and development. The student will acquire an understanding of human sexual response, concepts of sex therapies, and human sexual dysfunction. Also included are methods of contraception, sex and family planning, variations of sexual behavior, and the importance of the counselor in the role of the educator.
PSY608 Psychological Testing for Individual Evaluation (3 cr.)
This course surveys frequently used tests of aptitude, interest, and personality. Test content, purpose, psychometric properties, administration, and scoring procedures are compared and evaluated. Issues of test use with culturally diverse populations are addressed. Prerequisite: CGPY507.

CGPY625 Counseling Strategies for Individuals (3 cr.)
This course is designed to provide the student with an in-depth exposure to up to five approaches to individual psychotherapy. The approaches presented will include at least one from each of the areas of behavior therapy, psychodynamic therapy, and humanistic therapy. The student is expected to acquire both theoretical and practical knowledge of each of the approaches covered. CGPY504, PSY580.

CGPY635 Group Theory and Practice (3 cr.)
This course overviews various group therapy. Topics covered include group therapy as a laboratory for interpersonal learning, therapist facilitative techniques, group dynamics, the development and role of group cohesiveness, selection and composition of groups, and stages of group therapy. Prerequisite: CGPY504.

CGPY670 Counseling Skills Lab II (3 cr.)
This course is an extension of Counseling Skills Lab I and an integration of counseling strategies. It will cover training in advanced interviewing strategies, therapeutic communication, session-structuring, goal-setting, and basic, widely applicable intervention skills. This course is prerequisite to entry into practicum. Prerequisite: CGPY625.

CGPY680 Counseling Practicum I (3 cr.)
The student is required to spend a specified number of hours per week at a selected agency working under supervision with clients. During that time, the student is expected to increase his/her competence in the areas of basic interviewing, assessment, and counseling skills. Furthermore, the student will be made more aware of the ethical legal, and professional issues inherent in the counseling process. Prerequisite: CGPY670 and consent of advisor.

CGPY681 Counseling Practicum II (3 cr.)
This practicum is a continuation of Practicum I. The student will be expected to develop more advanced skills in interviewing, assessment, and intervention. Simultaneously, continued emphasis will be placed upon ethical, legal, and professional issues. Prerequisite: CGPY680 and consent of advisor.

Elective Courses

CGPY510 Career Development (3 cr.)
Theories of occupational choice, career development, and social mobility are reviewed within the context of national, state, or regional economic development. Occupational information is considered from the point of view of the individual as well as from the standpoint of manpower needs for industrial and economic development.

CGPY515 Principles of Counseling and Guidance (3 cr.)
This course covers the philosophy, functions, management, and operation of a counseling and guidance program in elementary and secondary schools.

CGPY610 Marriage and Family Counseling (3 cr.)
This course provides a survey of current approaches in family and marital counseling with an emphasis on various systemic models of family functioning and therapeutic intervention. Prerequisite: CGPY504
CGPY630 Counseling the Culturally Different Student (3 cr.)
This course covers issues involved in the assessment and placement of minority students, and overviews issues in the selection of techniques for counseling. An essential goal is to affect the awareness, knowledge-base, and application of techniques. Methods used include group interaction, self-disclosure, in-depth examination of attitudes and prejudices, case studies, and role-playing.

PSY535 Clinical Biofeedback (3 cr.)
This course provides a review of the areas of clinical application of biofeedback techniques. Emphasis will be placed on integrating biofeedback with general psychotherapeutic processes for children and adults. Biofeedback as a technique for preventive medicine and health will also be discussed. The course includes laboratory experiences.

PSY540 Aging I (3 cr.)
This course acquaints the student with the processes of normal aging. Genetic, physical, physiological, social and environmental components of aging are examined.

PSY544 Aging II (3 cr.)
Emotional disturbances common to the aging population are researched: the neuroses, especially depressive reaction, and the psychoses, especially organic brain syndrome. Treatment models are presented.

PSY562 Social and Cultural Factors in Aging (3 cr.)
The restoration of life-economy systems for the vastly expanding geriatric population is the focus of this course. Reapproachment of the aged with society, advocacy, and improved national outlook, and new treatment modes are studied.

PSY602 Behavioral Counseling (3 cr.)
This course is an introduction to operant conditioning and behavior therapy with an emphasis on the application of these approaches. Prerequisite: PSY580, CGPY625.

PSY604 Child and Adolescent Psychopathology (3 cr.)
This course is an introduction to the study of child and adolescent psychopathology. Changes in behavior from birth to adulthood are examined from a developmental point of view. Major theories and pertinent research findings are critically reviewed, particularly as they contribute to greater understanding of the various factors associated with or responsible for deviations from normal, healthy development.

PSY612 Substance Abuse (3 cr.)
This course investigates the etiology of alcoholism and drug dependency. Attention is given to assessment and treatment in both individual and family therapy approaches. Prerequisite: PSY580, CGPY625.

PSY622 Psychology of Women (3 cr.)
This course focuses on studies related to women and how women relate to the world as a result of their socialization. Research on sex differences related to physical and emotional factors is discussed. The course provides students with the opportunity to understand the current issues within the community and within the women's movement. Prerequisite: PSY580, CGPY625.
PSY670 Community Mental Health (3 cr.)
The brief history of community psychology is reviewed with a focus on those events which led to the development of a "community point of view." The course also acquaints students with the various approaches (preventative model, consultative role, etc.) and techniques (needs assessment, program evaluation) used by community psychologists. Distinctions between traditional clinical interventions and community interventions are highlighted. **Prerequisite:** PSY580, CGPY625.

SGPY588 Practicum: School Guidance (3 cr.)
Supervised guidance internship in an elementary or secondary school setting. **Prerequisite:** CGPY510, CGPY515 and consent of advisor.
Master's Practicum Information

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

Two practicums are required in the Mental Health Counseling program to afford students the opportunity of working with a variety of client populations over time. Admitted students will receive a Handbook of Practicum Experiences and specific details on practicums at the appropriate time in their program.

Main Campus Format

Each practicum spans a 15 week period (fall and spring). The student will spend a specified number of hours in a community agency setting along with a 3 hour weekly practicum seminar class. Summer term practicums will run for 12 weeks.

Field-Based Format

Each practicum spans 15 weeks. The student will spend a specified number of hours in a community agency setting along with the regularly scheduled practicum seminar classes. Seminar classes will be scheduled during weekday evenings and/or on Saturdays. Each site has a local practicum coordinator who assists in all arrangements for site placements. Practicums constitute a departure from the weekend format. Please be advised that during practicums, students may also be enrolled in regularly scheduled weekend classes.

Professional Liability Insurance

Students entering practicum will be charged a nominal fee for liability insurance coverage provided under the School of Psychology's group policy. All students are required to abide by the Ethical Standards of the American Association for Counseling and Development, the Code of Ethics for Mental Health Counselors, the policies and procedures of the School of Psychology and agency placement rules and regulations.
1990-1991 Master's Program Estimated Expenses

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

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<td><strong>Registration</strong></td>
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<td></td>
<td>$10 per course field-based sites</td>
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<tr>
<td><strong>Practicum Insurance</strong></td>
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*Please note that all above fees are subject to change without notice.
Master’s Admissions Requirements

To be considered for admission to graduate study in the Master’s program in Mental Health Counseling, the applicant is required to present evidence of scholastic ability, interest in the area of psychology and mental health counseling, personal stability and strong character. Minimum requirements include a baccalaureate degree from a regionally accredited institution. Applicants must also submit the following materials:

Degree-Seeking Students

1. Application form and fee;
2. Official transcripts sent directly from all colleges and/or universities attended as an undergraduate. If requesting transfer credits, also submit appropriate graduate transcript(s);
3. Two letters of recommendation; and
4. A 500-1,000 word (2-4 page) typed professional statement of goals including information about experience in the field of counseling, personal interests and career goals.

Special Students (non-degree seeking)

1. Application form and fee;
2. A letter specifying desired coursework;
3. Official transcripts sent directly from colleges and/or universities where bachelor and master’s degrees were conferred;
4. Two letters of recommendation.

An interview or additional documentation may be required for purposes of screening or advisement. Students are responsible for insuring that their file is complete by the announced deadline. Check with the Admissions Office prior to the application deadline on the status of your file.

Admission of Master’s Students to Doctoral Programs

Acceptance to or completion of the School of Psychology’s Master’s program does not imply automatic admission to doctoral programs nor transfer of credit to the doctoral program. Applicants may apply to both programs, but must do so via separate application procedures. Potential Master’s applicants considering doctoral program admission should seek advisement at the earliest possible date.

Matriculation

Students admitted to graduate study become eligible for degree candidacy (matriculation) after the first four designated courses (12 credits). These four designated courses tap career interest and require demonstration of written, quantitative, and interpersonal skills, as well as overall professional functioning. Currently, coursework for matriculation includes:

- CG502 Counseling Theories and Practice;
- CG504 Counseling Skills Lab I;
- CG507 Research and Evaluation for Counselors;
- PSY512 Human Development and Learning
  or
- PSY509 Personality Theories.
During the formal review for matriculation, students' academic performance and professional functioning will be examined. Students with A's and B's in coursework and a satisfactory evaluation by faculty will be matriculated. Students who achieve a grade point average of 2.5 or below will no longer be permitted to take graduate level courses in the School of Psychology program.

All other students will be advised of their status and may be maintained in a non-matriculated status. Students will be counseled as to the number of courses they may take in order to facilitate matriculation. No more than four additional courses may be taken without achieving an overall grade point average of 3.0 and a satisfactory evaluation by the School of Psychology.

**Transfer of Credits**

The transfer of up to a maximum of six semester hours will be allowed upon approval of the Administrator of the Master's Program in Mental Health Counseling. For a course to be considered for transfer, the following conditions must be met.

1. it is a graduate level course equivalent in content to a required course or related in content to elective courses in the curriculum;
2. it was taken at a regionally accredited institution;
3. it was completed within five years prior to the student's entrance into the program;
4. it was graded with an "A" or "B".

A request for approval of transfer credits should be submitted to the Program Office with the following information:

1. an official transcript from the institution where the course was taken;
2. a course description as listed in the institution's catalog.

Under certain circumstances a student may be asked to submit additional documentation including but not limited to a course syllabus.

Courses completed at other institutions after the student has enrolled in the Master's program will be considered only if there has been prior approval by the Administrator of the Master's Program. Typically, such transfer credit is granted only under special circumstances. Transfer credits are not taken into account when computing the student's grade point average.
Directions to Applicants: This application must be accompanied by a nonrefundable fee of $30.00. The following materials must be sent to complete your application: At least two letters of recommendation from professors, professional supervisors, or other references are able to assess your qualifications for graduate study. Official transcripts from all colleges or universities attended. If the initial transcript will not show your final grades and degree, ask the registrar of your college and to send a supplementary transcript when the latest grades are available. A 500-1000 word typed professional statement of goals.

Please print in ink or type.

Expected Start Date: ______________________

Soc. Sec. No. ______________________ Sex: ( ) Male ( ) Female Date of Birth: ______________________

Location: ____ Main Campus ____ Field-Based Site (Specify) _____________________________

Last Name First Name Middle Initial Maiden Name

Legal/Permanent Address: Street & Number Apartment Number

City State Zip Code Home Telephone Business Telephone

Mailing Address City State Zip Code

EMERGENCY CONTACT:

Name Relationship

Address Home Telephone Business Telephone

ACADEMIC GOAL:

___ M.S. in Mental Health Counseling

___ Special Student (Non-Degree Seeking)
Please list all colleges and universities attended. Official transcripts mailed directly from each institution attended as well as name of the institution where the bachelor's degree was conferred, are required. Send them to:

Nova University
School of Psychology
Graduate Admissions
3301 College Avenue
Fort Lauderdale, Florida 33314

<table>
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<tr>
<th>Name of College/University</th>
<th>State</th>
<th>Date Started</th>
<th>Date Ended</th>
<th>Major Field</th>
<th>Degree (Mo/yr)</th>
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Do you intend to transfer any graduate level credits toward your master's degree? _____ Yes _____ No
If yes, list the course number, title, institution and dates.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Contact the program office or see application instructions for procedures for transfer credit approval.

**Citizenship Status:**

- U.S. Citizen

Do you require an I-20? _____ No _____ Yes

- Non-resident Alien

If you have a visa, indicate status code ____________________________

- Resident Alien

Country of citizenship ____________________________________________

Native Language ________________________________________________

Additional procedures are required for admission of non-resident alien students. Contact the International Student Advisor at (305) 475-7413. Non-resident alien students are not eligible for admission to the field-based programs.

**Ethnic Origin Data** (This information is requested for reporting purposes only.)

Check one of the following:

- Hispanic origin

- White not of Hispanic origin

- Black not of Hispanic origin

- Asian or Pacific Islander

- American Indian or native Alaskan

**Applicant Status at Time of Application:**

First time attending Nova University? _____ No _____ Yes
Employment Status:

___ Full-Time  ___ Unemployed  ___ Part-Time  Job Title ________________________________

Employer Name ___________________________ Employer Address: Street and Number ____________

City ___________________________ State _______ Zip ___________________________ Telephone and Extension ________

Mental health/human services counseling employment experience or volunteer activities (attach other sheets if necessary):

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<tr>
<th>Employer or Organization</th>
<th>Dates of Service</th>
<th>Description of Position</th>
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</table>

List academic honors, prizes, or scholarships you have received and professional organizations or honor societies in which you hold membership:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

List names of two academic references, professional supervisors, or other references able to assess your qualifications for graduate study. References should submit recommendation forms directly to the address on the front of the application unless otherwise instructed.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Applicants must provide a two page statement on one of the following topics: (a) Description of your individual goals and career aspirations as they relate to a professional degree in Mental Health Counseling at the Master’s level or (b) Description of how your past background and experience have prepared you for graduate level work in Mental Health Counseling.
If you require housing accommodations, please contact the housing office (305) 475-7052.

Financial Aid: (305) 475-7410

Have you applied for Financial Aid? ___ Yes ___ No

Have you filed a College Scholarship Service Financial Aid Form (F.A.F.)? ___ Yes

If yes, when was the F.A.F. sent to Princeton, N.J.? ________________

Have you ever been dismissed from an educational institution? ___ Yes ___ No. If yes, explain:

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

I declare that the above information, to the best of my knowledge, is complete and accurate. I agree to abide by all rules and regulations of Nova University.

__________________________________________  __________________________
Applicant Signature Date

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova University practices a policy of nondiscrimination in employment and admission. Nova University does not discriminate on basis of race, color, age, sex, religion or creed, national or ethnic origin, or handicap.
RECOMMENDATION FOR MASTER'S STUDY

Campus Site: ____________________________________________ Entry Date: ____________________________

Social Security Number ____________________________ Name of Reference ____________________________

Applicant's Name __________________________________________________________

TO THE APPLICANT: This form should be given to professors and/or employment supervisors who are able to comment on your qualifications for graduate study in mental health counseling. For the convenience of the person completing this form, you should include a stamped envelope addressed to:

Nova University
School of Psychology
Graduate Admissions
3301 College Avenue
Fort Lauderdale, Florida 33314

Under the Federal Family Educational Rights and Privacy Act of 1974, students are entitled to review their records, including letters of recommendation. However, those writing recommendations and those assessing recommendations may attach more significance to them if it is known that they will remain confidential. It is your option to waive or retain your right to access these recommendations.

This form to be acceptable must have the appropriate phrase below marked and your signature.

___ I waive my right to review this recommendation.

___ I do not waive my right to review this recommendation.

Date ____________________________ Applicant's Signature ____________________________

TO THE EVALUATOR: The above named is applying for admission to a master's program in psychology at Nova University and would appreciate your evaluation of his/her academic/professional work on the enclosed form.

Please include a letter of recommendation written on your letterhead. We are particularly interested in your opinion regarding the following:

1. The applicant's ability to profit from a master's program.
2. The applicant's maturity and emotional stability.
3. The applicant's oral and written communication skills
4. The applicant's empathy or sensitivity to others.
5. The applicant's potential for being effective in a profession requiring counseling activities.

(OVER)
I have known the applicant for ____ years ____ months.
I have known the applicant: _____ slightly   _____ fairly well   _____ very well.
I have known the applicant: _____ as an undergraduate student
                                           _____ as a graduate student
                                           _____ as a teaching assistant
                                           _____ as an employment supervisee

Indicate the population with which the applicant is being compared in this rating:
_____ undergraduate students I have taught or known.
_____ master's students I have taught or known.
_____ doctoral students I have taught or known.
 _____ colleagues with whom I have worked.

Excluding the population specified in the last item, rate the applicant on the following characteristics (NBJ, no basis for judgement). If in your opinion any of your ratings require further elaboration please include them along with other comments in your personal letter of recommendation.

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Lower 50%</th>
<th>Upper 51-70%</th>
<th>Upper 71-85%</th>
<th>Upper 86-95%</th>
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My overall recommendation of this candidate:
_____ not recommended
_____ recommended
_____ recommended with some reservations
_____ highly recommended

Signature of person completing this form.

Name (Print) ___________________________ Title ___________________________

Institution or affiliation ___________________________
RECOMMENDATION FOR MASTER'S STUDY

Campus Site: ___________________________ Entry Date: ___________________________

Social Security Number ___________________________ Name of Reference ___________________________

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Date ___________________________ Applicant's Signature ___________________________

TO THE EVALUATOR: The above named is applying for admission to a master's program in psychology at Nova University and would appreciate your evaluation of his/her academic/professional work on the enclosed form.

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5. The applicant's potential for being effective in a profession requiring counseling activities.

(OVER)
I have known the applicant for ____ years ____ months.
I have known the applicant: ______ slightly ______ fairly well ______ very well.
I have known the applicant: ___ as an undergraduate student ___ as a graduate student
___ as a teaching assistant ___ as an employment supervisee

Indicate the population with which the applicant is being compared in this rating:

___ undergraduate students I have taught or known.
___ master's students I have taught or known.
___ doctoral students I have taught or known.
___ colleagues with whom I have worked.

According to the population specified in the last item, rate the applicant on the following characteristics (NBJ, no basis for judgement). If in your opinion any of your ratings require further elaboration please include them along with other comments in your personal letter of recommendation.

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My overall recommendation of this candidate:

____ not recommended
____ recommended with some reservations
____ highly recommended

Signature of person completing this form.

Name (Print) ____________________ Title ____________________

Institution or affiliation ____________________
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Community Mental Health Center
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Mary Ann Dutton
Director of Clinical Training
Bernard Eingold
Director of Academic Affairs
Michael Hershorn
Site Director, Coral Springs Clinic
Philinda Hutchings
Site Director, Campus Clinic
Lea Roth
Director, Geriatric Institute
Faculty and Their Professional Interests

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

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

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

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

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

William Dorfman, Ph.D., Ohio State University, Associate Professor. Community mental health; short-term approaches to psychotherapy; eclectic approaches to individual and marital psychotherapy; psychodiagnosis, objective personality measurement with the MMPI and MMPI-2; role of families and primary caretakers in the treatment and rehabilitation of the chronically and severely mentally ill.

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

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

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

Ellen Girden, Ph.D., Northwestern University, Professor. Experimental psychology; statistics, research design, learning, history, psychological aspects of diabetes.
Steven N. Gold, Ph.D., Michigan State University, Associate Professor. Personality theory; psychological assessment; psychopathology; interpersonal, family, systems approaches to psychotherapy; moral and ego development; adolescent and adult development; adolescent sex offenders; alcohol and substance abuse.

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

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

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

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

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

Robert Lane, Ph.D., AABP, New York University, (Director, Psychoanalytic Institute and Resident Psychoanalytic Scholar). Psychopathology, diagnosis, difficult patients, psychoanalysis, psychotherapy and supervision.

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

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

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

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

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

Leo J. Reyna, Ph.D., University of Iowa, Professor. Behavior analysis, therapy and theory; social skills training; anxiety, depression and anger management; research on common factors in therapy, e.g., "trust," "warmth," "empathy," and other relationship issues; the role of verbal events in therapy and theory; research on iatrogenic vs. motivational features in maintaining client involvement in therapy.
Leonard Roth, Ph.D., ABPP, Rutgers, The State University of New Jersey, Associate Professor. Marital therapy; clinical consultation, administration, and supervision; short-term psychotherapy.

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

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

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

Jim Taylor, Ph.D., University of Colorado, Assistant Professor. Psychology of sport, health, and exercise; mental training for performance enhancement, psychological predictors of performance, self-efficacy and attributional styles in sports performance, slumps and momentum in sports, professional issues in sport psychology.
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<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>University</th>
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<tr>
<td>Betty Ann Badger</td>
<td>M.S. Barry University</td>
<td>Ed.D. Nova University</td>
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<tr>
<td>Sandy J. Bernstein</td>
<td>M.A. SUNY at Queens College</td>
<td>Ph.D. University of Georgia</td>
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<tr>
<td>Etta Breit</td>
<td>M.A. University of South Florida</td>
<td>Ph.D. University of Pennsylvania</td>
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<td>Juanita O. Brooks</td>
<td>M.Ed. Florida Atlantic University</td>
<td>Psy.D. Florida Institute of Technology</td>
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<td>Bernard S. Brucker</td>
<td>M.A. Eastern New Mexico University</td>
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<td>John C. Carracher</td>
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<td>Linda Chapman</td>
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<td>James W. Chrysler</td>
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<td>David McNaron</td>
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<td>Mark Middlebrooks</td>
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<td>Jeanne Montic</td>
<td>M.A. Case Western Reserve University</td>
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<td>Scott Reisman</td>
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<td>Ronald J. Samuda</td>
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<td>Ph.D. Ottawa University</td>
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<td>Richard Sanders</td>
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<td>Susan Schwartz</td>
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<td>Theodore V. Smith</td>
<td>M.S. University of Kansas</td>
<td>Ph.D. Nova University</td>
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<td>Stephen M. Stillman</td>
<td>M.Ed. Columbia University</td>
<td>Ph.D. Ohio State</td>
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<td>Isabel Streisand</td>
<td>M.S. Nova University</td>
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<td>Larry Thompson</td>
<td>M.A. University of West Virginia</td>
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<td>Antonio R. Virnida</td>
<td>M.S. Western Oregon State University</td>
<td>Ph.D. New York University</td>
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<tr>
<td>Carol Wartenberg</td>
<td>M.Ed. Georgia State University</td>
<td>Ph.D. University of Georgia</td>
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<tr>
<td>James Whitaker</td>
<td>M.S.W. University of North Carolina</td>
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</tbody>
</table>
Professional Staff

Virginia Abel
Licensed Practical Nurse

Debra Anderson, B.A.
Case Manager

Josephine Anderson
Registered Nurse

Rayna Andrade
Operations Manager

Dolay Barry, R.N.
Director of Nurses

Mindy Bodor, M.S.W.
Treatment Specialist

Dana Bennett, M.S.
Therapist

Mary Bertera, B.A.
Crisis Clinician

Laurie Bloedgett
Licensed Practical Nurse

Linda Cerone
Licensed Practical Nurse

Patricia Charlton, C.F.N.P.
Nurse Practitioner

James Chrysler, Ed.D.
Therapist

Grace Cinino, M.S.
Dual Diagnosis Program Coordinator

Virgil Cotto, B.S.
Assistant Controller

Nadine Dawes
Licensed Practical Nurse

Leland Day, M.S.W.
Therapist

Miriam Eisbart, B.S.
Registered Nurse

Patricia Fine
Registered Nurse

Gina Friedlander, B.A.
Case Manager

John Gerth
Licensed Practical Nurse

Michael Gilbert, M.D., Ph.D.
Psychiatrist

Janet Gordon-Slakoff, M.S.W.
After Care Coordinator

Wayne Gurnick, M.S.
Intake Coordinator

Anne Herschman, M.S.W.
Therapist

Fred Jean, M.D.
Psychiatric Director

Lorene Jones
Licensed Practical Nurse

Lester Keiser, M.D.
Psychiatrist

Pat Kelley, M.Ed.
Coordinator Childrens Services

Rebecca Klasfeld, B.A.
Adult Case Manager

Michelle Litton Betta, B.A.
Case Manager

Imre Magyar, M.B.A.
Controller

Michael B. Mattar, M.S.
Assistant Program Director (Master's)

Linda McCarthy
Registered Nurse

Yolanda McCoy-Mitchell, M.S.
Intake Coordinator

Cytee Mills, R.N., M.S.
Crisis Clinician

Ida Powell
Licensed Practical Nurse

Ruby Powell
Licensed Practical Nurse

Pauline Pullen-Holiden
Registered Nurse

Anna Rivas, B.A.
Child Case Manager

Maria Rodriguez, M.S.W.
Treatment Specialist

Bhagirathy Sahasranaman, M.B.B.S.
Psychiatrist

Glenda Sapirman
Licensed Practical Nurse

Marsha Satz
Rehab. Specialist/Team Leader

Cathy Schnur, M.S.W.
Therapist

Jacqueline Schuster, B.S.
Rehabilitation Specialist

Adam Shulman, B.A.
Case Manager

Joyce Silverman, M.S.
Master's Program Administrator

Joyce Stephens, B.S.
Adult Case Manager

Morteza Taeb, M.D.
Internist/Physician

Jill Todd, M.S.W.
Therapist

John Trapp, M.S.W.
Therapist, Assistant Director

Jeanne Valia, B.A.
Program Assistant

Katherine Waltz, M.S.W.
Family Violence Program Coordinator

Aleen Wachs, M.S.
Therapist

Laura Weber, M.S.
Coordinator of Treatment Programs

Karen Weise, M.A.
Case Manager

Monica Wilson, B.S.
Rehabilitation Specialist