Center for Psychological Studies 1992-1993 Catalog

Nova University
CENTER FOR PSYCHOLOGICAL STUDIES

1992-1993 Catalog
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. The University is chartered by the State of Florida. The Center for Psychological Studies’ doctoral and internship programs are accredited by the American Psychological Association. Nova University admits students of any race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin.

The information contained in this bulletin is effective through June 30, 1993. Nova's administration reserves the right to change at any time the requirements for admission and graduation, modify the curriculum, adjust tuition or fees, and change regulations affecting the student body.
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President’s Message

Nova University has distinguished itself as an innovative, student-oriented private institution. The University’s growth in just over a quarter-century has been remarkable, and equally impressive are its ambitious plans for expansion of both its academic programs and physical plant.

Several new construction projects on the main campus in Fort Lauderdale have recently been completed, including the Law Center’s Leo Goodwin, Sr., Hall; a new dormitory; a state-of-the-art science laboratory; a central services building; and additions to the student center, the University School, and the Ralph J. Baudhuin Oral School. Nova has an exciting new "look"—in keeping with a progressive institution conscious of its commitment to future generations and its role in society.

At a time when many universities and colleges are experiencing funding constraints and cutbacks, it is heartening to know that Nova is prospering and looking to the future. Among the reasons for this growth is Nova’s adherence to its mission of educating professionals in an ethical manner, while placing the student at the center of the educational process.

With an outstanding faculty, new facilities, and dedicated trustees and administrators, Nova is well positioned to continue its expansion into the 21st century.

Stephen Feldman, Ph.D.
President, Nova University
Dean’s Message

The tripartite mission of the Center—training, research, and service—is well integrated so that training in research and service delivery is socially relevant and of the highest quality. Research activities within the Center are applied, focusing upon pressing social and community problems. Programs provided to the community are offered by nationally recognized authorities who are experts in the most current and sophisticated treatments available.

The Center is unique in that it offers two APA-accredited programs in clinical psychology and two master’s programs and manages a comprehensive Community Mental Health Center. The Psy.D. (doctor of psychology) program provides greater emphasis on service, while the Ph.D. (doctor of philosophy) provides greater emphasis on applied research. These 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 acute problems in living to people who are seriously disturbed.

Through the Community Mental Health Center, relevant training opportunities are provided in both research and practice. Students and faculty are actively involved with the Community Mental Health Center, attempting to better understand contemporary problems while providing the highest quality of service to the community.

The Center has evolved as a national leader in providing educational experience, advancing an understanding of human behavior, and providing clinical services to the public. The future will see our development as we continue to make significant contributions to our community and society.

Frank A. DePiano, Ph.D.
Dean, Center for Psychological Studies
Nova University

Nova University is an independent, nonsectarian, nonprofit university, chartered by the State of Florida in 1964. Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, the University consists of seven graduate centers, an undergraduate program, a University laboratory school, and a specially designed Family and School Center. From the beginning, the University has distinguished itself by its innovative outlook, its unique programs that provide both traditional and nontraditional choices in educational programs, and its research in many fields aimed at solving problems of immediate concern to mankind.

Nova University's main campus is located in South Florida in Broward County on a 200-acre site southwest of Fort Lauderdale, Florida, in the town of Davie, with additional locations in Fort Lauderdale, Coral Springs, and Port Everglades. South Florida is one of the most dynamic, diverse, and fast-growing regions of the United States. With the sparkling Palm Beaches, the picturesque canals of Fort Lauderdale, the bustling commercial and cultural metropolis of Miami, the prehistoric serenity of the Everglades, and the Caribbean influence of the Florida Keys, South Florida is an incomparable place to live and work.

Nova University does not discriminate on the basis of race, color, sex, age, nondisqualifying handicap, religion or creed, 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, Florida Department of Education. The University 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 University Registrar.
Center for Psychological Studies

The Center for Psychological Studies, organized in 1967, is committed to providing the highest-quality educational experience to current and future psychologists and mental health and counseling professionals. This training experience provides individuals with a sophisticated understanding of psychological research and the delivery of the highest-quality mental health care.

The Center’s commitment to training in the area of psychological research and treatment for emotional and psychological problems confronts one of the greatest challenges facing modern man. No problems place greater demands on our wisdom, creativity, and expertise 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 clientele, from individuals with normal problems in living to those who are seriously disturbed.

Also referred to as the School of Psychology, the Center is uniquely organized so that one faculty, full time and adjunct, serves all programs. Access to all of the specialty interests and clinical skills of the 28 full-time faculty members is available to all students in the school. Nova University’s Center for Psychological Studies 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 3-year residency requirement. The doctoral programs typically require a minimum of 4 years of postbaccalaureate study, along with the completion of a dissertation (Ph.D.) or directed study: research (Psy.D.) and a 2,000-hour predoctoral clinical internship.

Master of Science Programs

The master’s degree in mental health counseling 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. This master’s program is offered either on campus in a semester format or at one of the field-based locations in a weekend format. At the present time, there are field-based programs offered in Florida at Clearwater, Coral Springs, Fort Myers, Gainesville, Jacksonville, Melbourne, Miami, Orlando, Palm Beach, and Tampa.

The master’s degree in school guidance and counseling is designed to provide training to individuals seeking positions in school counseling. Eligibility for state certification must be verified by the applicant. At this time, program locations are limited (see section on master’s program).

Respecialization Training Program

Through the Ph.D. and Psy.D. curricula in clinical psychology, the Center provides 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 ensure 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 predoctoral internship site. Three full-time interns are selected each year from a nationwide 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 in 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 or her professional activities.

Continuing Education Program

The Center offers the community a series of continuing education workshops each year featuring nationally renowned presenters. The Center for Psychological Studies is approved by the American Psychological Association and the State of Florida Board of Clinical Social Work, Mental Health Counseling and Marriage and Family Therapy to offer continuing education credits to participants. Credits for attendance can be applied to Florida requirements for relicensure and are often accepted by other state licensing boards.

Research

Research in the Center is supported by extensive computer facilities, including mainframe, workstations, and microcomputer environments.

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

- Anxiety disorders
- Applied behavioral analysis
- Assessment of minority students
- Child-clinical psychology
- Clinical biofeedback
- Community psychology
- Developmental disabilities
- Dual diagnosis
- Family violence
- Geriatric mental health
- Health psychology

- Hypnosis
- Marital and family systems
- Multicultural education
- Neuropsychology
- Pediatric psychology
- Posttraumatic stress disorder
- Psychoanalytic therapy
- Self-regulation and biofeedback
- Sexual assault
- Social cognition
- Stress disorders
The Research Consulting Service

The Center for Psychological Studies maintains a consulting service, staffed by advanced graduate students, that provides methodological, statistical, and computing consultation to faculty and students engaged in research. Students working in this facility gain valuable experience in a consulting role while receiving supervision. Users of the service are provided with resources and assistance in the planning, execution, and analysis of research. The service is housed in the Center's Computer Lab.

Anna and Maxwell Maltz Institute

The institute was founded in 1985 through a grant from Anna Maltz to commemorate the work of her husband, Dr. Maxwell Maltz. It is dedicated to research and education on self-concept, self-esteem, and self-regulation. The institute also serves as a vehicle for generating funds to support the Center, particularly its planned new building.
Service

Nova University Community Mental Health Center

Outpatient Services

The Center for Psychological Studies operates a nonprofit outpatient mental health facility funded cooperatively by the Florida Department of Health and Rehabilitative Services (HRS), Broward County, Nova University, and United Way. Services are available to all residents of western Broward County including adults, children, adolescents, and elderly clients, regardless of race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin. Over 3,300 unduplicated clients are served per year. The services offered by the Community Mental Health Center include the following:

- Aftercare/case management
- Child/adolescent therapy
- Community education
- Consultation/education
- Crisis management
- Group therapy
- Individual therapy
- Marital/family therapy
- Medication management
- Psychiatric evaluation
- Psychological evaluation
- Screening/referral

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

Within the Community Mental Health Center, students receive practicum training. More than 25 doctoral and five master’s practicum slots, together with three internship placements, are provided for students at the clinics. In addition, doctoral students may be hired to provide clinical services on a part-time basis. Supervision is provided by staff of the clinics and by faculty.

Special Clinical Services

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

Child and Adolescent Depression Program. This program provides comprehensive diagnostic assessment and treatment of child and adolescent affective disorders, including major and minor depression, dysthymia, mania and hypomania, and atypical affective disorders. Treatments include but are not limited to cognitive/behavioral and interpersonal psychotherapy. The program focuses on developing and evaluating new modes of treatment and comparing the efficacy of
short, intermediate, and long-term therapies. Behavioral interventions will be combined with psychotropic medications when indicated.

Child and Adolescent Anxiety Disorder Program (CAADP). This clinic, located at the Coral Springs site, offers assessment and treatment services to school-aged children (5-18 years) with anxiety disorders, such as separation anxiety, phobias, and obsessive-compulsive disorder. The School Phobia Program is a specialized program within the CAADP that focuses on the behavioral treatment of children who suffer from anxiety-based school refusal. Pharmacological intervention, as an adjunct to behavioral treatment, also is offered when indicated. Students can participate in both clinical service delivery (through practicum placement) and research.

Family Violence Clinical Research Program. The specialized Family Violence Clinical Research Program provides 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.

Gerontology Dual Diagnosis. Dual diagnosis outpatient assessment and treatment are provided to community residents age 55 and older through this program. This specialized care simultaneously addresses both chemical dependency and psychiatric disorders. A clinical research component of this program focuses on understanding the nature of gerontology, dual diagnosis, and determining the effectiveness of clinical interventions. Doctoral trainees will be given opportunities to develop and refine clinical and investigative skills.

Gerontology Outpatient. The Gerontology Outpatient Program provides outpatient psychotherapy to residents in the community who are 55 or older. Assessment, treatment, and consultative services are provided for elderly adults experiencing such problems as anxiety disorders, insomnia, depression, bereavement, psychosexual dysfunction, etc. Predoctoral and postdoctoral training, as well as clinical research, are also functions of the program.

Neuropsychological Program. The Neuropsychology Service is a component of the Nova University Health Psychology Center. The goals of the service are to diagnose disorders of the central nervous system, to provide consultation on the etiology, rate of progression, and prognosis of known or suspected cerebral pathology, and to offer recommendation or referral for the patient’s treatment. Examples of typical referrals include differential diagnosis of organic vs. functional psychiatric symptoms; differential diagnosis of dementia vs. depression; evaluation to determine cognitive, emotional, or behavioral symptoms subsequent to head injury; diagnosis of learning disability, attention deficit hyperactivity disorder, or mental retardation; documentation of known cognitive deficits for litigation; determination of mental competence; diagnosis of Alzheimer’s disease, seizure disorders, multiple sclerosis, stroke, and organic mood syndrome; evaluation of headache; determination of appropriate school placement; and identification of malingering or symptom exaggeration. Referrals generally come from physicians, mental health professionals, educators, and attorneys. Students are assigned to the service for 12-month
rotations. Training and experience are provided in diagnostic interviewing, conducting and interpreting of neuropsychological examinations, and report preparation.

**Pediatric Psychology Program (PPSP).** The Pediatric Psychology Program provides specialized psychological services to pediatric patients and their families. These services are provided when the child or adolescent experiencing acute, chronic, and/or genetic medical disorders is exhibiting a psychological reaction directly related to the medical problem; physical symptoms as a function of behavioral and psychological problems; and psychological problems and physical complaints due to a trauma such as child abuse. Psychological assessment and treatment services are available for depression and anxiety; adjustment disorders; medical noncompliance; elimination disorders; eating disorders; and psychosomatic illness. Pain and fear management interventions are also available. Students can participate in both clinical service delivery (through practicum placement) and research.

**Sexual Abuse Survivors Program.** The Sexual Abuse Survivors Program provides clinical services at all locations of Nova University’s Community Mental Health Center. The program serves adolescents and adults who were sexually abused as children and/or who suffer from dissociative disorders. Since dissociative disorders are a common result of childhood sexual abuse, the program accepts individuals with dissociative disorders for treatment even if they have no history or memory of sexual abuse. Available clinical services include psychological evaluation and testing, individual psychotherapy, group therapy, couples therapy, and family therapy. Up to six doctoral students receive clinical training in practicum placement at the program each year. Students can also participate in ongoing clinical research.

**Student Counseling Program.** The Student Counseling Program offers psychological support services for Nova College and the Shepard Broad Law Center for students exhibiting a wide range of problems such as depression, anxiety, substance abuse, eating disorders, etc. Counseling on academic issues is offered; psychological testing is administered, and an ongoing group for women who have been sexually abused is conducted. Also offered is a stress inoculation program designed to assist students in managing anxiety related to examinations. Practicum placements are available, as well as opportunities for research endeavors.
Geriatric and Residential Services

This program within Nova University’s Community Mental Health Center is publicly funded by the HRS and the U.S. Department of Housing and Urban Development. It provides comprehensive services to adults 55 or older who are experiencing a mental or emotional disorder or concurrent psychiatric and substance abuse problems (dually diagnosed).

The Geriatric Institute, a 62-bed facility located in Lauderhill, offers 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, located in Lauderdale Lakes and Hollywood, serves more than 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 members.
Academic Regulations

Student Handbooks

All enrolled students receive a copy of a handbook that outlines all requirements, policies, procedures, and information deemed important. Copies of the most recent handbooks are on file and available for review by applicants.

Reservation of Power

Nova reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the University and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

Nondiscrimination

Nova University fully subscribes to and practices a policy of nondiscrimination in admissions and enrollment. No applicant or enrolled student shall be discriminated against because of race, color, sex, age, nondisqualifying handicap, religion or creed, or national or ethnic origin. The University registrar is designated as the policy coordinator to assure compliance with all federal, state, and local laws and regulations relative to nondiscrimination.

Code of Student Conduct and Academic Responsibility

The University code seeks to promote high standards of academic integrity by setting forth the responsibilities of students as members of the University community. Abiding by the code ensures a climate in which all members of the University community can exercise their rights of membership.

Nova University as a community of men and women is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to assure every student an equal opportunity to fulfill his or her potential as a student at the highest standard of excellence.

Certain rights and obligations flow from membership in the academic community, including:

1. The rights of personal and intellectual freedom that are fundamental to the idea of a university;
2. A scrupulous respect for the equal rights of others;
3. A dedication to the scholarly and educational purposes of the University and participation in promoting and assuring the academic quality and credibility of the institution.
Students are responsible for obtaining, learning, and observing the established University and Center policies as listed in all official publications. In addition, students must comply with the legal and ethical standards of the institution and those of Broward County and the State of Florida. All members of the community should inform the appropriate official of any violation of conduct.

In addition, graduate students in psychology are expected to be knowledgeable about and conform to the letter and spirit of the ethical guidelines of their respective professions and to the provisions of Florida licensing laws. Copies of ethical guidelines are available from the Center for Psychological Studies. Academic conduct and supplementary standards are outlined in student handbooks.

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

**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 Center for Psychological Studies.

**Grading and Academic Standing**

All degree programs in the Center for Psychological Studies assign grades to course work according to the following system: A, B, C, and F, except for doctoral research or clinical practicum courses, which receive, P, F, or PR (in progress). A grade of I (incomplete) is given only under exceptional circumstances. All graduate programs in the Center for Psychological Studies require, at minimum, that to remain in good academic standing a student must maintain a minimum cumulative grade point average of 3.0. In addition, other minimum requirements exist that are described in student handbooks. Failure to meet these requirements will result in academic probation or dismissal, as detailed in the student handbooks for doctoral and master’s programs. Automatic dismissal will occur if more than two grades below B are recorded, if two grades of F are received, or if academic probation extends beyond one year. Automatic dismissal will also occur in doctoral programs if the Clinical Competency Exam is failed a second time or if a grade of C or lower is received for internship.
Attendance

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

Privacy of Records

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 or her departmental files (e.g., admission, academic, clinical training records, practicum evaluation, and letters of recommendation) unless he or she has signed a waiver relinquishing such rights. This request must be made in writing. The full text of this policy appears in the student handbook.

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.

Student Services

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 will rest 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 based on need, may also be 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 United States 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 cover college expenses should apply for student aid. The following is a list of the student aid programs available at Nova:
Scholarships

Institutional Scholarships. The Center for Psychological Studies maintains a limited amount of scholarship funds for students exhibiting special needs. The Max Hutt scholarship is awarded to students whose studies and research are in dynamic psychology. Some funds are designated for minority students with demonstrated financial need. For more 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 6 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 6 to 9 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 for advanced doctoral students through the Center. Included are 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 in the work-study program on campus are available for students demonstrating need. 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. In addition, part-time clinical positions in the community are developed and made available to doctoral students through the Center. Several of the clinical position salaries are enhanced by tuition waivers.

Additional Information

In order to be considered for financial assistance, students are required to complete the Financial Aid Form (FAF) from the College Scholarship Service and the Nova financial aid application. Application deadlines may be obtained from the Office of Student Financial Aid. It is important for applicants to apprise themselves of priority deadlines.

For more information and application forms, contact:

Office of Student Financial Aid
Nova University
3301 College Avenue
348 Parker Building
Fort Lauderdale, Florida 33314
(305) 475-7411, or toll free (800) 541-6682, Ext. 7411

Veterans’ Benefits

All programs described in this bulletin are approved for the training of veterans and other eligible persons by the Bureau of the State Approval for Veterans’ Training, Florida Department of Veterans’ Affairs. Eligible veterans and veterans’ dependents should contact:

Veterans’ Affairs
Office of the University Registrar
Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 370-5685 or toll free (800) 541-6682, Ext. 5685

The Veterans Administration considers all programs that meet off campus (i.e., field-based programs) to be programs of independent study for veterans’ benefits purposes. The VA will make the decision as to the rate of the benefit, which will be less than one-half, but no less than one-quarter, time.

International Students

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

Located on the main campus is the Davie Living Complex. One- and two-bedroom furnished and unfurnished apartments are available for graduate and married students without children.

Utilities, basic cable TV, and central air conditioning are included in the housing rates. Interested students are invited to obtain further information from:

Office of Residential Life
Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314
(305) 475-7052 or toll free (800) 541-6682, Ext. 7052

Housing availability is limited. Applicants are encouraged to apply early.

Students with Disabilities

Nova University provides services to meet the needs of students with disabilities. Doctoral students with any special needs should contact Bernard Eingold, Ph.D., (305) 475-7019 or (800) 541-6682, Ext. 7019. Master's students with special needs should contact Joyce H. Silverman, M.S., (305) 475-7570 or (800) 541-6682, Ext. 7570.
# Academic Calendars

All on-campus academic programs are offered by the Center for Psychological Studies during the regular academic year, which is divided in two semesters. In addition, up to two summer sessions are offered.

## Fall 1992

<table>
<thead>
<tr>
<th>Day</th>
<th>Dates</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed.</td>
<td>Aug. 19-Aug. 28</td>
<td>Registration and advisement for on-campus master’s students.</td>
</tr>
<tr>
<td>Tue.</td>
<td>Aug. 25-Aug. 26</td>
<td>Orientation and registration for new doctoral students.</td>
</tr>
<tr>
<td>Wed.</td>
<td>Aug. 27-Aug. 31</td>
<td>Registration for doctoral students.</td>
</tr>
<tr>
<td>Mon.</td>
<td>Aug. 31</td>
<td>Classes begin.</td>
</tr>
<tr>
<td>Mon.</td>
<td>Sept. 7</td>
<td>Labor Day, University offices closed.</td>
</tr>
<tr>
<td>Mon.</td>
<td>Sept. 28</td>
<td>Rosh Hashanah, University offices closed.</td>
</tr>
<tr>
<td>Wed.</td>
<td>Oct. 7</td>
<td>Yom Kippur, University offices closed.</td>
</tr>
<tr>
<td>Thurs.-Fri.</td>
<td>Nov. 26-27</td>
<td>Thanksgiving, University offices closed.</td>
</tr>
<tr>
<td>Mon.</td>
<td>Dec. 21</td>
<td>Fall semester ends.</td>
</tr>
<tr>
<td>Thurs.</td>
<td>Dec. 24</td>
<td>Final grades due in Academic Affairs office.</td>
</tr>
</tbody>
</table>

## Winter 1993

<table>
<thead>
<tr>
<th>Day</th>
<th>Dates</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.</td>
<td>Jan. 4</td>
<td>Classes begin.</td>
</tr>
<tr>
<td>Mon.</td>
<td>Jan. 18</td>
<td>Martin Luther King Jr. Day, University offices closed.</td>
</tr>
<tr>
<td>Mon.-Fri.</td>
<td>Mar. 1-5</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>Fri.</td>
<td>April 9</td>
<td>Good Friday, University offices closed.</td>
</tr>
<tr>
<td>Wed.</td>
<td>April 14-23</td>
<td>Registration and advisement for on-campus master’s students.</td>
</tr>
<tr>
<td>Fri.</td>
<td>April 23</td>
<td>Winter semester ends.</td>
</tr>
</tbody>
</table>

## Summer 1993 - Term I

<table>
<thead>
<tr>
<th>Day</th>
<th>Dates</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.</td>
<td>May 3</td>
<td>Classes begin.</td>
</tr>
<tr>
<td>Mon.</td>
<td>May 31</td>
<td>Memorial Day, University offices closed.</td>
</tr>
<tr>
<td>Fri.</td>
<td>June 25</td>
<td>Summer session ends.*</td>
</tr>
</tbody>
</table>

## Summer 1993 - Term II

<table>
<thead>
<tr>
<th>Day</th>
<th>Dates</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.</td>
<td>June 28</td>
<td>Classes begin.</td>
</tr>
<tr>
<td>Thurs.</td>
<td>July 5</td>
<td>Independence Day, University offices closed.</td>
</tr>
<tr>
<td>Fri.</td>
<td>Aug. 20</td>
<td>Summer session ends.</td>
</tr>
</tbody>
</table>

*Master’s program practicums are extended to 12 weeks.

Field-based Master’s program courses are offered from August through June. All official University holidays are observed. Fall orientation and registration for official University new master’s students will be held on August 8, 1992.
Doctoral Programs
Doctoral Programs

By offering both the Psy.D. and the Ph.D. degrees, the Center for Psychological Studies demonstrates its commitment to train psychologists both as researchers and as practitioners. While other programs train students in research and practice, the Psy.D. program is based on a practitioner-scientist model and the Ph.D. program is based on a scientist-practitioner 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 doctoral program, the development of individual interests in psychology is provided for through elective course offerings. The electives contribute to the development of expertise in a variety of specialties, such as family therapy, child clinical psychology, cross-cultural counseling, family violence, neuropsychology, psychoanalytic psychotherapy, applied analysis of behavior, gerontology, and other areas. The electives provide flexibility for students in pursuing their specialized interests.

The Center’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.

Ph.D. Program

The program leading to the doctor of philosophy (Ph.D.) degree in clinical psychology is founded on 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 solutions. 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 and graded exposure to clinical populations in supervised practicums, the program imparts the knowledge and skill required for the student to assume the role of academician, researcher, and practicing 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.
Psy.D. Program

Traditionally, the training model for clinical psychologists has focused on the graduate student as scientist first and 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 doctor of psychology program (Psy.D.) is to offer academic, practicum, internship, and research experiences directly relevant to the practitioner aspect of training psychologists. The training 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, expertly trains students to perform as clinicians, private practitioners, supervisors, mental health consultants, teachers, or administrators of human service programs, as well as consumers of research. The degree of expertise in these various specialties is contingent upon individuals' educational concentrations and training exposures, as well as their career aspirations.
Doctoral Academic Policies

Registration

All students must be in full-time residence for 3 academic years, excluding summer sessions, to be eligible for the doctoral degree. This requirement, which is independent of the number of transfer credits the student may receive, is defined as completion of a minimum of nine semester hours of course work per semester. All enrolled students must be in continuous registration every fall and winter semester until they receive their degree.

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

It is the policy of the Center for Psychological Studies that doctoral students in clinical psychology should preselect either the Psy.D. or the Ph.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, special situations may occur in which doctoral students in one or the other program may decide that they have chosen the wrong program and believe they would function better in the other one. While not encouraging interprogram transfers, the Center recognizes that such transfers must sometimes be considered.

Time Limits

All students are expected to complete their program and graduate within 8 years from the time of first registration. This means that the student is expected to graduate with the doctoral degree within this period of time.

In the event that a student does not complete all requirements within the eight-year time limit, he or she must enroll in the Center and must:

1. Maintain full-time status and residency.
2. Complete nine credits, on campus, each semester excluding summer sessions, to include:
   a. Three credits of Continuing Directed Study: Research or Dissertation depending upon the student's program.
   b. Six credit hours from the current curriculum, required or elective, in therapy, assessment, general and/or practicum courses.
3. Register for Dissertation or Continuing Directed Study: Research during summer sessions if work being conducted requires committee member time or if the dissertation proposal or final defense takes place.

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

Each student is evaluated on a number of occasions while enrolled in the program, including during the clinical competency exam and while on internship. The purpose of such evaluation is to provide students with relevant and timely feedback concerning their overall performance in the program and to serve as a screening procedure in order to ensure high-quality standards for the profession of psychology.

Doctoral Curricula

Doctoral students must complete a minimum of 101 (Psy.D.) and 101 (Ph.D.) credits, including a one-year internship, to be eligible for the degree. Courses are taken in general psychology, assessment, intervention, and methodology. Some courses have specific prerequisite requirements that students must meet. These should be checked to ensure compliance. In addition, there are required practicum, intern, and research experiences. The following page outlines the Psy.D. and Ph.D. curricula, presented by areas of course content.
## Doctoral Programs
### Required Courses
#### Entry Fall 1993

<table>
<thead>
<tr>
<th>Ph.D.</th>
<th>Psy.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
<td><strong>General</strong></td>
</tr>
<tr>
<td>Social-Cognitive Bases of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>Adult Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>Child and Adolescent Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>Professional Issues and Ethics</td>
<td>1</td>
</tr>
<tr>
<td>Psychobiology</td>
<td>3</td>
</tr>
<tr>
<td>Psychopharmacology</td>
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</tr>
<tr>
<td>Developmental: Child and Adolescent</td>
<td>1.5</td>
</tr>
<tr>
<td>Developmental: Gerontology</td>
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</tr>
<tr>
<td>Computer Skills</td>
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<tr>
<td><strong>Credits:</strong></td>
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<tr>
<th><strong>Assessment</strong></th>
<th><strong>Assessment</strong></th>
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<tbody>
<tr>
<td>Intellectual</td>
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</tr>
<tr>
<td>Interview</td>
<td>2</td>
</tr>
<tr>
<td>Personality</td>
<td>3</td>
</tr>
<tr>
<td>Objective Personality</td>
<td>1.5</td>
</tr>
<tr>
<td>Behavior</td>
<td>1.5</td>
</tr>
<tr>
<td>Projective Personality</td>
<td>3</td>
</tr>
<tr>
<td>Integrated Report</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits:</strong></td>
<td>8</td>
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<table>
<thead>
<tr>
<th><strong>Intervention</strong></th>
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<tbody>
<tr>
<td>Theories, Application, and Research</td>
<td>3</td>
</tr>
<tr>
<td>Cross-Cultural</td>
<td>1.5</td>
</tr>
<tr>
<td>Case Conceptualization and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>Dynamic</td>
<td>1.5</td>
</tr>
<tr>
<td>Cognitive/Behavioral</td>
<td>1.5</td>
</tr>
<tr>
<td>Systems</td>
<td>1.5</td>
</tr>
<tr>
<td>Child and Adolescent</td>
<td>1.5</td>
</tr>
<tr>
<td>Cross-Cultural</td>
<td>1.5</td>
</tr>
<tr>
<td>Case Conceptualization and Intervention</td>
<td>3</td>
</tr>
<tr>
<td><strong>Credits:</strong></td>
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<table>
<thead>
<tr>
<th><strong>Methodology</strong></th>
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<tbody>
<tr>
<td>Research Practicum I-IV</td>
<td>4</td>
</tr>
<tr>
<td>Research Design</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Multivariate Statistical Methods I and II</td>
<td>6</td>
</tr>
<tr>
<td>Directed Study</td>
<td>4</td>
</tr>
<tr>
<td>Major Paper</td>
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</tr>
<tr>
<td>Dissertations</td>
<td>12</td>
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<tr>
<td><strong>Credits:</strong></td>
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<table>
<thead>
<tr>
<th><strong>Clinical Experience</strong></th>
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<tbody>
<tr>
<td>Prepracticum I and II</td>
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</tr>
<tr>
<td>Clinical Practicum I and II</td>
<td>12</td>
</tr>
<tr>
<td>Supervision I-IV</td>
<td>4</td>
</tr>
<tr>
<td>Internship</td>
<td>2</td>
</tr>
<tr>
<td>Prepracticum I and II</td>
<td>2</td>
</tr>
<tr>
<td>Clinical Practicum I and II</td>
<td>12</td>
</tr>
<tr>
<td>Supervision I-IV</td>
<td>4</td>
</tr>
<tr>
<td>Internship</td>
<td>2</td>
</tr>
<tr>
<td><strong>Credits:</strong></td>
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<table>
<thead>
<tr>
<th><strong>Required Total Ph.D.</strong></th>
<th><strong>Required Total Psy.D.</strong></th>
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</thead>
<tbody>
<tr>
<td>86</td>
<td>74</td>
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<table>
<thead>
<tr>
<th><strong>Electives</strong></th>
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<tbody>
<tr>
<td>Ph.D.: 15 Credits</td>
<td>Psy.D.: 27 Credits</td>
</tr>
<tr>
<td>9 Credits Free</td>
<td>9 Credits Intervention</td>
</tr>
<tr>
<td>6 Credits Special Clinical Topics</td>
<td>12 Credits Free</td>
</tr>
<tr>
<td>6 Credits Special Clinical Topics</td>
<td><strong>Special Clinical Topics include such topics as Substance Abuse, Victimization (Family Violence, Rape), the Chronically Mentally Ill, Human Sexuality.</strong></td>
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**CURRICULUM Ph.D. TOTAL** | **CURRICULUM Psy.D. TOTAL**
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>101</td>
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## Doctoral Programs

### Partial List of Electives

<table>
<thead>
<tr>
<th>General</th>
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</thead>
<tbody>
<tr>
<td>Clinical Neuropsychology</td>
</tr>
<tr>
<td>Neuroanatomy</td>
</tr>
<tr>
<td>Seminar in Addictive Behavior</td>
</tr>
<tr>
<td>Seminar in Social and Clinical Psychology</td>
</tr>
<tr>
<td>Seminar in Anxiety Disorders</td>
</tr>
<tr>
<td>Pediatric Psychology</td>
</tr>
<tr>
<td>Psychology in Fiction</td>
</tr>
<tr>
<td>Clinical Sport Psychology</td>
</tr>
<tr>
<td>Forensic Psychology: Criminal Law</td>
</tr>
<tr>
<td>Forensic Psychology: Family Law</td>
</tr>
<tr>
<td>Introduction to Law and Psychology</td>
</tr>
<tr>
<td>Skills in Clinical Supervision and Administration</td>
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<table>
<thead>
<tr>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>Developmental Disability and Assessment I</td>
</tr>
<tr>
<td>Developmental Disability and Assessment II</td>
</tr>
<tr>
<td>Advanced Clinical Neuropsychology</td>
</tr>
<tr>
<td>Advanced Projective Techniques</td>
</tr>
<tr>
<td>MMPI</td>
</tr>
<tr>
<td>Developmental Assessment</td>
</tr>
<tr>
<td>Forensic Assessment</td>
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<tr>
<td>Child Neuropsychological Assessment</td>
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<tr>
<td>Assessment Seminar: Special Populations</td>
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<tr>
<td>Assessment of Malingering and Deception</td>
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<table>
<thead>
<tr>
<th>Intervention</th>
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</thead>
<tbody>
<tr>
<td>Case Conference: Child Play Therapy</td>
</tr>
<tr>
<td>Marital and Family Therapy</td>
</tr>
<tr>
<td>Marital and Family Therapy II</td>
</tr>
<tr>
<td>Group Therapy</td>
</tr>
<tr>
<td>Human Sexuality and Sex Therapy</td>
</tr>
<tr>
<td>Ericksonian Hypnosis and Therapy</td>
</tr>
<tr>
<td>Behavior Therapy</td>
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<tr>
<td>Cognitive Behavior Therapy</td>
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<tr>
<td>Behavior Interventions: Disease Process I</td>
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<tr>
<td>Behavior Medicine: Theory and Application</td>
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<td>Clinical Biofeedback</td>
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<td>Existential Therapy</td>
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<td>Humanistic Therapy</td>
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<tr>
<td>Interpersonal/Systems Approaches in Therapy</td>
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<tr>
<td>Psychodynamic Therapy I</td>
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<tr>
<td>Psychodynamic Therapy: Classical and Ego Psychology</td>
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<td>Psychodynamic Therapy: Contemporary Approaches</td>
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<tr>
<td>Narcissistic and Borderline Disorders</td>
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<td>Psychoanalytic Processes and Phases</td>
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<tr>
<td>Special Problems in Psychotherapy</td>
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<td>Crisis Intervention</td>
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<td>Seminar in Eclectic Therapy</td>
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<td>Treatment of Rape Trauma Syndrome</td>
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<td>Psychotherapy Intervention Seminar</td>
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<td>Family Violence Seminar</td>
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<tr>
<td>Ethical Issues in Child and Family Therapy</td>
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<tr>
<td>Treatment of Dissociative Disorders</td>
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<tr>
<td>Interventions, Child Therapy</td>
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<tr>
<td>Case Conference</td>
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<tr>
<td>Issues in Substance Abuse Treatment</td>
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<td>Short-Term Therapy</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Clinical Practicum V</td>
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<tr>
<td>Clinical Practicum VI</td>
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Course descriptions and prerequisites for required courses are under revision. Applicants wishing a copy of this information may request it through the Office of Graduate Admissions.
## Statistics on 1992-1993 Entering Class

<table>
<thead>
<tr>
<th></th>
<th>Ph.D.</th>
<th>Psy.D.</th>
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</thead>
<tbody>
<tr>
<td>Total number of applicants</td>
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<td>Total number of accepts</td>
<td>18</td>
<td>62</td>
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<tr>
<td>Verbal</td>
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<td>554</td>
</tr>
<tr>
<td>Quantitative</td>
<td>599</td>
<td>576</td>
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<tr>
<td>Combined</td>
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<td>Analytic</td>
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<td>588</td>
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<tr>
<td>Psychology</td>
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<tr>
<td>Bachelor’s mean GPA</td>
<td>3.57</td>
<td>3.41</td>
</tr>
<tr>
<td>Percentage of students entering with a master’s degree</td>
<td>6%</td>
<td>8%</td>
</tr>
<tr>
<td>Average Age</td>
<td>23</td>
<td>26</td>
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<tr>
<td>Gender</td>
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<td></td>
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<td>Male</td>
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<tr>
<td>Female</td>
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<tr>
<td>Ethnic Status</td>
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<tr>
<td>Black</td>
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<td>4</td>
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<tr>
<td>Asian</td>
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<td>0</td>
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<tr>
<td>American Indian</td>
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<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>
1990-1993 Doctoral Internship Site Placements

Sites approved by the American Psychological Association:

- Arkansas Mental Health Division, Little Rock, Arkansas
- Ball State University, Muncie, Indiana
- Baylor College of Medicine, Houston, Texas
- Boston City Hospital, Boston, Massachusetts
- Bradley Center, Columbus, Georgia
- Brockton/West Roxbury V.A. Medical Center/Brockton, Massachusetts
- Broughton Hospital, Morgantown, North Carolina
- Cambridge Hospital, Harvard Medical School, Cambridge, Massachusetts
- Child and Adolescent Guidance Center, Des Moines, Iowa
- Child and Family Services, Inc., Hartford, Connecticut
- Children's Psychiatric Center, Miami, Florida
- Cleveland V.A. Hospital, Cleveland, Ohio
- Columbia Presbyterian Medical Center, New York, New York
- Cook County Hospital, Chicago, Illinois
- Devereaux Foundation, Devon, Pennsylvania
- Duke University, Durham, North Carolina
- Dutchess County Department of Mental Hygiene, Poughkeepsie, New York
- D.C. Commission on Mental Health, St. Elizabeth’s Hospital, District of Columbia
- Fairchild Hills Hospital, Newtown, Connecticut
- Fairleigh Dickinson University, Hackensack, New Jersey
- Federal Correctional Institution, Petersburg, Virginia
- Forty-Fifth Street Mental Health Center, West Palm Beach, Florida
- Franciscan Children's Hospital, Boston, Massachusetts
- Greystone Park State Hospital, Greystone Park, New Jersey
- James A. Haley V.A. Hospital, Tampa, Florida
- Harlem Valley Psychiatric Center, Wingdale, New York
- Illinois State Psychiatric Institute, Chicago, Illinois
- Institute of Living, Hartford, Connecticut
- Jewish Board of Family and Children’s Services, New York, New York
- Johns Hopkins, The Kennedy Center, New York, New York
- Judge Baker Children’s Hospital (Harvard), Boston, Massachusetts
- Kennedy Center, Baltimore, Maryland
- Long Island Jewish Medical Center, Glen Oaks, New York
- Mailman Center for Child Development, Miami, Florida
- Malcolm Grow Medical Center, Andrews Air Force Base, District of Columbia
- Manhattan V.A. Hospital, New York, New York
- Mesa Vista Hospital, San Diego, California
- Miami V.A. Hospital, Miami, Florida
- Mount Sinai Hospital, Hartford, Connecticut
- Napa State Hospital, Napa, California
- North Chicago V.A. Hospital, Chicago, Illinois
- Northeastern Ohio University College of Medicine, Akron, Ohio
- North Miami Community Mental Health Clinic, Miami, Florida
North Shore University Hospital/Cornell University Medical College/Manhasset, New York
North West Dade Community Mental Health Clinic, Hialeah, Florida
Nova University Community Mental Health Clinic, Fort Lauderdale, Florida
Reno V.A. Hospital, Reno, Nevada
San Fernando Valley Child Guidance Clinic, North Ridge, California
Shasta Community Mental Health Clinic, Redding, California
State University of New York, Buffalo, New York
St. Louis V.A. Hospital, St. Louis, Missouri
State University of New York, Buffalo, New York
State University of New York, Health Science Center, Syracuse, New York
Topeka State Hospital, Topeka, Kansas
Towson State University, Towson, Maryland
Tufts University School of Medicine, Boston, Massachusetts
Ulster County Mental Health Center, Kingston, New York
University of Alabama, Birmingham, Alabama
University of Arizona Health Science Center, Tucson, Arizona
University of California, Santa Barbara, California
University of Colorado Health Science Center, Denver, Colorado
University of Illinois, Chicago, Illinois
University of Medicine and Dentistry, Newark, New Jersey
University of Miami, Jackson Memorial Hospital, Miami, Florida
University of Mississippi Medical Center, Jackson, Mississippi
University of New Mexico School of Medicine, Albuquerque, New Mexico
University of North Carolina School of Medicine, Chapel Hill, North Carolina
University of Rochester, Rochester, New York
University of Virginia Counseling Center, Charlottesville, Virginia
West Haven V.A. Hospital, West Haven, Connecticut
West-Ros Park Community Mental Health Clinic (Harvard), Boston, Massachusetts
Wilford-Hall Air Force Base, San Antonio, Texas
Woodburn Community Mental Health Clinic, Annandale, Virginia
Worcester Youth Guidance, Worcester, Massachusetts
Yale University School of Medicine, New Haven, Connecticut

Sites approved by the Association of Psychology Internship Centers:

Center for Group Counseling, Boca Raton, Florida
Miami Children's Hospital, Miami, Florida
Sunrise Rehabilitation Center, Fort Lauderdale, Florida
1992-1993 Doctoral Program Estimated Expenses

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$430 per credit hour</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$40 (nonrefundable)</td>
</tr>
<tr>
<td>Seat Deposit</td>
<td>$200 (nonrefundable; payable after acceptance and credited toward tuition)</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>$25 per semester</td>
</tr>
<tr>
<td>Late Registration Penalty</td>
<td>$30</td>
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<td>Student Association Fee</td>
<td>$10 per term</td>
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<tr>
<td>Insurance Fee</td>
<td>$5 per term</td>
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<tr>
<td>Transcript Fee</td>
<td>$3 per term</td>
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<tr>
<td>Application for Degree Fee</td>
<td>$45</td>
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</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, personal stability, and sound moral character. Minimum requirements include a baccalaureate degree from a regionally accredited institution, a 3.0 undergraduate grade point average or a 3.5 graduate level grade point average (minimum 18 credits), 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) that indicate a potential to perform satisfactorily at the doctoral level.

Achievement of the above minimum requirements does not ensure automatic 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 in the admissions office by January 15 of the calendar year for which admission is sought.
Application Procedure

1. Complete the Doctoral Programs Application Form.
2. Include, with the application, a check for $40 (nonrefundable application fee) made out to Nova University.
3. Submit three letters of recommendation from professors or supervisors most familiar with your work.
4. Arrange for official transcripts from all accredited colleges or universities you attended to be mailed directly to Graduate Admissions, Center for Psychological Studies. If the initial transcript forwarded does not reflect degree conferral or final semester grades, you must forward a final transcript as soon as this information becomes available.
5. Request the official scores for the GRE to be sent directly to Graduate Admissions, Center for Psychological Studies. Please also submit a photocopy of your GRE scores with your application materials.
6. Provide 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, describe briefly 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 must be submitted by July 1 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, which may include course notes, syllabi, and other supporting material. Only course work taken at the 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 and an official transcript.
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 grade 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, Practicums, Internship, or Electives.*
Master’s Programs
Master’s Programs

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

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

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

Main Campus Format

Courses usually meet weekly. The fall and winter semesters run for approximately 16 weeks. The summer semester is half that length with the exception of practicums that span a 12-week period. Classes typically meet once per week during the fall and winter semesters and twice per week during the summer semester. Most courses are offered from 4:00 p.m.-7:00 p.m. or 7:00 p.m.-10:00 p.m., Monday through Thursday.
Field-Based Format

The field-based format is often referred to as a "weekend format." Each individual course spans an 8-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 August through June. Each course is offered once for each cluster during the course of the 2 1/2- to 3-year program.

Students register and begin preparation for a course approximately 1 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 Sundays (8:30 a.m.-5:30 p.m.). Following the first weekend of class, there are 3 more weeks of study before the second weekend of class. During the second weekend, students register and begin preparation for the next class, which meets approximately 4 weeks later.

Schedules will be affected by official University holidays, such as Labor Day, Thanksgiving Day, etc.

Important: see description of Master's Practicum Information in this bulletin.
# Master's Program
## Field-Based Site Information

<table>
<thead>
<tr>
<th>SITE</th>
<th>LOCATION</th>
</tr>
</thead>
</table>
| Clearwater  | St. Paul's School  
1600 St. Paul's Drive  
Clearwater, Florida 33546-6493 |
| Coral Springs | University School  
3251 NW 101st Avenue  
Coral Springs, Florida 33065 |
| Fort Myers  | Cape Coral Hospital  
636 Del Prado Boulevard  
Cape Coral, Florida 33910 |
| Gainesville | Gainesville High School  
1900 NW 13th Street  
Gainesville, Florida 32501 |
| Jacksonville | Memorial Hospital  
3625 East University Boulevard  
Jacksonville, Florida 32216 |
| Melbourne   | Brevard Community College  
3865 North Wickham Road  
Melbourne, Florida 32936 |
| Miami       | Miami-Dade Community College South Campus  
11011 SW 104th Street  
Miami, Florida 33176 |
| Ocala*      | Forest High School  
1614 SE Fort King Street  
Ocala, Florida 32671 |
| Orlando     | Southern College  
5600 Lake Underhill Road  
Orlando, Florida 32870 |
| Palm Beach* | Palm Beach Community College Edward M. Eissey Campus  
3160 PGA Boulevard  
Palm Beach Gardens, Florida 33410 |
| Tampa       | Jefferson High School  
4401 West Cypress  
Tampa, Florida 33607 |

For information regarding site locations, start dates, or deadlines, please see additional enclosures or contact the Center for Psychological Studies at (305) 475-7550, (toll free at (800) 541-6682, Ext. 7550).

*Current location of master's program in school guidance and counseling; other locations may be announced.*
Master's Program

Site Locations

*Additional sites may be announced. Locations may vary by program.
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 five years from the date of first registration. This means that students are expected to complete the master’s degree within this time period. In the event that a matriculated student who has been in continuous enrollment does not complete all requirements within the 5-year time limit, he or she must enroll in the master’s program and:

1. Maintain full-time status (minimum six credits per semester, excluding summer sessions).

2. Complete remaining degree requirements, which will include any course work that is more than 5 years old.

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

Evaluation of Master’s Students

Each student is evaluated on an ongoing basis while enrolled in the program. In addition, there are course evaluations, review for matriculation, 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 professions of 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 Program requires 48 semester hours of graduate credit. The Master of Science in School Guidance and Counseling Program requires 36 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 the master’s program and graduate within 5 years.
State of Florida Licensure
for Mental Health Counselors

On October 1, 1987, 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 following:

Department of Professional Regulation
Board of Clinical Social Work,
Marriage and Family Therapy and
Mental Health Counseling
Northwood Centre
1940 North Monroe Street
Tallahassee, Florida 32399-0750
(904) 487-2520

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

State of Florida Certification
in Guidance and Counseling

The Master of Science in School Guidance and Counseling Program was designed for the continued professional development of persons seeking positions in school guidance. For Florida certification in guidance and counseling (prekindergarten through grade 12), course work in Nova’s M.S. program in school guidance and counseling is approved by the Florida Department of Education under Plan 2, Rule 64-4.0181, Florida Statutes, on a course-by-course basis. Applicants are responsible for verifying requirements for certification in guidance and counseling with their local school board certification office or with the state Department of Education. Florida requirements for certification do not necessarily apply to certification requirements in other states.

Individual eligibility must be verified through the state department of education. Certification requirements are subject to change.
Master’s Degree in Mental Health Counseling  
Curriculum  
(1992-1993)

There are 48 semester hour credits required for the master’s degree in mental health counseling. Each course carries 3 semester hours of credit.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGPY502</td>
<td>Counseling Theories and Practice</td>
</tr>
<tr>
<td>CGPY504</td>
<td>Counseling Skills Lab I</td>
</tr>
<tr>
<td>CGPY507</td>
<td>Research and Evaluation for Counselors</td>
</tr>
<tr>
<td>PSY509</td>
<td>Personality Theories</td>
</tr>
<tr>
<td>PSY512</td>
<td>Human Development and Learning</td>
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<tr>
<td>CGPY570</td>
<td>Ethical, Legal, and Professional Issues for Counselors</td>
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<tr>
<td>PSY580</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PSY582</td>
<td>Human Sexuality</td>
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<tr>
<td>PSY608</td>
<td>Psychological Testing for Individual Evaluation</td>
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<tr>
<td>CGPY625</td>
<td>Counseling Strategies for Individuals</td>
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<tr>
<td>CGPY635</td>
<td>Group Theory and Practice</td>
</tr>
<tr>
<td>CGPY670</td>
<td>Counseling Skills Lab II</td>
</tr>
<tr>
<td>CGPY680</td>
<td>Counseling Practicum I*</td>
</tr>
<tr>
<td>CGPY681</td>
<td>Counseling Practicum II*</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>CGPY510</td>
<td>Career Development</td>
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<tr>
<td>CGPY515</td>
<td>Principles of Counseling and Guidance</td>
</tr>
<tr>
<td>PSY535</td>
<td>Clinical Biofeedback</td>
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<tr>
<td>PSY540</td>
<td>Aging I</td>
</tr>
<tr>
<td>PSY544</td>
<td>Aging II</td>
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<tr>
<td>PSY562</td>
<td>Social and Cultural Factors in Aging</td>
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<tr>
<td>SGPY588</td>
<td>School Guidance Practicum</td>
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<tr>
<td>PSY602</td>
<td>Behavioral Counseling</td>
</tr>
<tr>
<td>CGPY610</td>
<td>Marriage and Family Counseling</td>
</tr>
<tr>
<td>PSY612</td>
<td>Substance Abuse</td>
</tr>
<tr>
<td>PSY622</td>
<td>Psychology of Women</td>
</tr>
<tr>
<td>CGPY630</td>
<td>Counseling the Culturally Different Student</td>
</tr>
<tr>
<td>PSY670</td>
<td>Community Mental Health</td>
</tr>
</tbody>
</table>

* Refer to Practicum Information section for additional information.  
**Additional electives may become available.
Master’s Degree in Mental Health Counseling
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 Lab 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 explanations of how normal and abnormal personalities develop and how they can change. Theories are critiqued and compared.

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 that counselors must make, such as scope of professional competence, confidentiality, duty to warn and protect, and value differences with clients. Case examples, current statutes, and counseling culturally diverse clients are discussed.

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.
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 or consent of instructor.

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. Prerequisite: CGPY504, PSY580, or consent of instructor.

CGPY635 Group Theory and Practice (3 cr.)
This course overviews various group theories and basic aspects of group therapy. Topics covered include group therapy as a laboratory for interpersonal learning, therapist facilitative techniques, group dynamics, the development and role of group cohesiveness, selection and composition of groups, and stages of group therapy. 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 or her competence in the areas of basic interviewing, assessment, and counseling skills. Furthermore, the student will be made more aware of the ethical, legal, and professional issues inherent in the counseling process. Prerequisite: CGPY670 and consent of adviser.

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 adviser.
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 or consent of instructor.

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: CGPY625 or consent of instructor.

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: CGPY625 or consent of instructor.

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: CGPY625 or consent of instructor.

PSY670 Community Mental Health (3 cr.)
The brief history of community psychology is reviewed with a focus on those events that led to the development of a "community point of view." The course also acquaints students with the various approaches (preventative model, consultative role, etc.) and techniques (needs assessment, program evaluation) used by community psychologists. Distinctions between traditional clinical interventions and community interventions are highlighted. Prerequisite: CGPY625 or consent of instructor.

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

The practicum is conceived to be that phase of the master’s 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 that assists the prospective counselor in functioning 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 curriculum.

Two semesters of practicums are required in the mental health counseling master’s program and one 30-week practicum is required in the school guidance and counseling master’s program. This affords students the opportunity of working with a variety of client/school populations over time. Enrolled students will receive a *Handbook of Practicum Experiences* and specific details on practicums at the appropriate time in their program. Practicums are scheduled so that many individuals, if their schedule and employment permit, can continue their employment. Some students may need to take a leave of absence from their employment or reduce their workload during this portion of the program.

Main Campus Format

Each practicum spans a full semester during fall and winter terms. The student will spend a specified number of hours in a community agency setting along with a 3-hour weekly practicum seminar class. Summer term practicums will run for 12 weeks.

Field-Based Format

In the mental health counseling curriculum, each practicum spans a minimum of a 16-week period. In the school guidance and counseling curriculum, the practicum spans a 30-week period. The student will spend a specified number of hours in a community agency/school setting, along with the regularly scheduled practicum seminar classes. Seminar classes will 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 Center for Psychological Studies’ group policy. All students are required to abide by the *Ethical Standards of the American Association for Counseling and Development*, the ethical standards of their respective professions, the policies and procedures of the Center for Psychological Studies, and agency placement rules and regulations.
Master's Program in School Guidance and Counseling Curriculum

Required Courses

CGPY502 - Counseling Theories and Practice
CGPY504 - Counseling Skills Lab I
CGPY510 - Career Development
PSY512 - Human Development and Learning
CGPY515 - Principles of Counseling and Guidance
CGPY570 - Ethical, Legal, and Professional Issues for Counselors
CGPY585 - Psychology of Exceptional and At-Risk Children
PSY608 - Psychological Testing for Individual Evaluation
CGPY630 - Counseling the Culturally Different Student
CGPY635 - Group Theory and Practice
CGPY665 - School Consultation Skills
CGPY688 - Practicum: School Guidance (two semesters)
Required Courses

**CGPY 502 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 counseling in various settings.

**CGPY 504 Counseling Skills Lab 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: CGPY 502.*

**CGPY 510 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.

**PSY 512 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 are covered in topics such as attachment, aggression, sexuality, morality and self-regulation, and self-concept.

**CGPY 515 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.

**CGPY 570 Ethical, Legal, and Professional Issues for Counselors (3 cr.)**
This course covers standards for professional conduct in counseling. It considers ethical and legal decisions that counselors must make, such as scope of professional competence, confidentiality, duty to warn and protect, and value differences with clients. Case examples, current statutes, and counseling culturally diverse clients are discussed.

**PSY 585 Psychology of Exceptional and At-Risk Children (3 cr.)**
This course covers the etiology and characteristics of exceptionalities and children at risk for underachievement and dropping out. Also covered is the role of the guidance counselor in identifying such problems, drawing on available resources, and making appropriate referrals.
CGPY 630 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.

CGPY 635 Group Theory and Practice (3 cr.)
This course overviews various group theories and basic aspects of group therapy. Topics covered include group therapy as a laboratory for interpersonal learning, therapists’ facilitative techniques, group dynamics, the development and role of group cohesiveness, selection and composition of groups, and stages of group therapy. Prerequisite: CGPY 504.

CGPY 665 School Consultation Skills (3 cr.)
This course focuses on developing specific techniques in consultation. It integrates the various aspects of a school guidance program with particular reference to problem solving and the utilization of available data. Case examples specific to the school setting are discussed, and opportunities for skill development are provided through role playing.

CGPY 688 Practicum: School Guidance (3 cr.)
Supervised guidance practicum in an elementary, middle, or secondary school setting. Prerequisite: Consent of an adviser.
## 1992-1993 Master's Program Estimated Expenses

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

<table>
<thead>
<tr>
<th>Expense</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$290 per credit hour</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$40 (nonrefundable)</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>$25 per semester (main campus)</td>
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<tr>
<td>Late Registration Penalty</td>
<td>$10 per course (field-based)</td>
</tr>
<tr>
<td>Practicum Insurance</td>
<td>$6 per practicum</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>$3</td>
</tr>
<tr>
<td>Application for Degree Fee</td>
<td>$45</td>
</tr>
</tbody>
</table>

*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 programs, the applicant is required to present evidence of scholastic ability, interest in the area of psychology and counseling, personal stability, and strong character. Minimum requirements include a baccalaureate degree from a regionally accredited institution.

Degree-Seeking Students

Application Procedure

1. Complete the Master’s Programs Application Form.
2. Include, with the application, a check for $40 (nonrefundable application fee) made out to Nova University.
3. Submit two letters of recommendation from professors, employers, supervisors, or similar persons most familiar with your work.
4. Arrange for official transcripts from all accredited colleges or universities you attended to be mailed directly to Graduate Admissions, Center for Psychological Studies. If the initial transcript forwarded does not reflect degree conferral or final semester grades, you must forward a final transcript as soon as this information becomes available.
5. Submit a two-page, typed professional statement of goals that includes information about experience in the field of counseling, professional interests, and career goals.
6. Include a copy of your teaching certificate (school guidance and counseling applicants only). Applicants may request a waiver of this requirement by contacting the Office of Graduate Admissions.

Special Students (non-degree-seeking)

1. Complete the Master’s Programs Application Form.
2. Include, with the application, a check for $40 (nonrefundable application fee) made out to Nova University.
3. Submit two letters of recommendation from professors, employers, supervisors, or similar persons most familiar with your work.
4. Arrange for official transcripts from universities where bachelor’s and master’s degrees were conferred to be mailed directly to Graduate Admissions, Center for Psychological Studies.
5. Submit a letter specifying desired course work.
6. Include a copy of your teaching certificate (school guidance and counseling applicants only). Applicants may request a waiver of this requirement by contacting the Office of Graduate Admissions.

An interview or additional documentation may be required for purposes of screening or advisement. Applicants are responsible for ensuring that their file is complete by the announced deadline. Check on the status of your file with the Office of Graduate Admissions, (305) 475-7099, prior to the application deadline.
Application Deadlines

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

Admission of Master's Students to Doctoral Programs

Acceptance to or completion of the Center of Psychological Studies master’s program implies neither 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 applying for doctoral program admission should seek advisement at the earliest possible date.

Matriculation

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

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

1. CGPY 502 - Counseling Theories and Practice
2. CGPY 504 - Counseling Skills Lab I
3. CGPY 507 - Research and Evaluation for Counselors
4. PSY 512 - Human Development and Learning or
   PSY 509 - Personality Theories

During the formal review for matriculation, students' academic performance and professional functioning in the four designated courses listed above will be examined. Those students with a grade point average of 3.0 or above in the four designated courses and a satisfactory evaluation by faculty will be matriculated. Students with a grade of F in any one of the four designated courses will not be matriculated.

Under no circumstances will students who achieve a grade point average of 2.5 or below in the four designated courses be permitted to take graduate-level courses in the Center for Psychological Studies.

Students with a grade point average greater than 2.5 but less than 3.0 in the four designated courses will be maintained in a nonmatriculated status. No more than four additional courses may be taken without achieving an overall grade point average of 3.0 and a satisfactory evaluation from the faculty.
School Guidance and Counseling Program. Students who are admitted to graduate study at the master’s level are reviewed for degree candidacy (matriculation) after the completion of the first four courses (12 credits) for which the student is enrolled.

During the formal review for matriculation, students’ academic performance and professional functioning in the first four courses will be examined. Those students with a grade point average of 3.0 or above in the first four courses and a satisfactory evaluation by faculty will be matriculated. Students with a grade of F in any one of the first four courses will not be matriculated.

Under no circumstances will students who achieve a grade point average of 2.5 or below in the first four courses be permitted to take graduate-level courses in the Center for Psychological Studies program.

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

Transfer of Credits

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

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

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

1) It is a graduate-level course taken at a regionally accredited institution. A graduate-level course is defined as one that would be credited toward a master’s degree at the institution where the course was taken. This must be verified in the school’s bulletin or a letter from the chair of the department.

2) It is equivalent in content to a required course or related in content to elective courses in the curriculum.

3) It was completed no longer than 5 years prior to the student’s first registration in the program; and

4) A grade of B or higher was received. A grade of P (Pass) or CR (Credit) or other such grade cannot be accepted as equivalent unless it can be officially verified as such.
It will be the responsibility of the student to satisfactorily demonstrate the equivalence of the course(s) proposed in order for credits to be awarded.

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.

*No transfer credits may be applied to practicums.*
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Faculty and Professional Interests
1992-1993

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 the 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, Professor. Child-clinical, developmental, and pediatric psychology; pre- and perinatal effects of drug abuse; longitudinal outcomes of neuropsychological abnormalities at birth.

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, 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; child treatment outcome research.

Ellen Girden, Ph.D., Northwestern University, Professor. Experimental psychology; statistics, research design, learning, and history; psychological aspects of diabetes.
Steven N. Gold, Ph.D., Michigan State University, Associate Professor. Adult survivors of sexual abuse; dissociative disorders; substance abuse; interpersonal, family, and system psychotherapy; hypnotherapy; psychological assessment; personality theory; psychopathology; moral and personality development; adolescent and adult development.

Pamela A. Hall, Psy.D., Florida Institute of Technology, Assistant Professor. Child-clinical psychology; Attention Deficit Hyperactivity Disorder (multimodel approach); childhood adjustment to traumatic events; adolescent disorders; treatment of children raised in homes with a parent diagnosed with schizophrenia; minority issues.

Michel Hersen, Ph.D., ABMP, State University of New York at Buffalo, Professor. Assessment and treatment of anxiety and depression in the elderly; single-case research; behavioral assessment and treatment; assessment and treatment of child 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.

Alan J. Kent, Ph.D., DePaul University, Assistant Professor. Crisis intervention and short-term therapy, managed health care, community mental health, serious mental disorders, ethics in psychotherapy.

Janos Kurucz, M.D., University of Budapest, Visiting Professor. Psychobiology; psychopharmacology; neuropathology; community mental health; quality assurance and risk management in mental health centers.

Robert Lane, Ph.D., ABPP, New York University, 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.

John E. Lewis, Ph.D., Syracuse University, Postdoctoral Fellow/Instructor. Intercultural psychotherapy and assessment; counseling and psychotherapy of prison populations; psychology of criminal behavior; educational and vocational assessment and counseling.

Wiley Mittenberg, Ph.D., Chicago Medical School, Associate Professor. Neuropsychology of aging and age-related dementia; memory function in cortical and subcortical dementias; neuropsychology of head injury.
Doil Montgomery, Ph.D., West Virginia University, Professor. Applied psychology; clinical applications of biofeedback; psychological intervention; techniques for chronic and acute pain conditions; self-regulation of dysfunctional physiological systems; 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.

Helen Orvaschel, Ph.D., New School for Social Research, Associate Professor. Child and adolescent affective disorders; genetic contributions to psychopathology; risk factors for child psychiatric disorders; psychiatric epidemiology; differential diagnostic assessment of child and adolescent psychopathology.

Bady Quintar, Ph.D., ABPP, University of Kentucky, Professor. Projective techniques; psychoanalytic psychotherapy; ego psychology; postdoctoral training.

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

Ronald J. Samuda, Ph.D., Ottawa University, Professor. Psychological assessment of ethnic minorities; cross-cultural counseling and psychotherapy; psychodiagnosis; vocational guidance and career development; nontraditional and dynamic methods for the assessment of culturally different clients.

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

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, Associate Professor. Psychology of sports, 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.

Vincent Bram Van Hasselt, Ph.D., University of Pittsburgh, Associate Professor. Behavioral assessment and treatment; behavior therapy for developmentally and physically disabled children and youth; family violence; evaluation and intervention for dually diagnosed elderly persons.

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Robert Weitz, Ph.D.
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Ed.D. Nova University

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Ph.D. University of Georgia

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Ph.D. University of Iowa

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Ph.D. University of Pennsylvania

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Ph.D. New York University

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Ph.D. New York University

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Ph.D. University of Arkansas

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Ph.D. Pennsylvania State University

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Myrna Ziegler  
M.S.W. Barry University  
Psy.D. Nova University  

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Donald Anderson, M.S.
Coordinator, Treatment Activities

Raysa Andrade
Operations Manager

Susan Berry, B.A.
Case Manager

Victoria Besalel, Ph.D.
Assistant Project Director

Laurie Blodgett, L.P.N.
Licensed Practical Nurse

Burt Bolton
Coordinator, Editorial Services

Mindy Breslin, L.P.N.
Licensed Practical Nurse

William Brim, B.A.
Case Manager

Phillip Bryson, M.S.W.
Case Manager

Lisa Calandrino, B.A.
Case Manager

Mary Centrone, M.S.
Intake Coordinator

Linda Cerone, L.P.N.
Licensed Practical Nurse

Lynda Clinfelter, M.S.
Therapist

Virgil Cotto, B.S.
Assistant Controller

Nadine Dawes, L.P.N.
Licensed Practical Nurse

Leland Day, M.S.W.
Therapist

Rose Dessau-Stern, M.S.W.
Treatment Specialist

Eva Douglas, L.P.N.
Licensed Practical Nurse

Joanna Dunk, L.P.N.
Licensed Practical Nurse

Miriam Eishart, B.S.N.
Director of Nursing

Dana Fishman, M.S.
Therapist

Gina Friedlander, M.S.
Intake Coordinator

John Gerth, L.P.N.
Licensed Practical Nurse

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

Miriam Guerra, A.A.
Rehabilitation Specialist

Joan Hayden, L.P.N.
Licensed Practical Nurse

Anne Hershman, M.S.W.
Therapist, Site Coordinator

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Director, Employee Relations/Clinical Services

Robert Veroline
Vocational Specialist

Ileen Wachs, M.S.
Therapist

Catherine Waltz, M.S.W.
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Assistant Director Geriatric Treatment Programs

Monica Wilson, M.S.
Rehabilitative Specialist

Paul Zislis, M.D.
Psychiatrist
<table>
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<th>Correspondence Directory</th>
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| **Admissions Information** | Graduate Admissions Office  
Nova University  
3301 College Avenue  
Fort Lauderdale, Florida 33314 | (305) 475-7099 or toll free (800) 541-6682, Ext. 7099. |
| **Program Information** | Center for Psychological Studies  
Nova University  
3301 College Avenue  
Fort Lauderdale, Florida 33314 | (305) 475-7550 or toll free (800) 541-6682, Ext. 7550 |
| **Financial Aid Information** | Office of Student Financial Planning and Resources  
Nova University  
3301 College Avenue  
Parker Building, Room 348  
Fort Lauderdale, Florida 33314 | (305) 475-7411 or toll free (800) 541-6682, Ext. 7411 |
| **Housing Information** | Office of Residential Life  
Nova University  
3301 College Avenue  
Fort Lauderdale, Florida 33314 | (305) 475-7052 or toll free (800) 541-6682, Ext. 7052 |
| **International Student Advisement** | Debra Puzzo-Borak  
Office of the University Registrar  
Nova University  
3301 College Avenue  
Fort Lauderdale, Florida 33314 | (305) 370-5695 or toll free (800) 541-6682, Ext. 5695 |
| **Veterans' Benefits Information** | Debra Puzzo-Borak  
Office of the University Registrar  
Nova University  
3301 College Avenue  
Fort Lauderdale, Florida 33314 | (305) 370-5685 or toll free (800) 541-6682, Ext. 5685 |
| **Other Nova Programs** | Office of the University Registrar  
Nova University  
3301 College Avenue  
Fort Lauderdale, Florida 33314 | (305) 475-7400 or toll free (800) 541-6682, Ext. 7400 |