Center for Psychological Studies 1997-1998 Catalog

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Center for Psychological Studies

Psy.D. in Clinical Psychology
Ph.D. in Clinical Psychology
M.S. in Mental Health Counseling
M.S. in School Guidance and Counseling
Nova Southeastern University
Center for Psychological Studies
1997-1998 Catalog

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award 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 Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin.

The information contained in this catalog is effective through June 30, 1998. Nova Southeastern's administration reserves the right without advance notice to change at any time the requirements for admission and graduation, modify the curriculum, adjust tuition or fees, and change regulations affecting the student body.

Nova Southeastern University
Center for Psychological Studies
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Fort Lauderdale, Florida 33314-7796
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President's Message

Nova Southeastern University is committed to providing an educational environment that encourages students to be the best they can be. Historically, NSU has provided quality education through a diverse array of delivery systems ranging from the traditional classroom to state-of-the-art electronic technologies. Consistent with our mission statement, we prepare students for leadership roles in professions, provide support for research and community service, while maintaining an environment fostering creativity and innovation. We recognize that, as Will Rogers once noted, "Even if you're on the right track, if you just sit there you'll get run over."

Given our commitment to providing educational opportunities that prepare tomorrow's professionals to optimally serve their professions, clients, and society, it is essential that curricula be designed at each level to effectuate this mission. Tomorrow's professionals must possess not only the traditional attributes—expertise, ethical sensibilities, and commitment to furthering professional and societal values—but also the capacity to utilize contemporary technology, apply and appreciate relevant findings and approaches of other disciplines, and operate in a culturally diverse manner.

Nova Southeastern's goal is to maintain and enhance the array of professional schools and concomitant programs required to fulfill its mission. It must support, enhance, and expand existing professional centers and, where appropriate, reorganize University components to facilitate synergy and enhance the education of professionals. We believe that education is not merely a means to an end, but is itself intrinsically valuable. Accordingly, the time spent at Nova Southeastern by students, faculty, and staff should be informative, exciting, and rewarding.

We welcome you in joining in our common mission of creating the best possible educational setting.

Ovid C. Lewis, J.S.D.
President
Dean's Message

The Center for Psychological Studies is unique in that it maintains the tripartite mission of integrating training, research, and service. Through the Community Mental Health Center, relevant training opportunities are provided in both practice and research for our students. Faculty are actively involved with research within the Community Mental Health Center, attempting to better understand contemporary problems while providing the highest quality service to the community. These applied research activities focus upon the most pressing social and community problems. Community programs, offered by nationally recognized experts, provide the most current and sophisticated treatments available.

The Center offers two APA-accredited doctoral programs in clinical psychology and master's programs in Mental Health Counseling and School Guidance and Counseling and manages a comprehensive Community Mental Health Center. The Psy.D. (doctor of psychology) program provides greater emphasis on training professionals to do 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 individuals of all ages—from pediatric to gerontological, from individuals with acute problems in living to clients who are seriously and persistently ill.

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

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

Ronald F. Levant, Ed.D., ABPP
Dean, Center for Psychological Studies
NOVA SOUTHEASTERN UNIVERSITY is an independent, nonsectarian, nonprofit university chartered by the state of Florida in 1964. It is located on a 227-acre main campus west of Fort Lauderdale at 3301 College Avenue in Davie, 10 miles inland from the Atlantic Ocean and easily accessible from major highways, including I-75, I-95, I-595, the Sawgrass Expressway, and Florida's Turnpike. Additional locations are in downtown Fort Lauderdale, North Miami Beach, Coral Springs, and Port Everglades. Its 15 centers of study offer campus-based undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, computer sciences, social sciences, business and public administration, osteopathic medicine, pharmacy, optometry, dentistry, and allied health. As an acknowledged leader in field-based degree programs, Nova Southeastern offers courses of study leading to the bachelor's, master's, educational specialist, and doctoral degrees in education, business and public administration, psychology, health professions, and physical, social, and computer sciences.

The Family and School Center is a community resource that provides education and therapeutic services for families and their children. The center comprises three units: University School, the Ralph J. Baudhuin Oral School, and the Family Center. University School is a demonstration school serving children from preschool through high school, preparing them in the upper grades for college. The Baudhuin Oral School provides programs for children with specific learning needs and/or hearing disabilities. The Family Center provides a spectrum of family related programs designed to promote positive interaction between parents and children.

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

The University's centers and programs share a common mission to educate students for leadership roles in a variety of professions such as law, education, psychology, medicine, optometry, pharmacy, allied health, business and public administration, oceanography, and computer and information science. In the Nova Southeastern University educational continuum, preprofessional training begins as early as University School, continues through the college level, and culminates in the various centers for professional studies. Through the Nova Southeastern University Educational Plan, students master appropriate skills and disciplines at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the role of the professional as a key individual in society.

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

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

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

Mission Statement

Nova Southeastern University is a dynamic, not-for-profit independent institution dedicated to providing high quality educational programs of distinction from preschool through the professional and doctoral levels, as well as service to the community. Nova Southeastern University prepares students for lifelong learning and leadership roles in business and the professions. It offers academic programs at times convenient to students, employing innovative delivery systems and rich learning resources on campus and at distant sites. The University fosters inquiry, research, and creative professional activity, by uniting faculty and students in acquiring and applying knowledge in clinical, community, and professional settings.
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 counseling professionals. These training experiences provide 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 society. No problems place greater demands on our wisdom, creativity, and expertise than those associated with human adjustment to our ever-changing world. 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 common problems in living to those with more serious disturbances.

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 over 31 full-time faculty members is available to all students in the school. Nova Southeastern University’s Center for Psychological Studies seeks to create the advances in clinical training, research, and service for the psychology of tomorrow.

Mission Statement

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

Master of Science Programs

The Master's degree in Mental Health Counseling 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, Daytona, Fort Myers, Gainesville, Jacksonville, Melbourne, Miami, Ocala, Orlando, Palm Beach, and Tampa.

The Master's degree in School Guidance and Counseling is designed to provide training to individuals seeking positions as guidance counselors in school systems. At this time, the program is offered in limited locations (see section on master’s 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 Doctor of Philosophy also provides preparation for academic and research activities. Both the Doctor of Philosophy (Ph.D.) and the Doctor of Psychology (Psy.D.) programs are full-time, on-campus programs with a 3-year residency requirement. The doctoral programs typically require a minimum of 4 years of on-campus postbaccalaureate study, including course work, clinical practica, the Clinical Competency Exam, and a dissertation (Ph.D.) or Directed Study: Research (Psy.D.). In addition, both require a 2,000-hour predoctoral clinical internship at an APA-approved site anywhere in the country.

The Clinical Neuropsychology Specialization Program leads to a Ph.D. in Clinical Psychology with specialization in clinical neuropsychology. The program meets American Psychological Association/International Neuropsychological Society guidelines for specialization in clinical neuropsychology. Students complete the core sequence of required Ph.D. Clinical Psychology courses. All elective courses, the research practica, and one clinical practicum are taken in the specialization.

Training Programs

Postdoctoral Institute of Psychoanalysis and Psychotherapy

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. The Institute also offers a one-year program in psychoanalytic psychotherapy to advanced NSU Center for Psychological Studies students, as well as selected others, in psychodynamic psychotherapy.
Postdoctoral Program in Psychopharmacology

This new program is being developed to advance clinical skills in the treatment and management of medicated clients suffering from emotional problems or mental disorders. This is a two-part program consisting of didactic and practicum components.

Additionally, this program is being developed to promote the understanding of the psychobiological processes in medicated patients. It will also emphasize the special psychotherapeutic requirements that relate to the combined therapeutic approach and to the medicating process. The program addresses methods of achieving a high level of interdisciplinary cooperation, managing transference issues, and resolving conflict among health care providers.

Postdoctoral Residency Training Program

The postdoctoral residency program, a member of the Association of Predoctoral and Postdoctoral Internship Centers (APPIC), offers an organized training experience in an area of clinical psychology. Depending on interests and available positions, postdoctoral residents receive advanced training and supervised clinical experiences through Nova Southeastern University Community Mental Health Center. The postdoctoral residency program is designed to meet eligibility requirements for licensure in the state of Florida and to provide psychology residents with training experiences in a variety of areas. Residency positions may vary in emphasis, including research, practice, administration, and supervision.

Southeast Institute for Cross-Cultural Counseling and Psychotherapy

This institute is committed to enhancing the cause of multiculturalism at the Center for Psychological Studies. The institute seeks to encourage research and training opportunities in ethnic minority affairs. It strives to promote a welcoming climate for ethnic minority students and for those mainstream students who are particularly interested in pursuing cross-cultural research and training. It seeks to introduce non-traditional methodologies in counseling and assessment specifically targeted for minority groups. It provides courses and in-service colloquia in the area of multiculturalism and cross-cultural counseling and psychotherapy.

Continuing Education Series

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

Internship Program (Community Mental Health Center)

The Center's Community Mental Health Center is approved by the American Psychological Association as a predoctoral internship site. Six full-time interns are selected each year from a nationwide pool of applicants to participate in supervised clinical experiences, training meetings and seminars, and special areas of concentration.

Consortium Internship Program

The Consortium Internship Program (CIP) is newly developed to provide internship opportunities by coordinating quality Southeast Florida clinical services under the Center for Psychological Studies' academic umbrella. Students are exposed to an array of clinical training experiences in a culturally diverse community. The Center assumes responsibility to ensure that training programs conform to APA standards, and provides the didactic aspects of the training. The Center is the coordinating core of the internship. The internship is APPIC approved. Application has been made for APA accreditation. Applicants (6) are selected primarily from Southeast Florida.

Research

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

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

- Alcohol abuse
- Anxiety disorders
- Applied behavioral analysis
- Assessment of minority students
- Behavioral assessment and treatment
- Child-clinical psychology
- Clinical biofeedback
- Community psychology
- Developmental disabilities
- Dual diagnosis
- Geriatric mental health
- Health psychology
- Hypnosis
- Interpersonal violence
- Marital and family systems
- Multicultural counseling
- Neuropsychology
- Pediatric psychology
- Post traumatic stress disorder
- Psychoanalytic therapy
- School phobia
- Self regulation and biofeedback
- Sexual assault
- Social-clinical psychology
- Stress disorders
- Substance abuse
Protection of Human Subjects

The Center adheres to published professional and governmental guidelines and regulations for protecting human subjects in research.
Service

Nova Southeastern 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 Children and Families, Broward County, and Nova Southeastern University. Services are available to all residents of Broward County including adults, children, adolescents, and elderly clients, regardless of race, color, sex, age, nondisqualifying disability, religion or creed, sexual orientation, or national or ethnic origin. Over 3,500 unduplicated clients are served per year. The services offered by the Community Mental Health Center include the following:

- Biofeedback
- Case management
- Child/adolescent therapy
- Community education
- Consultation/education
- Crisis management
- Group therapy
- Individual therapy
- Marital/family therapy
- Medication management
- Psychiatric evaluation
- Psychoeducational programs
- 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.

Students receive practicum training within the Community Mental Health Center. More than 100 doctoral and master's practicum placements are provided in the clinics. In addition, doctoral students may be hired to provide clinical services on a part-time basis. Supervision is provided by faculty and clinic staff.

Special Clinical Services

Anxiety Treatment Program. The Anxiety Treatment Program provides assessment and treatment services to children, adolescents, and adults with anxiety disorders, including anxiety-based school refusal, obsessions and compulsions, generalized anxiety, panic attacks, stress reactions, and specific fears and phobias. Treatment will include but not be limited to cognitive-behavioral therapy (individual and group). Psychiatric assessments (including medication evaluation) are available when indicated.

Brain Injury Rehabilitation Program. The goals of the Brain Injury Rehabilitation Program are to diagnose disorders of the central nervous system; to provide consultation on the etiology, rate of progression, and prognosis of known or suspected cerebral pathology; and to offer recommendation or referral for the patient's treatment. Examples of typical referrals include differential diagnosis of organic vs. functional psychiatric symptoms; differential diagnosis of
dementia vs. depression; evaluation to determine cognitive, emotional, or behavioral symptoms subsequent to head injury; diagnosis of learning disability, attention deficit hyperactivity disorder, or mental retardation; determination of mental competence; diagnosis of Alzheimer’s disease, seizure disorders, multiple sclerosis, stroke, and organic mood syndrome; evaluation of headache; determination of appropriate school placement; and identification of malingering or symptom exaggeration. Referrals generally come from physicians, mental health professionals, educators, and attorneys.

**Brief Psychotherapy Program.** The Brief Psychotherapy Program provides time-sensitive, focused psychotherapy to adults with a wide range of psychological conditions. Flexible treatment methods are used to help individuals make changes in the shortest time possible. Individual, family, and/or group therapy is provided by staff and trainees.

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

**Clinical Biofeedback Program.** 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, practicum, and research opportunities.

**Community Support Program.** The Community Support Program provides a variety of treatment services to consumers with severe and persistent mental illness. People with schizophrenia, major affective disorders, and other major psychiatric conditions receive case management services, medication management, and a variety of psychotherapeutic services including individual, group, and/or family therapy. Services may be provided both in the office or in nontraditional settings in the community.
Dual Diagnosis Program. This program provides clinical and case management services to clients who have a substance abuse/dependency problem, in addition to a major psychiatric condition. The program offers services at all clinic sites, including consultation and evaluation, individual and group therapy, and substance abuse education. Group sessions vary from a structured psychoeducational modality to a process-oriented group, depending on clients' needs and level of functioning. Family sessions are provided when possible.

General Child and Adolescent Program. This program provides comprehensive assessment and treatment services to children, adolescents, and their families. Clients range from children with initial symptoms of emotional disturbance to children who are so disturbed they require residential treatment.

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

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

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

Limited Case Management Program. This program provides limited case management and therapy services, in addition to medication monitoring, to clients of the Nova Southeastern University Community Mental Health Center who have received maximum benefit from therapy services or have only limited case management needs.

Nova Southeastern Community Program for Older Adults (NCCOA). This program was designed to fulfill three major goals: (1) provide outpatient psychotherapy to residents in the community who are 55 and over and deliver services to visually impaired individuals through NCCOA Outreach Program at the Fort Lauderdale Lighthouse for the Blind; (2) train predoctoral and postdoctoral clinical psychologists in the nuances of assessment, consultation, and treatment of older ambulatory residents of the community; and (3) carry out clinical research that identifies the unique features of psychological disorders. Clients served in this program may be experiencing anxiety, depression, insomnia, psychosexual dysfunction, interpersonal difficulties, substance abuse, or some other form of psychopathology. Treatment is designed to meet the unique needs of the older adult and consists of individual, group, family, and/or marital therapy. Treatment
modalities include psychotherapy, behavior therapy, cognitive therapy, biofeedback, and self-help groups.

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

Sexual Abuse Survivors Program. The Sexual Abuse Survivors Program provides clinical services at all locations of Nova Southeastern 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, the Shepard Broad Law Center, the students of the Health Professions Division, and other graduate-level students who exhibit a wide range of problems such as depression, anxiety, substance abuse, eating disorders, etc. Counseling on academic issues is also offered; psychological testing is available. A stress inoculation program designed to assist students in managing anxiety related to examinations is also offered. Practicum placements and opportunities for research endeavors are available.
Geriatric and Residential Services

This program within Nova Southeastern University's Community Mental Health Center is publicly funded by the Florida Department of Children and Families and the U.S. Department of Housing and Urban Development. It provides comprehensive services to adults 55 or older who are experiencing a serious 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 Programs, located at the residence and in Lauderdale Lakes, 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. Medical needs are addressed through a team of a psychiatrist, an internist, and nurses.
Support Services

Library

The Albert and Birdie Einstein Library, located in the Parker Building, houses the University’s major collection of books and journals in the humanities, business, education and the sciences. More than 35 specialized indexes in CD-ROM format are available in-house, and an additional 70 databases, many full text, are available via the Internet and campus network. The Nova Southeastern University Libraries' online catalog (NovaCat) is accessible for remote searching, as well as searching catalogs from other university libraries.

The Einstein Library is a member of SEFLIN and FILL, cooperative library networks that provide quick access to library materials throughout Florida. The library also has lending agreements with large research libraries in the Midwest, which provide priority document delivery services to students. The Einstein Library is a cooperating library of the Foundation Center in New York, giving students access to collections for grants and foundation research.

Distance education students have access to books, journal articles, microfiche, dissertations, index searches, catalog searches, and to reference librarians. Librarians travel to class sites to teach students at a distance from the campus. Distance students can request library materials using fax, mail, or computer. To contact Distance Library Services by phone call 800-541-6682, ext. 4602, or (954) 262-4602. Use the toll free fax to order library materials at: 888-DLS-DOCS or 888-357-3627. Contact DLS by Internet: library@nsu.nova.edu or by Web: http://www.nova.edu/library.

MicroLab

MicroLabs and electronic classrooms are located on the main campus in the Parker Building, (first, second and third floors), the Sonken Building, the Leo Goodwin Residence Hall, University Plaza and the Maltz Psychology Building. MicroLabs are also located at the NSU East Campus. The multi-lab design of the MicroLabs and the choice of technology platforms provide flexibility for faculty and students to apply technology to meet course requirements. Computer systems include Windows 95, Macintosh, Sun OS with access to a wide choice of applications programs. The MicroLabs are equipped with multimedia workstations. Peripherals such as CD-ROMS, color scanners, digital cameras and CD-ROM press are also available for student use. The MicroLabs have online connectivity with all systems linked to the Campus Wide Information System (CWIS), the NSU Electronic Library, the Internet, and to the World Wide Web. An extensive collection of software housed in the MicroLabs provides access to a broad range of programs and multimedia applications.

Career Resources

The purpose of the Career Resource Center is to assist students and alumni in all aspects of the career decision-making, planning, and job search process. Our mission is to support Nova Southeastern University undergraduate students, graduate students, and alumni in the implementation of successful career plans.
Through counseling and career related resources, the Center strives to educate students and alumni to:

- Develop a career life plan from choosing a major to conducting a job search
- Explore career and/or graduate/professional school opportunities
- Secure employment

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

Center for Media and Technology

The Learning Technology Laboratory in the Mailman-Hollywood Building has video, audio and slide production facilities, a library of instructional video and audiotapes, and audiovisual equipment.

CPS Testing Library and Statistical Consulting Lab

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

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

Financial Aid

Nova Southeastern University’s Office of Student Financial Aid administers comprehensive federal, state, institutional, and private financial aid programs. The purpose of these programs is to provide monetary assistance to students who can benefit from further education but who cannot do so without such assistance. Participants interested in receiving a financial aid packet should contact the Office of Student Financial Aid at (954) 262-3380 or toll free 800-522-3243.

When to Apply for Financial Aid

It is recommended that students apply for financial aid well in advance of the date the funds will be needed because normal application processing takes 6 to 8 weeks and sometimes as many as 12 weeks. It is extremely important that participants complete all forms correctly and that they respond promptly to all inquiries in order to prevent delays in processing. Awards are made only for the academic year. Applications are generally available each January for the following academic year. There is a priority deadline of April 1, 1997, for the 1997-98 academic year. Applications received after that date will be considered on a funds-available basis only. Participants requesting financial aid for the summer term must complete a separate summer aid application that is generally available after January.
To improve telephone service to financial aid applicants, NSU's Office of Student Financial Aid has a telephone voice response system. The Automated Telephone Counseling (ATC) System helps participants access information regarding financial aid applications. General financial aid information may be obtained, packets may be requested, or an application status can be checked (including loan disbursement information) simply by entering in your social security number and four digit PIN number (your birth month and year). The ATC is available 24 hours a day, seven days a week, and file information is updated daily. The ATC may be accessed locally at (954) 262-3380 or toll free at 800-522-3243.

General Eligibility Requirements

In order to participate in the financial aid programs, a participant generally must:

1. Be a U.S. citizen, permanent resident, or in the United States for other than a temporary purpose and be able to provide proof of such;
2. Be accepted for enrollment in an eligible degree-seeking program at Nova Southeastern University;
3. Be making satisfactory progress in his or her course of study;
4. Not be in default of or owe a refund for any financial aid received previously;
5. Sign a Statement of Educational Certification; and
6. Be registered with Selective Service if required to do so by federal law.

The following is a list of the student aid programs available at Nova Southeastern:

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.

Stafford Loan. 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 $18,500 per year (effective October, 1993). Repayment begins 6 months after the student leaves school or drops below half time.
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.

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 Director of Employee Relations for information regarding the availability of assistantships.

A limited number of on campus graduate assistantships will be available in Residential Life and Student Life for the 1998-1999 academic year. These assistantships include housing, meal plan, a partial tuition waiver ($7-$8,000) and monthly stipend of $450-500. To apply and receive priority consideration send a letter of interest and resume by April 15, 1998 to:

Nova Southeastern University
Office of Residential Life
3301 College Avenue
Ft. Lauderdale, FL 33314
ATTN: Tammy Pappacoda

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

In order to be considered for financial assistance, students are required to complete the Free Application for Federal Student Aid (FAFSA), the Nova Southeastern financial aid application, as well as other financial aid documents upon request. 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:

Nova Southeastern University
Office of Student Financial Aid
Administration Building
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
(954) 262-3380, or toll free 800-522-3243

Veterans' Benefits

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

Nova Southeastern University
Office of the University Registrar
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
(954) 262-7241 or toll free 800-541-6682 (automated attendant—choose the “University Registrar” option Ext. 7241).

International Students

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

Nova Southeastern University
International Student Adviser
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
(954) 262-7240

Housing

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

Utilities, basic cable TV, local phone service, and central air conditioning are included in the housing rates. Housing availability is limited. Applicants are encouraged to apply early. Interested students are invited to obtain further information from:
Students with Disabilities

Nova Southeastern University provides services to meet the needs of students with disabilities. Students with special needs should contact Joyce H. Silverman, M.S., (954) 262-5780.
The on-campus academic programs are offered during an academic year that is divided into semesters of 15 weeks each. Additionally, there are two summer sessions, each seven and a half weeks long. The following calendar of 1997-1998 applies to all programs offered through the Center except the field-based program.

### Fall 1997

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon., Aug. 18, Tues., Aug. 19</td>
<td>Registration and advisement for continuing on-campus master's students.</td>
</tr>
<tr>
<td>Thurs., Aug. 21</td>
<td>Orientation and registration for new on-campus master's students.</td>
</tr>
<tr>
<td>Friday, Aug. 22</td>
<td>Orientation and registration for new doctoral students.</td>
</tr>
<tr>
<td>Mon., Aug. 25</td>
<td>Classes begin. Last day for completing regular registration. Late registration fee of $30 will be charged after this date. End of 100% refund.</td>
</tr>
<tr>
<td>Mon., Sept. 1</td>
<td>Labor Day, University offices closed.</td>
</tr>
<tr>
<td>Tues., Sept. 2</td>
<td>Last day for completing late registration.</td>
</tr>
<tr>
<td>Fri., Sept. 5</td>
<td>Last day for adding classes.</td>
</tr>
<tr>
<td>Mon., Sept. 8</td>
<td>End of 80% refund.</td>
</tr>
<tr>
<td>Mon., Sept. 15</td>
<td>End of 60% refund.</td>
</tr>
<tr>
<td>Mon., Sept. 22</td>
<td>End of 40% refund.</td>
</tr>
<tr>
<td>Mon., Sept. 29</td>
<td>End of 20% refund. Last day for dropping classes with refund.</td>
</tr>
<tr>
<td>Thurs., Oct. 2</td>
<td>Rosh Hashanah, University offices closed.</td>
</tr>
<tr>
<td>Oct. 3, 4, 5 and Nov. 7, 8, 9</td>
<td>Master's on-campus intensive weekend format course</td>
</tr>
<tr>
<td>Thurs., Nov. 20-Fri., Nov. 21</td>
<td>Registration and advisement for continuing on-campus master's students for Winter, 1998.</td>
</tr>
<tr>
<td>Thurs., Nov. 27 - Fri., Nov. 28</td>
<td>Thanksgiving, University offices closed.</td>
</tr>
<tr>
<td>Fri., Dec. 12</td>
<td>Fall semester ends.</td>
</tr>
<tr>
<td>Thurs., Dec. 18</td>
<td>Final grades due in Program Office.</td>
</tr>
<tr>
<td>Thurs., Dec. 25 - Fri., Dec. 26</td>
<td>Christmas Holiday, University offices closed.</td>
</tr>
</tbody>
</table>

22
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs., Jan. 1 - Fri., Jan. 2</td>
<td>New Year’s Holiday, University offices closed</td>
</tr>
<tr>
<td>Mon., Jan. 5</td>
<td>Orientation and registration for new on-campus master’s students. Classes begin. Last day for completing regular registration. Late registration fee of $30 will be charged after this date. End of 100% refund.</td>
</tr>
<tr>
<td>Mon., Jan. 12</td>
<td>Last day for completing late registration.</td>
</tr>
<tr>
<td>Fri., Jan. 16</td>
<td>Last day for adding classes.</td>
</tr>
<tr>
<td>Mon., Jan. 19</td>
<td>Martin L. King, Jr. Day, University offices closed.</td>
</tr>
<tr>
<td>Tues., Jan. 20</td>
<td>End of 80% refund.</td>
</tr>
<tr>
<td>Mon., Jan. 26</td>
<td>End of 60% refund.</td>
</tr>
<tr>
<td>Mon., Feb. 2</td>
<td>End of 40% refund.</td>
</tr>
<tr>
<td>Mon., Feb. 9</td>
<td>End of 20% refund. Last day for dropping classes with refund.</td>
</tr>
<tr>
<td>Feb. 6, 7, 8 and Mar. 13, 14, 15</td>
<td>Master’s on campus intensive weekend format course</td>
</tr>
<tr>
<td>Mon., Mar. 2 - Fri., Mar. 6</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>Thurs., Apr. 16 - Fri., Apr. 17</td>
<td>Registration and advisement for continuing on-campus master’s students for Summer I &amp; II, 1998.</td>
</tr>
<tr>
<td>Fri., Apr. 10</td>
<td>Good Friday, University offices closed.</td>
</tr>
<tr>
<td>Fri., Apr. 24</td>
<td>Winter semester ends.</td>
</tr>
<tr>
<td>Thurs., Apr. 30</td>
<td>Orientation and registration for new on-campus master’s students.</td>
</tr>
<tr>
<td>Thurs., Apr. 30</td>
<td>Final grades due in Program Office.</td>
</tr>
</tbody>
</table>
## Summer 1998 - Term I

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs., Apr. 30-Fri., May 1 and Mon., May 4</td>
<td>Registration for Doctoral Students</td>
</tr>
<tr>
<td>Mon., May 4</td>
<td>Classes begin.</td>
</tr>
<tr>
<td></td>
<td>Last day for regular registration.</td>
</tr>
<tr>
<td></td>
<td>Late registration fee of $30 will be charged after this date.</td>
</tr>
<tr>
<td></td>
<td>End of 100% refund.</td>
</tr>
<tr>
<td>Fri., May 8</td>
<td>End of 75% refund.</td>
</tr>
<tr>
<td></td>
<td>Last day for completing late registration.</td>
</tr>
<tr>
<td></td>
<td>Last day for adding classes.</td>
</tr>
<tr>
<td>Fri., May 15</td>
<td>End of 50% refund.</td>
</tr>
<tr>
<td>Fri., May 22</td>
<td>End of 25% refund.</td>
</tr>
<tr>
<td></td>
<td>Last day for dropping classes with refund.</td>
</tr>
<tr>
<td>Mon., May 25</td>
<td>Memorial Day, University offices closed.</td>
</tr>
<tr>
<td>May 29, 30, 31 and June 19, 20, 21</td>
<td>Master’s on-campus intensive weekend format course</td>
</tr>
<tr>
<td>Tues., June 23</td>
<td>Summer I session ends.</td>
</tr>
<tr>
<td>Tues., June 30</td>
<td>Final grades due in Program Office.</td>
</tr>
</tbody>
</table>

## Summer 1998 - Term II*

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.-Tues., June 22, 23</td>
<td>Registration for doctoral students.</td>
</tr>
<tr>
<td>Wed., June 24</td>
<td>Classes begin.</td>
</tr>
<tr>
<td></td>
<td>Last day for completing regular registration.</td>
</tr>
<tr>
<td></td>
<td>Late registration fee of $30 will be charged after this date.</td>
</tr>
<tr>
<td></td>
<td>End of 100% refund.</td>
</tr>
<tr>
<td>Thurs., July 2</td>
<td>End of 75% refund.</td>
</tr>
<tr>
<td></td>
<td>Last day for completing late registration.</td>
</tr>
<tr>
<td></td>
<td>Last day for adding classes.</td>
</tr>
<tr>
<td>Fri., July 3</td>
<td>Independence Day, University offices closed.</td>
</tr>
<tr>
<td>Thurs., July 9</td>
<td>End of 50% refund.</td>
</tr>
<tr>
<td>Thurs., July 16</td>
<td>End of 25% refund.</td>
</tr>
<tr>
<td></td>
<td>Last day for dropping classes with refund.</td>
</tr>
<tr>
<td>Fri., Aug. 14</td>
<td>Summer II session ends.</td>
</tr>
<tr>
<td>Thurs., Aug. 20</td>
<td>Final grades due in Program office.</td>
</tr>
</tbody>
</table>

* The availability of a Summer Term II for the Master’s program will be announced during the Winter term, 1998.
Courses in the field-based academic program are scheduled August-June. Class meetings (except practicums) are scheduled on Fridays (6:00 p.m. - 10:00 p.m.), Saturdays (8:30 a.m. - 6:00 p.m.) and on Sundays (8:30 a.m. - 5:30 p.m.). The following calendar of classes applies to all field-based programs for the 1997-98 academic year.

**FALL 1997**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2</td>
<td>Orientation for new field-based students. Registration for first fall course.</td>
</tr>
<tr>
<td>August 4</td>
<td>First fall course begins. Last day for regular registration. Late registration fee of $30 will be charged after this date.</td>
</tr>
<tr>
<td>September 5</td>
<td>End of 100% refund.</td>
</tr>
<tr>
<td>September 5, 6, 7</td>
<td>First weekend of first fall course.</td>
</tr>
<tr>
<td>September 26</td>
<td>End of 50% refund.</td>
</tr>
<tr>
<td>September 26, 27, 28</td>
<td>Second weekend of first fall course.</td>
</tr>
<tr>
<td>September 27</td>
<td>Registration for second fall course.</td>
</tr>
<tr>
<td>September 29</td>
<td>Second fall course begins. Last day for regular registration. Late registration fee of $30 will be charged after this date.</td>
</tr>
<tr>
<td>October 31</td>
<td>End of 100% refund.</td>
</tr>
<tr>
<td>October 31, November 1, 2</td>
<td>First weekend of second fall course.</td>
</tr>
<tr>
<td>December 5</td>
<td>End of 50% refund.</td>
</tr>
<tr>
<td>December 5, 6, 7</td>
<td>Second weekend of second fall course.</td>
</tr>
<tr>
<td>September 2 - December 19</td>
<td>Fall practicum.</td>
</tr>
</tbody>
</table>

**WINTER 1998**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 6</td>
<td>Orientation for new field-based students. Registration for first winter course.</td>
</tr>
<tr>
<td>December 8</td>
<td>First winter course begins. Last day for regular registration. Late registration fee of $30 will be charged after this date.</td>
</tr>
<tr>
<td>January 9</td>
<td>End of 100% refund.</td>
</tr>
<tr>
<td>January 9, 10, 11</td>
<td>First weekend of first winter course.</td>
</tr>
<tr>
<td>January 30</td>
<td>End of 50% refund.</td>
</tr>
<tr>
<td>January 30, 31, February 1</td>
<td>Second weekend of first winter course.</td>
</tr>
<tr>
<td>January 31</td>
<td>Registration for second winter course.</td>
</tr>
<tr>
<td>February 2</td>
<td>Second winter course begins. Last day for regular registration. Late registration fee of $30 will be charged after this date.</td>
</tr>
<tr>
<td>February 27</td>
<td>End of 100% refund.</td>
</tr>
<tr>
<td>February 27, 28, March 1</td>
<td>First weekend of second winter course.</td>
</tr>
<tr>
<td>March 20</td>
<td>End of 50% refund.</td>
</tr>
<tr>
<td>March 20, 21, 22</td>
<td>Second weekend of second winter course.</td>
</tr>
<tr>
<td>January 4 - April 17</td>
<td>Winter practicum.</td>
</tr>
<tr>
<td>Date</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>March 21</td>
<td>Registration for first summer course.</td>
</tr>
<tr>
<td>March 23</td>
<td>First course begins.</td>
</tr>
<tr>
<td></td>
<td>Last day for regular registration.</td>
</tr>
<tr>
<td></td>
<td>Late registration fee of $30 will be charged after this date.</td>
</tr>
<tr>
<td>April 17</td>
<td>End of 100% refund.</td>
</tr>
<tr>
<td>April 17, 18, 19</td>
<td>First weekend of first summer course.</td>
</tr>
<tr>
<td>May 8</td>
<td>End of 50% refund.</td>
</tr>
<tr>
<td>May 8, 9, 10</td>
<td>Second weekend of first summer course.</td>
</tr>
<tr>
<td>May 9</td>
<td>Registration for second summer course.</td>
</tr>
<tr>
<td>May 11</td>
<td>Second summer course begins.</td>
</tr>
<tr>
<td></td>
<td>Last day for regular registration.</td>
</tr>
<tr>
<td></td>
<td>Late registration fee of $30 will be charged after this date.</td>
</tr>
<tr>
<td>June 5</td>
<td>End of 100% refund.</td>
</tr>
<tr>
<td>June 5, 6, 7</td>
<td>First weekend of second summer course.</td>
</tr>
<tr>
<td>June 26</td>
<td>End of 50% refund.</td>
</tr>
<tr>
<td>June 26, 27, 28</td>
<td>Second weekend of second summer course.</td>
</tr>
<tr>
<td>April 20 - July 31</td>
<td>Summer practicum</td>
</tr>
</tbody>
</table>

*All classes officially begin one month prior to the first weekend of class. Field-based locations include Coral Springs, Clearwater, Daytona Ft. Myers, Gainesville, Jacksonville, Melbourne, Miami, Ocala, Orlando, Palm Beach and Tampa.*
### Field-Based Class Meeting Dates

#### Fall 1997

- September 5, 6, 7
- September 26, 27, 28
- October 31, November 1, 2
- December 5, 6, 7
- September 2 - December 19

#### Winter 1998

- January 9, 10, 11
- January 30, 31, February 1
- February 27, 28, March 1
- March 20, 21, 22
- January 5 - April 17

#### Summer 1998

- April 17, 18, 19
- May 8, 9, 10
- June 5, 6, 7
- June 26, 27, 28
- April 20 - July 31
Academic Regulations

Nova Southeastern University Statement of Academic Rights and Responsibilities

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

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

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

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

A. Academic Standards

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

1. Original Work. Assignments such as course preparations, exams, texts, projects, term papers, practicums, etc., must be the original work of the student. Original work may include the thoughts and words of another author, but if that is the case, those ideas or words must be indicated in a manner consistent with a University-recognized form and style manual.

Work is not original that has been submitted previously by the author or by anyone else for academic credit. Work is not original that has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at the time the work is being submitted or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used prior to or during the course of the examination.

2. Referencing the Works of Another Author. All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each center’s specific accepted reference manuals and rules of documentation. Standards of scholarship require that proper acknowledgment be given by the writer when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar
with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

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

3. Tendering of Information. All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

4. Acts Prohibited. Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals.

Violations of academic responsibility include, but are not limited to:
- Plagiarism;
- Any form of cheating;
- Conspiracy to commit academic dishonesty;
- Misrepresentation;
- Bribery in an attempt to gain an academic advantage;
- Forging or altering documents or credentials; and
- Knowingly furnishing false information to the institution.

5. Additional Matters of Ethical Concern. Where circumstances are such as to place students in positions of power over University personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious manner.

B. Conduct Standards

1. Students should not interfere with the rights, safety, or health of members of the University community nor interfere with other students' right to learn. Students are expected to abide by all University, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:
- Theft;
- Vandalism;
- Disruptive behavior;
- Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
- Possession, transfer, sale, or use of illicit drugs;
- Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
- Violations of housing regulations;
- Any act or conspiracy to commit an act which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural group;
- Threats of or actual damage to property or physical harm to others;
- Nova Southeastern University prohibits any activity that may be construed as hazing ("hazing" is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of
initiation or admission into or affiliation with any organization operating under the
sanction of a university); and
k. Failure to pay tuition and fees in a timely manner.

2. Students must have authorization from the University to have access to University
documents, data, programs, and other types of information and information systems. Any
use of the above without authorization is prohibited.

C. Supplementary Standards

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

D. Violations

Any violation(s) of any of the academic standards, conduct standards, or supplemental
standards may result in a complaint being filed against a student to enforce the Code of Student
Conduct and Academic Responsibility. Deans or directors may, in their discretion,
immediately suspend students pending a hearing on charges of academic 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.

Student Code of Computer Ethics

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

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

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

Drug-Free Schools and Campuses

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

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs and the
abuse of alcohol are prohibited in and on Nova Southeastern University owned or controlled
property and as a part of any of its activities. No Nova Southeastern University employee or
student is to report to work or school while under the influence of illicit drugs or alcohol. For more detailed information on this policy, please consult the program’s Student Handbook.

Privacy of Records

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

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

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

A person does not have the right of access to educational records until he or she has been admitted to and has actually begun attending Nova Southeastern University. There is no prohibition from disclosing such information to the parents of students who are listed on their parents’ federal income tax forms.

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

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

Reservation of Power

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

General

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

Institutional and Academic Information

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

Notice of Nondiscrimination

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

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

Grievances

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

Student Publications

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

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

1. The student press shall be free of censorship and advance approval of copy, and its editors and managers shall be free to develop their own editorial policies and news coverage.

2. Editors and managers of student publications shall be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes shall editors and managers be subject to removal, and then by orderly and prescribed procedures.

3. All University published and financed student publications shall explicitly state on the editorial page that the opinions therein expressed are not necessarily those of Nova Southeastern University or of the student body.

**Student Participation in University Governance**

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

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

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

By offering both the Doctor of Psychology (Psy.D.) and the Doctor of Philosophy (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 model of the practitioner-scientist and the Ph.D. program is based on a model of the scientist-practitioner. Each program has a structured curriculum that develops the knowledge and skills of the doctoral student relevant to the program's model. Both require clinical training that includes clinical practica, the Clinical Competency Exam, and a 2,000-hour predoctoral internship at a site where the student has applied and been accepted.

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 growth and development in a variety of areas, such as family therapy, child clinical psychology, cross-cultural counseling, family violence, neuropsychology, psychoanalytic psychotherapy, applied analysis of behavior, gerontology, and others. 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.

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 1960's, 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 practice of clinical psychology. The training retains the important scientific base upon which professional competence and knowledge rest, has students participate in ongoing research, and prepares them to be lifelong consumers of research. Clinical expertise is molded by a sequence of courses on assessment and intervention, both theory and technique, supplemented by practicum experiences with clients in a variety of settings under intensive supervision. The Psy.D. degree, through its curriculum, trains students to perform as clinicians, private practitioners, supervisors, mental health consultants, administrators of human service programs, instructors, and members of a research team. The degree of expertise in these various specialties is contingent upon individuals' educational concentrations and training exposures, as well as their career aspirations.
Ph.D. Program

The program leading to the Doctor of Philosophy (Ph.D.) degree in clinical psychology supports the proposition that the clinical psychologist will contribute most to society when educated for the roles of both scientist and 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. Much of the research conducted within the program involves the development and rigorous investigation of innovative assessment and intervention for clinical problems. From this base, the student proceeds through research training that culminates in a dissertation—Independent research defended before a faculty committee.

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. Through these experiences and a sequence of formal courses and graded exposure to clinical populations in supervised practica, the program imparts the knowledge and skill required for the student to assume the role of academician, researcher, and practicing clinical psychologist.

Clinical Neuropsychology Specialization Program

This program of study leads to a Ph.D. in Clinical Psychology with specialization in Clinical Neuropsychology. The program meets American Psychological Association/International Neuropsychological Society guidelines for specialization in clinical neuropsychology. Students complete the core sequence of required Ph.D. Clinical Psychology courses. All elective courses, the research practica, and one clinical practicum are taken in the specialization. For specific curriculum requirements see the Student Handbook.
Doctoral Academic Policies

Registration and Residency

All students must be in full-time residence for the first three 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 18 credits each year. After the residency requirement is met, students must enroll for at least one credit each semester. All enrolled students must be in continuous registration every fall and winter semester until they receive their degree, unless a leave of absence has been granted.

Candidacy

Upon admission, students are admitted to degree candidacy.

Transfers Between Programs

Doctoral students in clinical psychology are accepted into either the Psy.D. or the Ph.D. program. The programs are distinctive in focus, and it is expected that students enroll with the intention of completing the program into which they were accepted. The Center does not encourage transfer between programs, but a student may petition to do so. Formal requests for transfer should be made to the Office of Academic Affairs, which will provide a list of requirements. Students will not receive transfer credit for required courses taken in their original doctoral program which are at a lower level than those required in their new program.

En Route Master's Degree

Students enrolled in the Ph.D. or Psy.D. Programs in Clinical Psychology may earn, as an intermediate degree, the Master of Science in Clinical Psychology. The curriculum for this degree consists of all courses in the first two years of the model doctoral curricula (53 credits for the Psy.D. program and 54 credits for the Ph.D. program). Courses transferred into Nova Southeastern's program do not count toward this degree. Any doctoral course with a comparable number of credit hours may be substituted for a transferred course. Graduates with this degree will not have met the educational requirements for certification or licensure in Florida and should not expect to provide psychological services as an independent practitioner. Rather, this degree should demonstrate master's-level achievement.

Time Limits

Students are expected to complete their program and be awarded a doctoral degree within 8 years from the time of first enrollment. In the event that a student does not complete all requirements within the 8-year time limit (excluding approved leaves of absence), he or she must enroll in the Center and complete 18 credits (at least 6 credits each fall and winter semester unless a defense is scheduled), as specified in the doctoral students' Policies and Procedures Handbook and approved by the Office of Academic Affairs. Failure to remain in continuous registration will be deemed as the student's withdrawal from the program. Students whose dissertation advisor becomes unavailable after the 8 year limit will have to start their dissertation over with a new chair.
Evaluation of Doctoral Students

Each student is evaluated on an ongoing basis while enrolled in the program, including during the Clinical Competency Examination 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. Areas of evaluation include academic achievement, responsibility, personal adjustment, and interpersonal behavior.

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 dissertation and directed study: research, which receive P, F, or PR (in progress). A grade of I (incomplete) is given only with instructor's approval and 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 detail 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. A student is allowed one year (two full semesters excluding summer session) to remove probationary status. 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 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. However, it is the policy of the University to excuse, without penalty, absences due to religious observances and to allow students to make up missed work.
Doctoral Curricula

Doctoral students must complete a minimum of 100 (Psy.D.), 101 (Ph.D.), or 104 (Ph.D. Clinical Neuropsychology Specialization) credits, successfully pass the Clinical Competency Examination, and complete 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. The following pages outline the Psy.D. and Ph.D. curricula.

Clinical Training

Clinical Practica provide students with assessment and intervention experience. Students have the opportunity to review the list of school-approved placements and indicate their preferences. The Director of Clinical Training makes assignments, taking student preferences into account. Students are required to complete four practica, usually during their second and third year of residence. Each practicum placement typically spans two practica and an 11-month period, beginning in late August (in some cases earlier in the summer). Students are required to meet all clinical obligations, some of which occur on evenings and weekends and during holidays and session breaks. Students' practicum activities are covered by the Center's professional liability insurance.

The Clinical Competency Examination must be taken and passed prior to accepting an internship placement. The examination evaluates the students' ethical knowledge, and understanding of and skills in assessment and intervention. Two faculty members appointed by the Director of Clinical Training conduct the examination. A student failing the exam can retake it; a second failure results in automatic dismissal from the doctoral program.

The Internship of 2,000 hours is the culmination of clinical training. Students can apply to any APA-approved training site in the country. Intern supervisors provide evaluation of the student. Internships typically are salaried positions and last one calendar year.

Research Training

Psy.D. students complete Directed Study: Research, which provides an opportunity to participate in faculty research or pursue their own interests. It is not intended to demonstrate competency at independently initiating and conducting research. Psy.D. students also can elect to take Research Practica and an additional Directed Study: Research.

Ph.D. students are expected to be actively involved in research throughout their graduate training. First they complete a series of four Research Practica, which provide the opportunity to sample research under different faculty members or continue under one. Then they plan and conduct research under faculty mentorship, the Major Paper. The culmination is the Dissertation, defended before a faculty committee as a contribution to the field and of publishable quality.
### Nova Southeastern University Center for Psychological Studies

#### Ph.D. Program 1998

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<thead>
<tr>
<th>First Year Fall Semester</th>
<th>Prerequisites</th>
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<tbody>
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<td>1405 Developmental: Child &amp; Adolescent</td>
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<td>1407 Developmental: Gerontology</td>
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<td>1409 Professional Issues and Ethics</td>
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<td>1501 Assessment: Intelligence Testing</td>
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<td>1703 Pre-Practicum I</td>
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<td>1801 Research Design</td>
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<tr>
<td>1408 Child and Adolescent Psychopathology</td>
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<td>1502 Assessment: Interviewing</td>
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<td>1602 Theories of Intervention</td>
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<td>1608 Cross Cultural Counseling</td>
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<td>2403 Psychobiology</td>
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<tr>
<td>2505 Personality Assessment</td>
<td>1501-2</td>
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</tr>
<tr>
<td>2701 Clinical Practicum I</td>
<td>(All First Year Except 1801)</td>
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<td>2703 Supervision I</td>
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<tr>
<td>2803 Research Practicum III</td>
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<td>2807 Advanced Statistics</td>
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<td>2404 Social/Cognitive Bases of Behavior</td>
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<td>2406 Psychopharmacology</td>
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<td>2702 Clinical Practicum II</td>
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<td>3701 Clinical Practicum III</td>
<td>Co/Pre Req 3601</td>
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<td>3703 Supervision III</td>
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<td>3804 Major Paper</td>
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<td>3805 Multivariate Statistics II with Lab</td>
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<td>3804 Major Paper</td>
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<tr>
<td>5850 Dissertation</td>
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<tr>
<th>Fifth Year</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>5700 Internship</td>
<td>(1 Credit per Semester Fall and Winter)</td>
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<tr>
<td>All Course Work Excluding 5850: Dissertation</td>
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**Total Degree Credits**: 101

**Notes:**
- The Clinical Neuropsychology Specialization prescribes 18 credits instead of electives for a total of 104 credits.
- Electives for all other Ph.D. students are to be selected as follows, but 6 of the 15 credits must be Intervention (46XX).
- 9 Credits any area
- 6 Credits special clinical topics
  - Includes such topics as: substance abuse, victimization, chronically mentally ill, human sexuality

*Required and elective courses may be taken in any semester (including summer) provided that prerequisites have been satisfied.*
# Nova Southeastern University Center for Psychological Studies

## Psy.D. Program 1998

### Model Curriculum*

<table>
<thead>
<tr>
<th>First Year Fall Semester</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>1403 Adult Psychopathology</td>
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<tr>
<td>1405 Developmental: Child &amp; Adolescent</td>
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<tr>
<td>1407 Developmental: Gerontology</td>
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<td>1409 Professional Issues and Ethics</td>
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<td>1501 Assessment: Intelligence Testing</td>
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<tr>
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<tbody>
<tr>
<td>1408 Child and Adolescent Psychopathology</td>
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<td>1502 Assessment: Interviewing</td>
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<td>1506 Behavioral Assessment</td>
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<td>1508 Objective Personality Assessment</td>
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<td>1606 Cognitive/Behavior Therapy</td>
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<td>1608 Cross Cultural Counseling</td>
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<tr>
<td>2403 Psychobiology</td>
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<td>2503 Projective Personality Assessment</td>
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<td>2404 Social/Cognitive Bases of Behavior</td>
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<td>2406 Psychopharmacology</td>
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<td>2806 Intermediate Statistics with Lab+</td>
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<td>Electives Are to Be Selected as Follows:</td>
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<td>Credits intervention (46XX)</td>
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<td>12</td>
<td>Credits any area</td>
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<td>+ Students taking 2806 in the summer may take 3501 here.</td>
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*Required and elective courses may be taken in any semester (including summer) provided that prerequisites have been satisfied.
Doctoral Course Descriptions

General Required

PSY 1403 Adult Psychopathology (3 Cr.)
This course covers descriptive psychopathology and research on the etiology, epidemiology and dynamics of major adult and aged pathologic syndromes. It provides a thorough introduction to DSM-IV as a diagnostic tool.

PSY 1405 Developmental: Child and Adolescent (1.5 Cr.)
This course covers issues in human development which are especially relevant to children and adolescents, beginning with the earliest aspects of development during the prenatal period and ending with the final phase of transition from adolescence to adulthood. Topics in this course will be selected which focus on normal and accelerated developmental progress, as well as factors which threaten to impede normal development.

PSY 1407 Developmental: Gerontology (1.5 Cr.)
This course will review developmental theories of aging, personality development in late life, theories of the biological and/or physiological aging process.

PSY 1408 Child and Adolescent Psychopathology (3 Cr.)
This course will provide a comprehensive examination of specific disorders and problematic psychological states during childhood and adolescence. An emphasis will be placed on the description, theoretical conceptualization, and etiology of disorders. (Pre-req: PSY 1405).

PSY 1409 Professional Issues and Ethics (1 Cr.)
This course acquaints the student with the extant legal and ethical principles and standards of practice that psychologists have developed for the profession.

PSY 2403 Psychobiology (3 Cr.)
This course covers theory, research, and applications for the following topics: structure, function and disorders of the nervous system; physiological mechanisms and disorders in vegetative and intellectual functions; and psychophysiological methods and technology.

PSY 2404 Social-Cognitive Bases of Behavior (3 Cr.)
This course covers current theory and research on cognition, affect, motivation, and learning as they occur in integrated social and self-functioning. Of particular interest are clinical applications of social-cognitive processes. These include attributional styles, self-regulation, person perception, relationships, clinical reasoning and judgment, and cognitive elaboration and attitude change in therapy.
PSY 2406 Psychopharmacology (1.5 Cr.)
This course covers the basic science, theory, research and clinical applications of psychopharmacology. It promotes the understanding of psychobiological processes in medicated patients and emphasizes the special psychotherapeutic requirements which relate to the presently prevalent combined therapeutic approach. The clinical issues are illustrated by case presentations and the review of the relevant literature. (Pre-req: PSY 2403).

Assessment Required

PSY 1501 Assessment: Intelligence Testing (3 Cr.)
The administration, interpretation, and communication of results of major intelligence tests is the focus of this course. Emphasis is placed on the many aspects of interpretation and report writing.

PSY 1502 Assessment: Interviewing (2 Cr.)
This is a basic course on the theoretical and practical aspects of the clinical assessment interview. Emphasis is placed on development of communication skills, rapport building, evaluation strategies, consideration of diagnostic data, cultural and ethnic diversity, the Mental Status evaluation, and the ability to organize information in written and oral form.

PSY 1506 Behavioral Assessment (Psy.D., 1.5 Cr.)
This course will provide an overview of current strategies and issues in contemporary behavioral assessment. Included will be self-report and monitoring, direct and naturalistic observation of behavior and physiological measurement. Application to a variety of clinical disorders will be addressed and attention directed to collateral factors such as behavioral assets and limitations and environmental supports and restrictions which often have an impact on the client.

PSY 1508 Objective Personality Assessment (Psy.D., 1.5 Cr.)
This course examines theoretical, conceptual and methodological issues in objective personality assessment. An emphasis will be placed upon objective personality tests such as the MMPI-2, MMPI-A, 16 PF, Millon’s MCMI and others.

PSY 2503 Projective Personality Assessment (Psy.D., 3 Cr.)
This course will provide an introduction to the theory, administration, scoring and interpretation of the major projective assessment measures including the Rorschach, TAT, Sentence Completion, and Figure Drawings. The specific value of the projective measures and associated research findings will be discussed. The student will also receive an introduction to integrating assessment materials for the purpose of writing psychological test reports. (Pre-req: PSY 1501, PSY 1502, PSY 1506, PSY 1508).

PSY 2505 Personality Assessment (Ph.D., 3 Cr.)
This course will cover various objective, projective and behavior assessment instruments used in personality assessment. Topics may include administration, scoring, and interpretation of such tests as the MMPI-2, Rorschach, TAT, Bender Gestalt, drawing, incomplete sentences, and symptom check lists. Report writing will be included. (Pre-req: PSY 1501, PSY 1502).
PSY 3501 Integrated Report (Psy.D., 3 Cr.)
The primary goal of this course is to help the student write a well-integrated and meaningful psychological report. Starting with basic data obtained from a well-balanced battery of tests and other sources which may include interviews and developmental and social histories, the student is guided through the process of clinical inference, learning to examine and analyze the data, formulate integrative hypotheses and generate a synthesized, integrated and meaningful psychological report. (Pre-req: PSY 2503).

**Intervention Required**

PSY 1602 Theories of Intervention (Ph.D., 3 Cr.)
This course introduces concepts germane to all psychotherapies. Major paradigms are critically examined in terms of philosophy, key concepts, goals, therapeutic relationship, techniques, and applications. Attention is given to research literature on patient/therapist factors and process/outcome findings.

PSY 1606 Cognitive/Behavior Therapy (Psy.D., 1.5 Cr.)
This course will provide an overview of the conceptual and empirical bases for cognitive/behavioral therapies. Specifically, instruction in and practice of multiple intervention models will be emphasized. The utility of these models with a variety of clinical problems and client populations will also be highlighted.

PSY 1608 Cross Cultural Counseling (1.5 Cr.)
This course is an overview and critique of counseling methodology when applied to persons who differ culturally and socially from the middle class mainstream. The essential goal is to increase the awareness, sensitivity and knowledge base of students by means of group interaction, case studies and examination of attitudes and prejudices.

PSY 2601 Dynamic Therapy (Psy.D., 1.5 Cr.)
This introductory course is designed to familiarize students with basic concepts of psychodynamic psychotherapy. Topics considered may include therapeutic communication, therapist-client relationship including transference and countertransference, major resistances to treatment, and issues involved at the various phases of treatment.

PSY 2603 Systems/Family Therapy (Psy.D., 1.5 Cr.)
This course will cover systems theory with emphasis on applications to marital and family therapy. General systems theory, and conceptualizations from such schools as the Bowenian, Structural, and Strategic will be considered.

PSY 2604 Child and Adolescent Intervention (Psy.D., 1.5 Cr.)
This course covers current intervention strategies for children and adolescents. Application of theory, methods, and current research in this area will be reviewed. (Pre-req: PSY 1408).

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PSY 3601 Case Conceptualization (3 Cr.)
This course addresses the processes of conceptualizing case material from diverse theoretical models and translating these conceptualizations into effective treatment strategies. Video- and/or audio-taped clinical interviews, and written and/or orally presented case histories are used in class to demonstrate and provide practice in case conceptualization skills. (Pre-req: (Ph.D.) PSY 1602, PSY 1608, PSY 2702, PSY 2704; (Psy.D.) PSY 1606, PSY 1608, PSY 2601, PSY 2603, PSY 2604, PSY 2702, PSY 2704).

Practicum and Internship Required

PSY 1703 Pre-Practicum I (1 Cr.)
This course will expose students to a variety of client populations and will provide some introductory experiences in a therapeutic context. The course is designed to allow students an opportunity to observe clinical psychology in practice prior to their being required to assume an active therapeutic role.

PSY 1704 Pre-Practicum II (1 Cr.)
Continuation of PSY1703 Pre-Practicum I. (Pre-req:PSY 1703).

PSY 2701 Clinical Practicum I (3 Cr.)
The student is required to spend a minimum of 10 hours per week for 11 months at a selected agency(s). In this course the student is to acquire competency in the areas of interview and assessment, psychological testing, and psychotherapy. (Pre-req: (Ph.D.) All first year courses except PSY 1801, PSY 1803, PSY 1804; (Psy.D.) All first year courses except PSY 1801).

PSY 2702 Clinical Practicum II (3 Cr.)
See above description. (Pre-reqs: PSY 2701, PSY 2703).

PSY 2703 Supervision I (1 Cr.)
The student is required to spend approximately one hour face-to-face with a faculty member in an individual or small group format. The student is expected to present case material and be prepared to discuss cases each week. Tapes of therapy sessions may be required.

PSY 2704 Supervision II (1 Cr.)
See above description. (Pre-req: PSY 2703).

PSY 3701 Clinical Practicum III (1 Cr.)
The student is required to spend a minimum of 15 hours per week for 11 months at a selected agency(s). (Pre-req: (Ph.D.) PSY 2505, PSY 2702, PSY 2704, (Psy.D.) PSY 2503, PSY 2702, PSY 2704, Co/prerequisite: 3601).

PSY 3702 Clinical Practicum IV (1 Cr.)
See above description. (Prereq: PSY 3601, PSY 3701, PSY 3703).

PSY 3703 Supervision III (1 Cr.)
See above description. (Pre-req: PSY 2704).
PSY 3704 Supervision IV (1 Cr.)
See above description. (Pre-req: PSY 3703).

PSY 5700 Internship (2 Cr.)
The student is required to complete an internship, covering a 50 week period of 2,000 hours. The internship site must be accredited by the American Psychological Association or be a member of the Association of Psychology Internship Centers. (Pre-req: All course work).

Methodology, Research, and Dissertation Required

PSY 1801 Research Design (3 Cr.)
The focus of this course is research methodology and scientific thinking. It covers basic experimental designs (between and within groups), single subject experiments, group experimental designs, non-experimental designs (correlational research, case studies, meta-analyses), and program evaluation. Validity issues in research (internal and external) and research ethics are emphasized throughout.

PSY 1803 Research Practicum I (Ph.D., 1 Cr.)
Practica require students to participate in ongoing research activity with a faculty member. Objectives include ability to critically review literature, to abstract salient points from literature and present them cogently, to summarize conceptual and methodological issues in the literature, to formulate a research problem derived from the literature, to derive research hypotheses from a research questions, to develop a research methodology, to test stated hypotheses, to implement research methodology, to analyze and interpret data, and to write research in APA style. Student may continue with current faculty supervisor or with a new one. Change in supervisor must be cleared with the Academic Affairs Office.

PSY 1804 Research Practicum II (Ph.D., 1 Cr.)

PSY 2803 Research Practicum III (Ph.D., 1 Cr.)

PSY 2804 Research Practicum IV (Ph.D., 1 Cr.)

PSY 2806 Intermediate Statistics With Lab (Psy.D., 4 Cr.)
This course covers basic inferential and descriptive statistics to proficiency. Multivariate statistics is taught from a consumer perspective. A computer lab is included.

PSY 2807 Advanced Statistics (Ph.D., 3 Cr.)
This course will focus on analysis of variance strategies for analyzing data from experimental and quasi-experimental designs. Topics covered include completely randomized designs, randomized block designs, repeated measures designs, hierarchical designs, and analysis of covariance designs. Planned and post-hoc comparisons will be addressed throughout.

PSY 2808 Multivariate Statistics I With Lab (Ph.D., 4 Cr.)
This course focuses on multivariate statistical analyses through a detailed exploration of bivariate and multivariate regression and correlation. Other multivariate procedures such as canonical correlation will also be introduced. The course includes a computer lab that focuses on the use of statistical package(s) to perform these analyses. (Pre-req: PSY 2807).
PSY 3804 Major Paper (Ph.D., 3 Cr.)
This course requires the student to design and implement an original research project. It requires a prospectus at enrollment and a written final research report of results. Major paper must be completed by the end of the Fall semester prior to accepting an internship. (Pre-req: PSY 1803, PSY 1804, PSY 2803, PSY 2804).

PSY 3805 Multivariate Statistics II With Lab (Ph.D., 4 Cr.)
This course is a continuation of the content of Multivariate Statistics I and will include such topics as MANOVA and MANCOVA, classification and discrimination, and factor analytic methodology. The course includes a computer lab that focuses on the use of statistical package(s) to perform these analyses. (Pre-req: PSY 2808).

PSY 5850 Dissertation (Ph.D., 12 Cr.)
The dissertation requires the design and implementation of an original significant research project. Upon enrollment, the student will submit a prospectus to the Office of Academic Affairs describing the study. Upon securing a committee, it must be submitted to the Dean's Office for approval. The student must orally defend the proposal and final product. A public presentation of research results in colloquium format is also required following the final dissertation defense. Bound copies of the approved dissertation must be submitted to the Office of the Dean and the University Library. Registration is minimally for two semesters. (Pre-req: PSY 3804).

PSY 5851 Continuing Dissertation (Ph.D., 1 Cr.)
Continuation of PSY5850 Dissertation.

PSY 5890 Directed Study: Research (Psy.D., 4 Cr.)
The Directed Study: Research will be under the direction of one faculty member. Upon enrollment, the student will submit a prospectus to the Office of Academic Affairs, describing the planned study. Content of the Study can be an empirical study, part of a larger study, a critical literature review, case study, or other professional activity/product. A scholarly paper will be required as a final product, submitted by the student to the supervising faculty member. Upon completion, an abstract of the study paper and a Research Completion Form will be filed with the Office of the Dean. Directed Study: Research must be completed by the end of the fall semester prior to accepting an internship.

General Electives

PSY 4401 Clinical Neuropsychology (3 Cr.)
The study of the relationship between brain function and behavior. Major topics include: anatomy and physiology of the human brain, behavioral functions associated with the cerebral hemispheres and lobes, neuro-behavioral presentations of common neurologic and psychiatric conditions, administration and interpretation of major neuropsychological test batteries and diagnostic examination for brain dysfunction. (Pre-req: PSY 2403). (Mittenberg, Golden)
PSY 4403 Neuroanatomy (3 Cr.)
The understanding of the anatomical organization of the human nervous system is an important skill for a student of clinical neuropsychology. In this course the focus will be on those aspects of neuroanatomy which will aid in neuropsychological assessment and research. Topics will include the development, structure and function of the human nervous system, neuroanatomical correlates of behavior and the anatomical substrates of neuropathology. (Pre-req: PSY 2403). (Burns)

PSY 4404 Neuropathology (3 Cr.)
This course is designed to provide an introduction to neuropathology. The understanding of the major diseases and disorders of the human nervous system is an important skill for a student of clinical neuropsychology. In this course the focus will be on those aspects of neuropathology which will aid in neuropsychological assessment and research. Topics will include the development of structural and chemical dysfunction of the human nervous system, neuroanatomical correlates of dysfunction, and the anatomical substrates of neuropathology. (Pre-req: PSY 2403). (Burns)

PSY 4407 Seminar in Social and Clinical Psychology (3 Cr.)
This seminar will focus on current theory and research at the interface of social-personality psychology and clinical psychology. General topics include self-regulation, social cognition, and interpersonal processes in normal and abnormal functioning. Specific topics will reflect students' interest and current discoveries and controversies in the field. (Pre-req: PSY 2404). (Barone)

PSY 4410 Psychology in Fiction (3 Cr.)
This course is psychology, i.e., human experience, as told by fiction writers. By studying selected works, portions of truth about human behavior are sampled. Class discussions focus on this truth. Students are helped to experience vicariously different portions of the human condition, become more empathic with persons whose experiences are different from their own, refine skills of observing and influencing behavior, and internalize values significant in our work as therapists. (May)

PSY 4412 Close Relationships (3 Cr.)
This course will study recent work on the formation and maintenance of close relationships between adults. Topics include friendship and intimacy within and across gender, partner attributions, communication, and conflict. The therapy relationship will also be examined as a type of close relationship. (Pre-req: PSY 2404). (Barone)

PSY 4413 Issues in Adult Development (3 Cr.)
This course covers the psychological development of the adult from post adolescence to the elderly phase of life. Issues included are: relationships (seeking, establishment, maintenance, separation, resolution, and reconnection), family development (parenting and step-parenting), careers (choice, development, mature career change and retraining and work vs. family demands), personal development (life satisfaction, aging processes throughout adulthood in the physical, social, emotional and intellectual areas, and later life planning and life style adjustments). (Michael)
PSY 4415 Psychology and the Law (3 Cr.)
This course will cover the role of psychology in criminal, civil, labor, and matrimonial law. Areas of discussion will include: socialization and deviance, theories of criminal behavior, crime victimization, the courts, eyewitness identification, mental illness and criminal justice, the death penalty, civil torts, child abuse, child custody, psychologists as consultants, psychologists as experts, repressed memories syndrome, and persuasion and its effects on jury behavior. This class will not cover the same material included in the study of forensic psychology; rather the perspective is largely social, cognitive, and criminological. The class will be taught in a lecture/seminar format, with emphasis on group discussion. Current research will be discussed as will case studies of actual trials where psychology has had an impact. Guest lecturers will include prominent attorneys who have involved psychologists in their trials. Ethical considerations will also be included in the course. (Malouff, Pigott)

PSY 4416 Child Advocacy and the Law (1-3 Cr.)
This course will provide training in basic issues of domestic law, special issues related to children and the law, exposure to various advocacy methods and processes related to children, and specific intervention techniques which can be used in making assessments of children who may be reluctant to provide certain kinds of information. (Hall)

PSY 4418 Forensic Psychology: Criminal Law (3 Cr.)
This course will cover topics dealing with the interaction of psychology and criminal law. Topics to be covered include: insanity, competency to stand trial, clinical assessment of dangerousness, delinquency and the evaluation of malingering. (Frumkin, Bourg-Carter)

PSY 4419 Forensic Psychology: Family Law 3 (Cr.)
Basic principles in concepts of forensic psychology. The relationship between juvenile and family law and the scientific study of human behavior. Emphasis will also be given to areas of child physical and sexual abuse and domestic violence. There will be a critical review of pertinent literature. Special attention will be on the legal-ethical issues in the evaluation, treatment and research in family and juvenile law. (Frumkin)

PSY 4422 Skills in Clinical Supervision and Administration (3 Cr.)
This course will present material related to the process of supervision, learning how to provide meaningful supervision, styles of supervisory practice, styles of learning, ethical consideration of supervision as well as distinguishing it from the process of psychotherapy. Additionally, a conceptualization of clinical administration based upon psychotherapeutic principles will be presented along with issues of delegation, use of authority, power dynamics, time management, organizational structure, and a comparison between management by objectives and management by results. (Roth)

PSY 4423 The Psychologist as an Administrator (1 Cr.)
Most psychologists are involved with some type of administration or management at some point in their career. This course will introduce students to various administrative issues which confront those responsible for mental health/psychological administration. Issues related to leadership, risk management and management styles will be discussed. Management theory will be presented within the context of established therapeutic principles demonstrating the usefulness of learned clinical skills. (Roth)
PSY 4428 Data Management (1.5 Cr.)
This course is designed to provide an overview of typical problems encountered in designing and using large data sets in long- and short-term (e.g., dissertation) research projects. Methods and techniques for solving these problems will be discussed and will involve instruction on the usage of word processors (e.g., Word Perfect), text editors (e.g., PICO & vi), computer languages (e.g., FORTRAN & BASIC), statistical packages (e.g., SAS, SPSS, NCSS), and database entry programs (e.g., EPI Info). (Pre-req: PSY 2807). (Sellers)

PSY 4429 Computer Skills in Psychology (3 Cr.)
Student will receive a thorough introduction to the use of computers for conducting psychological research. Topics will include an overview of the variety of computer systems available, the use of electronic mail for communication and research, and methods available for data management. The use of the SAS system for managing research projects will be emphasized. No prior computer experience is required.

PSY 4430 Research Consultation (3 Cr.)
This course is an applied seminar which will help students develop research consulting skills. Material from previous courses will be synthesized with new material to develop each student's skills in such areas as: (1) helping clients to formulate research strategies; (2) selecting the appropriate statistical methods for a problem; (3) analyzing troublesome data (e.g., large amounts of missing data); (4) performing program evaluations; (5) using a variety of computer systems to manage and analyze data; and (6) presenting results to clients in an understandable fashion. The process of conducting studies from initial conceptualization through final data analyses will be illustrated with a variety of case studies. (Pre-req: PSY 2807).

PSY 4432 Concepts and Issues in Substance Abuse (3 Cr.)
This course provides a foundation for understanding clinical efforts aimed at the prevention and treatment of substance use problems. It examines major perspectives on the nature and etiology of substance use problems, and how those perspectives translate into social actions and clinical practices. Explanations of substance use and abuse are presented as exemplifying lay and scientific views of abnormal behavior. SPECIAL CLINICAL TOPIC (M. Sobell)

PSY 4434 Childhood Aggression (3 Cr.)
This course will review current theory and research on aggressive behavior during childhood. Topics will include: theories of aggressive development, social-cognitive influences on aggression, socialization factors (e.g., the family, the peer group) in aggressive development, the role of the media in aggressive development, recent research on children who serve habitually as victims of peer aggression, and intervention with aggressive and victimized children. (Pre-req: PSY 1408). SPECIAL CLINICAL TOPIC. (Perry)

PSY 4436 Development of Sex Differences in Personality and Social Behavior (3 Cr.)
This course will review current theory and research on the development of sex-linked aspects of personality and social behavior. Topics will include: (a) theories and conceptualizations, (b) assessment of sex-linked attributes and constructs, (c) methods of research, (d) biological influences, (e) socialization influences, (f) cognitive influences, and (g) ethical, moral, and political issues. SPECIAL CLINICAL TOPIC (Perry)
PSY 4440 Social and Cultural Foundations of Counseling (3 Cr.)
This course addresses cultural diversity and its implications for counseling. It considers the psychological impact of factors such as sex, race, ethnicity and culture, religious preference, socioeconomic status, sexual orientation, and physical disability. It explores common stereotypes and out-group prejudices and how to overcome them in counseling. Finally, it reviews counseling issues and strategies for diverse clients. A research paper on the area is required. (Samuda)

PSY 4501 Advanced Clinical Neuropsychology (3 Cr.)
Intensive study of specialized methods of neuropsychological assessment as they apply to the recognition of central nervous system disorders. Examination results are presented and discussed in a case conference format. Topics include: administration and interpretation of the Luria-Nebraska Neuropsychological Battery, selection and interpretation of flexible batteries, functional systems of the brain, and profession issues. (Pre-req: PSY 4401). (Golden, Mittenberg)

PSY 4503 MMPI (3 Cr.)
The MMPI, MMPI-2 and MMPI-A are the most widely used clinical instruments, and the most widely used personality test. Well over 15,000 research studies have been published using the test, and 1,000 specialized research scales have been developed. The course is intended to help the advanced student become more familiar with clinical interpretation of the MMPI's. We will also examine its various forms and the utility of specialized scales. In addition, we will explore its usefulness in conjunction with other instruments such as the MCMI. (Pre-req: PSY 1508 or PSY 2505). (Dorfman)

PSY 4510 Advanced Clinical Interview (3 Cr.)
This course is structured for students with practicum experience and who currently have an active caseload of clients. Its objective is to enhance students' interviewing skills with a variety of adult clients with specific attention directed to eliciting information, diminishing client resistance, and determining appropriate targets for modification. An additional aim is to better understand client communications, especially in the early phases of treatment, so as to avoid erroneous selection of targets. No text will be required; all classwork will involve analysis of the students' taped interviews followed by role played exercises. Grades will be determined solely on the basis of classroom performance. (Pre-req: PSY 1501).

PSY 4514 Child Neuropsychological Assessment (3 Cr.)
This course is designed to provide an introduction to developmental neuroanatomy, developmental neuropsychological research and theory to the neuropsychological assessment of children. Cases of acute brain trauma, chronic brain injury, communicative disorders, learning disabilities, brain disease, sensory-motor handicaps and seizure disorders will be presented to demonstrate the behavioral effects of these conditions. (Pre-req: PSY 2403). (Burns)

PSY 4516 Clinical Assessment of Malingering and Deception (3 Cr.)
Basic principles and concepts of how to assess for malingering and deception using a host of diagnostic, psychometric, and specialized techniques. Emphasis will be given on how to use structured and unstructured clinical interview techniques to assess for dissimulation. In addition, special attention will be given on the use of the Wechsler Scales, MMPI-2, Rorschach, and other psychological tests to ascertain whether or not a client is trying to minimize or exaggerate pathology. Role-playing and analysis of test data will be an integral part of the course. Research in the area of dissimulation will be discussed as well as implications on how to assess deception in special populations, such as amnesiacs,
sex offenders, and individuals in custody disputes. Other specialized techniques, such as hypnosis, polygraph examination, and drug-assisted interviews will also be explored. (Pre-req: PSY 2503 or PSY 2505). (Frumkin)

PSY 4520 Child Sexual Abuse Assessment (3 Cr.)
The purpose of this course is to provide the student with state-of-the-art knowledge and the tools necessary to properly assess the validity of allegations of CSA, and to assess the psychological impact of CSA on known victims. (Pre-req: PSY 1405, PSY 1408, and PSY 1502). SPECIAL CLINICAL TOPIC. (Reed)

PSY 4525 Assessment of Culturally Diverse Clients (3 Cr.)
This course involves a critical review of traditional assessment methods and instruments when used to measure the intelligence and aptitudes of those persons who differ markedly from the social and cultural norms. It will demonstrate the counterproductive pitfalls in the application of such techniques when used to label ethnic minorities and underprivileged clients. Students will learn to use and apply alternative methods. The theoretical and practical innovations of dynamic assessment will be analyzed. (Pre-req: PSY 1608). (Lewis, Samuda)

PSY 4526 Learning Potential Assessment and Instruction (3 Cr.)
This course will include specific training in the concepts and application of Feuerstein's methods for assessing potential in culturally different clients and students and in enhancing their learning by means of remedial programs of instrumental enrichment. (Pre-req: PSY 1608). (Lewis, Samuda)

PSY 4550 Analytic Approaches to Assessment (3 Cr.)
Frequently used projective tests from the test battery (Rorschach, TAT, SC, Bender, & DAP) will be examined from a psychoanalytic viewpoint. Test protocols will be reviewed and analyzed with similar content from different tests pointed out. How to structure will be accentuated. Report writing stressing the principal conflict, and showing how conceptualization of a case begins with the patient's initial response and builds from this impression, reinforcing or offering new ideas will be demonstrated. The work of a number of outstanding authors will be examined from a conflict/defense orientation. Organization, synthesis and integration of material will be highlighted. (Pre-req: PSY 2503 or PSY 2505). (Lane)

Intervention Electives

PSY 4603 Play Therapy (3 Cr.)
The purpose of this course is to delineate the various theoretical and practical approaches to play therapy. Conducted in a seminar fashion, class sessions will involve the discussion and instruction of theory, methods of intervention and the special therapy issues. Additionally, an applied clinical approach will also be emphasized via student play therapy case presentations. (Pre-req: PSY 1408). (Faust)

PSY 4607 Group Therapy (3 Cr.)
Group process provides an introduction to the theories and research pertaining to small group behavior. Experiencing group dynamics first hand and processing these experiences provide opportunities to become familiar with factors which influence behavior in small groups. (Fehr, Gordon, May)
PSY 4608 Group Therapy II (3 Cr.)
This course continues the student's training and experience in group psychotherapy. It is primarily focused upon group leader facilitation, empathy, sensitivity, lessening of prejudicial judgment as it relates to the many hues of human experience and behavior, and anxiety reduction with multiple client interactions. A paper is required summarizing learning about group process and being a group member and leader. (Pre-req: PSY 4607). (Fehr)

PSY 4609 Advanced Couples and Family Therapy (3 Cr.)
This course is an advanced continuation of PSY 2603 Systems/Family Therapy and will emphasize case analyses and intervention strategies and techniques as applied to various couple and family configuration. (Pre-req: PSY 2603). (Gordon, Kabacoff)

PSY 4610 Human Sexuality and Sex Therapy (3 Cr.)
Addresses topics in the area of human sexuality and sexual functioning from several perspectives such as historical, biological, psychosocial, behavioral and clinical intervention. Various approaches to conducting sex therapy will be presented as well. SPECIAL CLINICAL TOPIC. (Kaikobad, Michael, Moragne)

PSY 4612 Therapy with HIV/AIDS Patients (3 Cr.)
The objective of this course is to have students become thoroughly familiar with psychosocial, medical and legal aspects of HIV, as well as, to examine their own feelings as therapists dealing with people infected with HIV. SPECIAL CLINICAL TOPIC. (Pozen)

PSY 4614 Interventions in Depression (3 Cr.)
This course will cover the assessment, diagnosis, and treatment of mood disorders. Available literature on treatment outcome studies will be reviewed. The course will focus on actual treatment applications of depressed patients. Treatment modalities will include cognitive/behavioral therapy, interpersonal psychotherapy, and group approaches. Students must be in practicum and should expect to demonstrate some direct patient experience with the interventions studied. (Orvaschel)

PSY 4617 Eriksonian Hypnosis and Therapy (3 Cr.)
Basic skills of Ericksonian hypnosis (e.g. indirect methods of induction, utilization techniques) and therapy (e.g. use of metaphors, expectation sets, paradoxical interventions) will be taught through Erickson's writings, lecture and class discussion, in-class demonstrations and exercises, and videotape demonstrations. (Pre-req: Instructor Permission). (Gold)

PSY 4620 Behavior Therapy (3 Cr.)
This course will cover the specific behavioral treatments for each of the major mental disorders as well as the underlying conceptual basis for the treatment selected. (Pre-req: PSY 1602 or PSY 1606). (Azrin)

PSY 4623 Cognitive Behavioral Case Conceptualization (3 Cr.)
The objective of this course is to familiarize advanced students with cognitive and behavioral approaches to treating patients. This will be accomplished through selected readings, class discussions, and re-conceptualization of previously treated and on-going cases. Discussions will center on appropriate selection of targets and treatments and the requirement of flexibility (i.e., shift of gears) when a given approach fails to work. Evaluation of cases via the single case design approach will be
underscored. Where possible application of innovative treatment strategies will be considered. A primary class assignment will be the conceptualization and development of an innovative treatment strategy with an accompanying brief treatment manual.

**PSY 4624 Cognitive Behavioral Treatment of Anxiety (3 Cr.)**
This "hands-on" course uses a detailed case approach to assessing and treating anxiety disorders in both adults and children. Common cognitive-behavioral interventions—including systematic desensitization, in vivo exposure, coping self-statement training, etc.—will be reviewed, as well as assessment and diagnostic methods (i.e., interviews, BAT'S, self-report measures, etc.). Classes primarily will include didactic discussions and "lab" exercises. (Pre-req: Practicum) (Last)

**PSY 4625 Behavioral Intervention Disease Processes (3 Cr.)**
Psychology is playing an increasingly more prominent role in medicine and rehabilitation. Research in the behavioral science has shown the importance of psychological and behavioral factors in disease and disability. However, psychologist are not always effective in medical centers. This course deals specifically with the psychological and behavioral factors of disease and disability and how to apply them successfully in medical settings. The different course lectures are taught by experts in the particular area of application. The course is designed to provide the student with an understanding of psychological and behavioral factors in disease and disability and provide knowledge of the specific techniques that are used to improve function from a psychological and behavioral perspective. It also provides an understanding of the role of the psychologist in medical settings and how to successfully integrate psychology and medicine. (Brucker-at Jackson Memorial Hospital)

**PSY 4626 Sports Psychology of Everyday Life (3 Cr.)**
This class will survey principles of learning and performance psychology including cognitive therapy, behavior therapy, hypnosis, imagery, and sports psychology and focus on applying these principles and techniques to performance psychology challenges of everyday life. Theory, research, and clinical application will include sports psychologists such as Nideffer and Suinn as well as cognitive therapists and leading figures in hypnosis. (Pre-req: PSY 1602 or PSY 1606). (Feazell)

**PSY 4628 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. Diagnostic categories include general anxiety disorders, simple phobia, and muscular disorders, cardiovascular and gastrointestinal disorders, chronic and acute pain conditions, sexual disorders and autonomic dysregulation disorders. Biofeedback as a technique for preventive medicine and health will also be discussed. The course includes laboratory experiences. (Montgomery)

**PSY 4629 Health Psychology (3 Cr.)**
This course seeks to define the field of Health Psychology, and provides a conceptual overview of current assessment and treatment models. Emphasis is placed upon the interrelationships among affective responses, recurrent behavior patterns, and organ system performance. Intervention strategies directed at lifestyle as well as specific behavior changes are highlighted. (Katell)
PSY 4630 Existential Therapy (3 Cr.)
Contemporary existential issues are explored as they impact on both client and therapist in psychotherapy. How existential views complement other theoretical orientations, impact on the therapist/client relationship, and lead to implementation of treatment strategies are of particular interest and focus. (May)

PSY 4631 Humanistic Therapy (3 Cr.)
This course is a practitioner-oriented exploration of theories and practices of humanistic psychotherapy, including Rogers' person-centered, Bugental's existential-analytic, Mahrer's experiential, and Rollo May's approaches. Theoretical bases for psychotherapy, the therapist as a person, core therapeutic conditions, and the therapy relationship receive major emphasis. (May)

PSY 4632 Interpersonal/Systems Approaches to Therapy (3 Cr.)
An overview of a range of perspectives and treatment approaches (e.g. Sullivanian, family systems, strategic intervention, Ericksonian, Laingian) which have in common an emphasis on the role of interpersonal, social, cultural and political forces in their conceptualization of and response to psychological problems. Conducted in a seminar format, class meetings will consist of a discussion of concepts, issues, and intervention strategies covered in readings, videotapes, and case presentations. (Gold)

PSY 4634 Psychodynamic Psychotherapy in Practice (3 Cr.)
The focus of this seminar is the communicative process in psychotherapy. The student will not only attend to the manifest content of the patient's communication, but will also learn to hear and understand the latent (unconscious) message. In order to accomplish this goal each student must develop a working knowledge of Lang's text: A Primer of Psychotherapy, or Lang's Psychotherapy: A basic text. The first several sessions will be devoted to this task. Students are required to tape some sessions of interesting, difficult or troublesome cases for classroom presentation. (Pre-req: Students must be in Practicum). (Shapiro)

PSY 4635 Psychodynamic Therapy I (3 Cr.)
This introductory course is designed to familiarize students with the basic concepts, range, scope and limitations of psychoanalytic psychotherapy as a treatment modality. It is anticipated that by the end of this course, the student would have acquired the basic concepts necessary to have a fuller appreciation of this therapeutic approach. (Pre-req: PSY 1602 or PSY 2601). (Quintar)

PSY 4636 Psychodynamic Therapy II: Classic & Ego (3 Cr.)
This course explains in-depth the concepts of transference and counter-transference, starting with the seminal work of Sigmund Freud in 1912 to the present time. (Pre-req: PSY 4635). (Quintar)

PSY 4638 Narcissistic and Borderline Disorders (3 Cr.)
The main objective of this course is to explore systematically the clinical pictures, the therapeutic techniques, and the developmental theories of both the Borderline and Narcissistic Personality Disorders. (Pre-req: PSY 4635). (Quintar)
PSY 4640 Special Problems in Psychotherapy (3 Cr.)
This course is open to advanced students who are carrying patients in treatment. Clinical material will be used throughout the course. The following areas will be pursued: setting the stage for psychotherapy; establishing the frame; early trauma; self-disclosure; special events, extra-therapeutic contact; negativity; the revenge motive; handling dreams and fantasy; the metaphor and other poetic diction; and the erotic transference and counter transference. (Lane)

PSY 4642 Self Psychology (3 Cr.)
The purpose of this course is to acquaint students with the theoretical background and practical application of Self Psychology. Class will be devoted to discussion of readings and case presentation. (Pre-req: PSY 4635). (Quintar)

PSY 4644 Psychoanalytic Concepts (3 Cr.)
This course will offer a survey of concepts and theory of psychoanalysis and review their application within the psychoanalytic situation. The first part of each session will be devoted to theory and technique, while the second part of each session will focus on the practical or clinical application of theory. It is expected that students will participate actively in class discussions, as well as contribute to the clinical section of each session. Each student will be expected to present case material relevant to the subject being discussed. In addition, some written assignments may be given. There will be no examination in this class. (Pre-req: PSY 3701). (Lane)

PSY 4646 The Use of Dreams in Psychotherapy (3 Cr.)
This course will deal with Freud's theory from the Interpretation of Dreams brought up to date to accommodate weekly and brief/time-limited psychotherapy. The concept of "Dreamwork", as well as the function, value, and language of the dream will be discussed. Additionally, the significance of the first or initial dream, the interpersonal/communicative function, and intrapsychic aspects of the dream will be explored. The dream in psychopathology, the biology of dreaming, and adaptive aspects of the dream will also be addressed. (Pre-req: PSY 1602 or PSY 2601). (Lane)

PSY 4650 Crisis Intervention (3 Cr.)
This course will consist of an overview of crisis intervention including differing approaches and techniques for this type of work. Specific topics will include working with the suicidal client, coping with grief, divorce, adolescent issues, victimization, aging and illness. Community resources available for crisis intervention and the process of involuntary commitment will also be covered. (Pre-req: PSY 1502). SPECIAL CLINICAL TOPIC (Derecho)

PSY 4651 Seminar in Eclectic Psychotherapy (3 Cr.)
Eclecticism refers to the method or practice of choosing what seems best or most likely to have therapeutic benefit for a client/patient from the variety of available systems, methods and techniques. In order to help develop skills in thinking and application to foster an eclectic orientation, this course will lean heavily on case histories. Students will read, present and discuss cases from modern therapists and from their own clinical experiences (e.g., practicum). In addition to the wealth of knowledge gleaned from analysis of these cases, students will develop intervention strategies based on recent trends in theory and technique. In addition, current psychotherapy literature and films will be critically examined. (Pre-req: PSY 3601). (Schneider)
**PSY 4653 Treatment of Rape Trauma Syndrome (3 Cr.)**
This course will focus on the psychological trauma of sexual assault. Issues will include molestation, incest sexual assault and abuse; incidence, psychological sequelae, diagnostic considerations and treatment approaches. *(Pre-req: PSY 1403). SPECIAL CLINICAL TOPIC. (Hutchings)*

**PSY 4659 Advanced Cross-Cultural Counseling (3 Cr.)**
This course is designed to explore advanced issues related to the counseling and assessment of culturally diverse clients. Skills will be developed through the use of critical incident analysis and case study conceptualization. Students will be required to construct a case study, read weekly assignments and participate in critical incident analysis. *(Pre-req: PSY 1608 or PSY 4602). (Lewis, Samuda)*

**PSY 4662 Post-Traumatic Stress Disorders (3 Cr.)**
This course surveys the history, research, and treatment approaches with Post-Traumatic Stress Disorders in its many manifestations including post-combat syndromes, natural disaster survivors, occupational critical incidents and victims of crime, sexual abuse, or accidents. *(Pre-req: PSY 1403). SPECIAL CLINICAL TOPIC. (Feazell)*

**PSY 4663 Counseling in Terminal Care (3 Cr.)**
This course will provide an integrated model for counseling the terminally ill that will include the patient, the family, and social system. It will acquaint students with both a humanistic and a cognitive-behavioral thanatology. The needs of therapist dealing with the stresses of terminal care will also be addressed. **SPECIAL CLINICAL TOPIC. (Maxwell)**

**PSY 4666 Neurorehabilitation (3 Cr.)**
Rehabilitation neuropsychology will cover the role of the neuropsychologist in the comprehensive treatment of the acute and chronic brain injured clients. The course will examine the interdisciplinary nature of the rehabilitation process, as well as the unique roles of each discipline. Using a Lurian model of rehabilitation, the role of the neuropsychologist will be identified from acute injuries through long term care. Clinical techniques and issues will be identified at each level of care, relating to the treatment of the client as well as the treatment of family and significant others. The current scientific basis of cognitive and behavioral interventions will be explored as well. *(Pre-req: PSY 4401). (Golden)*

**PSY 4668 Assessment and Treatment of Substance Abuse (3 Cr.)**
This course is intended for students who want to learn how to assess and treat individuals with alcohol and other drug problems, and also for students who will encounter patients with dual disorders. The likelihood of working with patients who have dual disorders is quite high in any general mental health setting. Students will learn a variety of assessment and treatment strategies for dealing with individuals with alcohol and drug problems, ranging from the use of screening techniques and brief interventions to dealing with cases of serious psychiatric comorbidity. A variety of assessment instruments and procedures will be presented with a focus on helping students identify methods with clinical utility. Students will also be taught the use of motivational interviewing skills for assessment, treatment planning, and goal setting. The conduct of group therapy with substance abusers will also be discussed. **SPECIAL CLINICAL TOPIC (L. Sobell)**
PSY 4670 Short Term Therapy (3 Cr.)
This course will review the history and development of time-limits therapies and survey different approaches including brief dynamic therapy, cognitive therapies, solution oriented models and others. New developments in brief treatment will be covered including managed care models and "HMO therapy". (Kent)

PSY 4671 Psychotherapy with Lesbians and Gay Men (3 Cr.)
Lesbians and gay men in psychotherapy present to the clinician issues that are unique to this population. The goal of this course is to make the student aware, sensitive and knowledgeable of these salient issues in order to work more effectively using gay affirmative psychotherapy technique in treating gay men, lesbians, and their family members. These issues will be viewed through a developmental perspective, i.e., counseling gay adolescents, adults, couples, and the aging. The course design is an interactive approach using panel presentations, current research, case studies and role playing in a small class atmosphere. Students have the opportunity to volunteer at the Gay and Lesbian Community Center using gay affirmative and brief psychotherapy techniques. Group supervision is provided as part of the course. SPECIAL CLINICAL TOPIC. (Wine)

PSY 4673 Interpersonal Violence (3 Cr.)
The purpose of this seminar is to examine current strategies and issues in clinical research and treatment with disparate forms of interpersonal violence with an emphasis on perpetrators of these acts. Some of these will include: spouse abuse, child maltreatment, incest, (non-familial) sexual assault of children and adults, homicide, and serial rape and murder. Within each area, empirically-based approaches to assessment, prevention, and treatment will be discussed. Etiologic and maintaining factors for the various types of violence, and psychological profiling procedures with selected subtypes of violent offenders, also will be covered. SPECIAL CLINICAL TOPIC. (Van Hasselt)

PSY 4674 Gender Issues in Psychotherapy
This course will focus on gender-related issues in the psychological treatment of both men and women. Topics include: the psychology of women/men, gender stereotypes, gender related issues in treating dysfunctions prevalent to women, and treatment of problems that are unique to women and to men. Theory and research regarding traditional therapies such as psychodynamic and behavioral approaches and alternative interventions such as feminist therapy will be reviewed. Students will engage in an in-depth exploration of a gender-focused psychological treatment. Gender issues will be examined in a small-class atmosphere to promote sensitivity to gender biases. (Michael, Wolf)

PSY 4675 Persuasion in Therapy (3 Cr.)
Most therapies, even behavior therapies, involve considerable dialogue between clients and therapists, with the dialogue intended to facilitate behavior change. The central focus of this course will be on three questions: (a) what factors lead clients to change or strengthen their attitudes (i.e., effective persuasion), (b) when does clients' attitude change lead to behavior change, and in what ways can this knowledge be applied in treatment? The process of persuasion has been studied from many perspectives, such as social psychology, communication theory, and advertising. Relevant evidence from a variety of areas will be considered, with an emphasis on applications in clinical situations. (M. Sobell)
PSY 4677 The Psychotherapeutic Relationship (3 Cr.)
This relationship is the foundation upon which all changes will emerge in the client; it also changes the therapist. From Freud’s initial recognition of transference, through the humanism of Carl Rogers and onto and beyond the re-experiencing theory of Merton Gill and the self psychology of Heinz Kohut, this course will explore the notion that the relationship is the therapy. As a seminar course, the instructor and the students will present for discussion cases they have been involved in that have emotionally affected their perceptions of the psychotherapeutic process. (Fehr)

PSY 4678 Psychotherapy with Sexually Abused Children (3 Cr.)
Theories and techniques associated with individual, group and family therapy interventions for sexually abused children will be addressed. Special attention will be given to empirically supported interventions for commonly encountered sequelae of sexual abuse, including sexual and other behavior problems, post-traumatic stress disorder, and impaired attachment. (Co/Pre-req: PSY 4502)
SPECIAL CLINICAL TOPIC. (Reed)

Practicum Electives

PSY 4701 Clinical Practicum V (3 CR.)
The student is required to spend a minimum of 15 hours per week for one semester at a selected agency. (Pre-req: PSY 2701, PSY 3701).

PSY 4702 Clinical Practicum VI (3 CR.)
See above description. (Pre-req: PSY 4701).
Statistics on 1997-1998 Entering Class

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AS OF 6/3/97
Doctoral Internship APA Site Placements
1991-1998 Partial Listing

Arkansas Mental Health Division, Little Rock, Arkansas
Astor Home for Children, Rhineback, New York
Bayview Center for Mental Health, Miami, Florida
Baylor College of Medicine, Houston, Texas
Bayview Center for Mental Health, Miami, Florida
Boston City Hospital, Boston, Massachusetts
Boston University Counseling Center, Boston, Massachusetts
Cambridge Hospital/Harvard Medical School, Cambridge, Massachusetts
Children's Hospital, Columbus, Ohio
Children's Hospital at Stanford, Children's Health Council, Stanford, California
Children's Psychiatric Center, Miami, Florida
Cleveland, V.A. Hospital, Cleveland, Ohio
CPC Behavioral Healthcare, Redbank, New Jersey
Dartmouth Hitchcock Medical Center, Lebanon, New Hampshire
Duke University, Durham, North Carolina
Dutchess County Dept. of Mental Hygiene, Poughkeepsie, New York
Dwight D. Eisenhower Army Hospital, Augusta, Georgia
Federal Correctional Institution, Petersburg, Virginia
Florida State Hospital, Chattahoochee, Florida
Henry Ford Health Sciences Center, Detroit, Michigan
Howard University Counseling Center, Washington, D.C.
Hunter Holmes McGuire VA Medical Center, Richmond, Virginia
Illinois State Psychiatric Institute, Chicago, Illinois
James A. Haley V.A. Hospital, Tampa, Florida
Jerry L. Pettis Memorial V.A. Hospital, Loma Linda, California
Jewish Board of Family and Children's Services, New York, New York
Johns Hopkins/The Kennedy Center, Baltimore, Maryland
Judge Baker Children's Hospital/Harvard Medical School, Boston, Massachusetts
Mailman Center for Child Development, Miami, Florida
Manhattan Psychiatric Center, New York, New York
Manhattan V.A. Hospital, New York, New York
McLean Hospital, Harvard Medical School, Belmont, Massachusetts
Medical College of Pennsylvania/Hahnemann University, Philadelphia, Pennsylvania
Medical University of South Carolina, Charleston, South Carolina
Miami V.A. Hospital, Miami, Florida
Michigan State University Counseling Center, East Lansing, Michigan
Northeastern Ohio University College of Medicine, Akron, Ohio
North Shore University Hospital/Cornell University Medical College, Manhasset, New York
Northwestern Memorial Hospital Institute of Psychiatry, Chicago, Illinois
Primary Children's Medical Center, Salt Lake City, Utah
Pittsburgh VA Consortium, Pittsburgh, Pennsylvania
Rusk Institute/NYU Medical Center, New York, New York
St. Louis V.A. Hospital, St. Louis, Missouri
Southern Illinois University Counseling Center, Carbondale, Illinois
State University of New York at Syracuse Health Science Center, Syracuse, New York
The Bradley Center, Columbus, Georgia
Topeka State Hospital, Topeka, Kansas
Tufts University School of Medicine, Boston, Massachusetts
U.S. Air Force Medical Center/Wright-Patterson AFB, Dayton, Ohio
U.S. Air Force Medical Center - Wilford Hall, Lackland AFB, San Antonio, Texas
U.S. Naval Hospital - Portsmouth, Norfolk, Virginia
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 Florida, University Counseling Center, Gainesville, Florida
University of Illinois, Chicago, Illinois
University of Medicine and Dentistry of New Jersey, Newark, New Jersey
University of Massachusetts/Amherst, Amherst, Massachusetts
University of Medicine and Dentistry of New Jersey, Newark, New Jersey
University of Miami/Jackson Memorial Hospital, Miami, Florida
University of Mississippi Medical Center, Jackson, Mississippi
University of New Hampshire Student Counseling Center, Durham, New Hampshire
University of North Carolina School of Medicine, Chapel Hill, North Carolina
University of Oklahoma Health Sciences Center, Oklahoma City, Oklahoma
University of Pennsylvania Counseling and Psychological Services, Philadelphia, Pennsylvania
University of Rochester School of Medicine and Dentistry, Rochester, New York
University of South Carolina, Columbia, South Carolina
University of South Florida Mental Health Institute, Tampa, Florida
University of Tennessee, Professional Psychology Consortium, Tennessee
University of Virginia Counseling Center, Charlottesville, Virginia
VA Medical Center Atlanta, Decatur, Georgia
VA Medical Center, Miami, Florida
VA West Side Medical Center, Chicago, Illinois
Village for Family and Children, Hartford, Connecticut
Washington State University Counseling Services, Pullman, Washington
Western State Hospital, Tacoma, Washington
West Haven V.A. Hospital, West Haven, Connecticut
West Virginia University, Morgantown, West Virginia
Worcester Youth Guidance, Worcester, Massachusetts
Yale University School of Medicine, New Haven, Connecticut
Youth Guidance Center, Worcester, Massachusetts
1997-1998 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>Expense</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Tuition</td>
<td>$ 535 per credit hour</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$ 50 (non-refundable)</td>
</tr>
<tr>
<td>Seat Deposit</td>
<td>$1,000 (non-refundable; payable after acceptance and credited toward tuition)</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>$ 25 per semester</td>
</tr>
<tr>
<td>Late Registration Penalty</td>
<td>$ 30</td>
</tr>
<tr>
<td>Student Government Association Fee</td>
<td>$ 15 per semester</td>
</tr>
<tr>
<td>Professional Liability Insurance Fee</td>
<td>$ 5 per semester</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>$ 5 per transcript</td>
</tr>
<tr>
<td>Application for Degree Fee</td>
<td>$ 65</td>
</tr>
</tbody>
</table>

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

Refund Policy

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

Tuition Refund Schedule

**Fall**
- Monday, August 25, 1997 - End of 100% refund
- Monday, September 8, 1997 - End of 80% refund
- Monday, September 15, 1997 - End of 60% refund
- Monday, September 22, 1997 - End of 40% refund
- Monday, September 29, 1997 - End of 20% refund

**Winter**
- Monday, January 5, 1998 - End of 100% refund
- Tuesday, January 20, 1998 - End of 80% refund
- Monday, January 26, 1998 - End of 60% refund
- Monday, February 2, 1998 - End of 40% refund
- Monday, February 9, 1998 - End of 20% refund
Summer I
   Monday, May 4, 1998
   Friday, May 8, 1998
   Friday, May 15, 1998
   Friday, May 22, 1998

   End of 100% refund
   End of 75% refund
   End of 50% refund
   End of 25% refund

Summer II
   Wednesday, June 24, 1998
   Thursday, July 2, 1998
   Thursday, July 9, 1998
   Thursday, July 16, 1998

   End of 100% refund
   End of 75% refund
   End of 50% refund
   End of 25% refund
Doctoral Admissions

Requirements

To be considered for admission to a doctoral program in clinical 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, interpersonal sensitivity, 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 (after completing a minimum 18 credits); a course in statistics; 18 credits of psychology, including a course in a basic area of psychology or a score of 600 or higher on the Graduate Record Examination (GRE) Psychology Test; and GRE Verbal, Quantitative, and Psychology scores.

Achievement of the above minimum requirements are necessary for an application to be considered for a doctoral program. Higher GPA and GRE scores indicating greater potential to complete doctoral-level work will enhance an application (see statistics on 1997-1998 entering class). Combined GRE Verbal and Quantitative scores greater than 1000 is preferred. Other factors include: (1) previous courses taken, (2) previous clinical and research experience, (3) evidence of interest in psychology, (4) the applicant's personal statement, and (5) letters of recommendation. Personal interviews are required. Completed applications and all supporting documents (as listed below) must be complete and received in the graduate admissions office by January 6 of the calendar year for which admission is sought.

Application Procedure

The following information is required as part of the application:

1. A completed and signed Application Form.
2. 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.
3. A check for $50 non-refundable application fee ($80 total if applying to both programs) made out to Nova Southeastern University.
4. The completed application worksheet.
5. Official GRE scores for the General and Psychology Tests to be sent directly to the Office of Graduate Admissions, Center for Psychological Studies. Include a photocopy of the GRE scores (if available).
6. 3 letters of recommendation, in addition to the enclosed forms, from professors or supervisors most familiar with your work must be sent directly to the Office of Graduate Admissions.
7. Official Transcripts from all institutions of higher education previously attended (to be sent directly to the Office of Graduate Admissions, Center for Psychological Studies). If an initial transcript does not reflect degree conferral or final semester grades, you must forward a final transcript to the Office of Graduate Admissions as soon as this information becomes available.
8. Where applicable, foreign nationals should submit TOEFL scores.
Transfer of Credits

All transfer credit must be awarded during the student's first academic year in the doctoral program. Request for transfer credit for FIRST SEMESTER COURSES must be made during the summer, prior to July 15. Request for transfer credit for SECOND SEMESTER COURSES must be made during the fall, prior to October 15.

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 post-baccalaureate 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 enrollment 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 evaluated as equivalent to a course in the program's required curriculum. Credits will not be awarded for electives.

5. The student must successfully demonstrate competence to the evaluating faculty member for assessment courses.

The student must provide the Office of Academic Affairs the syllabus and catalog description of courses for which transfer is sought. Faculty members evaluating transfer courses may require the student to provide further documentation and supporting material such as class notes and to meet with them.

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, an equivalent number of elective credits must be taken in order to fulfill the degree requirements.

No transfer credits may be applied to Pre-Practicum, Practicum, Internship, or Electives.

Conditional Admission

Applicants admitted on a conditional basis will be required to meet specific requirements by the date indicated in official correspondence.
Master's Programs

Mental Health Counseling

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

School Guidance and Counseling

The Master's Program in School Guidance and Counseling, also based on a developmental model, prepares students to function as guidance counselors in school systems. While the role of the school counselor varies within and across schools, districts, and states, counselors increasingly serve in multiple roles, interacting and consulting with parents, teachers, school psychologists, and agencies to provide effective services to students (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 important impact on both the individual student and the school climate.

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

The master's programs are offered on the main campus in Fort Lauderdale and in the field-based format at various locations in Florida. Refer to the academic calendar for additional information.

Course Formats

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

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

In the field-based format, courses are taken one at a time (except during practicum). Each individual course begins with registration and spans an eight-week period. Forty-five hours are required and are scheduled into two full weekends. Courses for a given cluster of students are typically scheduled from August through late June. Each course is offered once for each cluster during the course of the approximately 3-year program. Students admitted at a specific field-based site must begin the program with the first scheduled course offered for their cluster as course work is sequenced throughout the program. Instructors are accessible to students throughout course work.

Students register and begin course preparation approximately one month prior to the first class meeting. Class meetings (except the practicum) are scheduled on Fridays (6:00 p.m.-10:00 p.m.), Saturdays (8:30 a.m.-6:00 p.m.) and Sundays (8:30 a.m.-5:30 p.m.).

Schedules will be affected by official University holidays, such as Labor Day, Thanksgiving Day, etc. (see academic calendar).

Important: see detailed description of master's practicum information in this catalog.
# Master's Programs

## Field-Based Site Information

<table>
<thead>
<tr>
<th>Site</th>
<th>Location</th>
</tr>
</thead>
</table>
| Clearwater  | Sacred Heart School  
795146 Way North  
Pinellas Park, FL 34645                                                                                                               |
| Coral Springs | University School  
10044 NW 31st Street  
Coral Springs, Florida 33065-3911                                                                                                       |
| Ft. 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     | Nova Southeastern University  
445 N. Wymore Road  
Winter Park, Florida 32789                                                                                                               |
| 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 refer to the Center for Psychological Studies application packet or contact the Center for Psychological Studies at (954) 262-5709.

*Current location of master's program in school guidance and counseling.
Master's Program

Site Locations*

*Additional sites may be announced. Locations may vary by program.
Master's Academic Policies

Registration

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

Candidacy (Matriculation)

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

These four designated courses require demonstration of written, quantitative, and interpersonal skills, as well as overall professional functioning. The designated four courses for matriculation include Counseling Theories and Practice, Counseling Skills, Research and Evaluation for Counselors, and Human Development and Learning or Personality Theories.

During the formal review for matriculation, students' academic performance 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 will be matriculated. However, students who receive two grades below a “B” or a grade of “F” in any of the four designated courses will not be matriculated and will be withdrawn from graduate study.

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

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

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

Time Limits

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

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

Evaluation of Master's Students

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

Degree Completion Requirements

A student must complete all course work required for the degree chosen with a minimum grade point average of at least 3.0 and successfully complete the comprehensive examination. The Master of Science in Mental Health Counseling Program requires a minimum of 57 semester hours of graduate credit. The Master of Science in School Guidance and Counseling Program requires a minimum of 36 semester hours of graduate credit. A candidate is expected to complete the master's program and graduate within five years.
Master's Degree in Mental Health Counseling  
(1997-1998)

Master's Degree Curriculum  
Fifty-Seven (57) Semester Hours

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 502</td>
<td>Counseling Theories &amp; Practice</td>
</tr>
<tr>
<td>PSY 506</td>
<td>Counseling Skills</td>
</tr>
<tr>
<td>PSY 507</td>
<td>Research &amp; Evaluation for Counselors</td>
</tr>
<tr>
<td>PSY 509</td>
<td>Personality Theories</td>
</tr>
<tr>
<td>PSY 512</td>
<td>Human Development &amp; Learning</td>
</tr>
<tr>
<td>PSY 570</td>
<td>Ethical, Legal, &amp; Professional Issues for Counselors</td>
</tr>
<tr>
<td>PSY 582</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>PSY 584</td>
<td>Adult Psychopathology</td>
</tr>
<tr>
<td>PSY 586</td>
<td>Child &amp; Adult Psychopathology &amp; Treatment</td>
</tr>
<tr>
<td>PSY 608</td>
<td>Psychological Testing for Individual Evaluation</td>
</tr>
<tr>
<td>PSY 625</td>
<td>Individual Counseling Strategies</td>
</tr>
<tr>
<td>PSY 635</td>
<td>Group Theory &amp; Practice</td>
</tr>
<tr>
<td>PSY 645</td>
<td>Couples &amp; Family Counseling Strategies</td>
</tr>
<tr>
<td>PSY 675</td>
<td>Case Conceptualization &amp; Treatment Planning</td>
</tr>
<tr>
<td>PSY 680</td>
<td>Counseling Practicum I</td>
</tr>
<tr>
<td>PSY 681</td>
<td>Counseling Practicum II</td>
</tr>
<tr>
<td>PSY 682</td>
<td>Counseling Practicum III</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Elective Courses: Partial Listing</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Two will be selected from these and/or other available offerings)</td>
</tr>
<tr>
<td>CGPY510</td>
</tr>
<tr>
<td>PSY 535</td>
</tr>
<tr>
<td>PSY 540</td>
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<tr>
<td>PSY 544</td>
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<tr>
<td>PSY 602</td>
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<tr>
<td>PSY 603</td>
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<td>PSY 646</td>
</tr>
<tr>
<td>PSY 650</td>
</tr>
<tr>
<td>PSY 660</td>
</tr>
</tbody>
</table>
Master's Degree in Mental Health Counseling
Course Descriptions

Required Courses

PSY 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 mental health counseling.

PSY 506 Counseling Skills 3 Cr.
This lab course focuses on the development of fundamental counseling skills through the utilization of skills demonstration and in-class practice. Course content includes therapeutic listening and communication skills, basic interviewing techniques, empathy training, rapport building, and such intervention skills as structuring, confrontation, interpretation, and reframing. Also covered is the therapeutic relationship, communication in the context of cultural diversity, goal setting and sentence structuring, and outcome evaluation. Prerequisite: PSY 502

PSY 507 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.

PSY 509 Personality Theories 3 Cr.
This course covers theories of personality in the psychodynamic, trait, behavioral, social-cognitive, and humanistic traditions. A major focus is how normal and abnormal personalities develop and change. Theories are critiqued and compared. Also covered is related contemporary research.

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.

PSY 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 582 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.
PSY 584 Adult Psychopathology 3 Cr.
This course provides an introduction to the definition and study of abnormal or maladaptive behavior, including a broad range of psychopathology relevant to the adult and aged populations. Emphasis will be placed on a descriptive review of the major DSM-IV disorders, supplemented with theoretical considerations of etiology and treatment approaches.

PSY 586 Child and Adolescent Psychopathology and Treatment 3 Cr.
This course provides an introduction to the specific disorders and problematic psychological states manifested during childhood and adolescence. It will also provide an overview of currently used interventions with psychologically troubled youths.

PSY 608 Psychological Testing for Individual Evaluation 3 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: PSY 507

PSY 625 Individual Counseling Strategies 3 Cr.
This skills course provides in-depth training of one or two major approaches to individual psychotherapy. The student will acquire sufficient theoretical knowledge to conceptualize treatment cases and practical skills to implement treatment strategies. Training methods utilized will include role-play, audio and/or video taping, and other practical techniques. Prerequisites: PSY 502; PSY 506; PSY 584 or consent of advisor

PSY 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, therapist facilitative techniques, group dynamics, the development and role of group cohesiveness, selection and composition of groups, and stages of group therapy. Prerequisites: PSY 502; PSY 506

PSY 645 Couples and Family Counseling Strategies 3 Cr.
This skills course surveys current approaches to couples and family counseling with an emphasis on a systemic conceptual model of family functioning and therapeutic intervention. It is designed to develop specific intervention competencies. Prerequisites: PSY 502; PSY 506; PSY 584 or consent of advisor

PSY 675 Case Conceptualization and Treatment Planning 3 Cr.
This course focuses on the processes of conceptualizing clinical cases from a variety of theoretical orientations and translating these conceptualizations into effective treatment plans. Video and audiotaped clinical interviews, case studies, and role-plays will be utilized to assist the student in formulating hypotheses about client difficulties and developing appropriate clinical interventions which address these difficulties. Prerequisites: PSY 502; PSY 506; PSY 584; PSY 625

PSY 680 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. **Prerequisites:** PSY 502; PSY 506; PSY 507; PSY 509 or PSY 512; PSY 584; PSY 625; PSY 635; PSY 675 with a grade of B or better

**PSY 681 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:** PSY 680 with a grade of B or better

**PSY 682 Counseling Practicum III 3 Cr.**
This practicum is a continuation of Practicum II. **Prerequisite:** PSY 681 with a grade of B or better

**Elective Courses**

**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 535 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.

**PSY 540 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.

**PSY 544 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.

**PSY 602 Behavioral Counseling 3 Cr.**
This course will cover behavioral counseling procedures for a diversity of problems and will be organized around problem areas such as retardation, employment, children, depression, marital disorder, and parent-child problems. **Prerequisite:** PSY 506

**PSY 603 Cognitive/Behavioral Counseling Strategies 3 Cr.**
This course overviews the conceptual and empirical bases for cognitive/behavioral therapies. Specific emphasis will be on the development of intervention strategies. **Prerequisite:** PSY 506

**PSY 606 Advanced Behavioral Intervention 3 Cr.**
This course develops advanced techniques in cognitive and behavioral therapies. Applications to a variety of client issues and populations will be discussed. **Prerequisites:** PSY 506; PSY 603
PSY 612 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: PSY 506

PSY 615 Addictive Behavior Disorders 3 Cr.
This course surveys a multiplicity of addictive disorders. Disorders are studied in relation to assessment and treatment approaches and dual diagnosis. Specific skill development related to specific strategies will be a major part of the course. Prerequisite: PSY 506

PSY 618 Psychopharmacology for Counselors 3 Cr.
This course provides the counselor with an understanding of the basic science, theory, research, and counseling applications of psychopharmacology. It promotes the understanding of psychobiological processes in medicated clients and emphasizes the special requirements that relate to the currently prevalent combined therapeutic approach. The counseling issues are illustrated by case examples. Also covered is review of the relevant literature.

PSY 622 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.

PSY 624 Gender Issues in Psychotherapy 3 Cr.
This course will focus on gender-related issues in the psychological treatment of both men and women. Topics include the psychology of women/men, gender stereotypes, gender related issues in treating dysfunctions prevalent to women and to men. Theory and research regarding traditional therapies such as psychodynamic and behavioral approaches and alternative interventions such as feminist therapy will be reviewed. Gender issues will be examined in a small-class atmosphere to promote sensitivity to gender biases.

PSY 628 Psychotherapy with Gay Men and Lesbians 3 Cr.
Gay men and lesbians in psychotherapy present to the clinician issues that are unique to this population. The goal of this course is to make the student aware, sensitive, and knowledgeable of these salient issues in order to work more effectively in counseling gay men and lesbians, and their family members. These issues will be viewed through developmental perspective, i.e., counseling gay adolescents, adults, couples, and the aging. The course is designed in an interactive approach using panel presentations, current research, case studies, and role playing in a small class atmosphere. Prerequisite: PSY 506

PSY 630 Cross-Cultural Counseling 3 Cr.
This course covers issues involved in the assessment of culturally different clients 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.
PSY 632 Social and Cultural Foundations of Counseling 3 Cr.
This course addresses cultural diversity and its implications for counseling. It considers the psychological impact of factors such as sex, race, ethnicity and culture, religious preference, socioeconomic status, sexual orientation, and physical disability. It explores common stereotypes and out-group prejudices and how to overcome them in counseling. Finally, it reviews counseling issues and strategies for diverse clients.

PSY 637 Advanced Group Practice 3 Cr.
This course continues the student’s training and experience in group psychotherapy. It is primarily focused upon group leader facilitation, empathy, sensitivity, lessening of prejudicial judgment as it relates to the many hues of human experience and behavior and anxiety reduction with multiple client interactions. Prerequisite: PSY 635

PSY 640 Advanced Marriage and Family Counseling 3 Cr.
This course develops advanced techniques in marital and family counseling with emphasis on various systemic models of family functioning and therapeutic intervention. Prerequisite: PSY 645

PSY 646 Brief Psychodynamic Counseling 3 Cr.
This introductory course will familiarize students with the basic concepts, range, scope, and limitations of this treatment modality. This course focuses on the communicative process and the subtle and intricate clinical interaction between clients and counselors. The student is helped to understand the importance of unconscious motivation, the dream work, the sequence of symptom formation, and the subtle nuances of the clinical interactions including both transference-countertransference reactions and the variety of therapeutic resistance. Prerequisite: PSY 506

PSY 650 Crisis Intervention and Management 3 Cr.
This course will examine the history, development, and theoretical underpinnings of crisis intervention. Major emphasis will be placed on learning skills and concepts relevant to the clinical management of major crisis situations, including suicide, rape, acute psychotic reactions, and death. Lecture, case studies, and role-playing will be utilized. Prerequisite: PSY 506.

PSY 670 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.
Master's Program in School Guidance and Counseling (1997-1998)

Master's Degree Curriculum
Thirty-Six (36) Semester Hours

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGPY 502</td>
<td></td>
<td>Counseling Theories</td>
</tr>
<tr>
<td>CGPY 505</td>
<td></td>
<td>School Counseling Skills</td>
</tr>
<tr>
<td>CGPY 510</td>
<td></td>
<td>Career Development</td>
</tr>
<tr>
<td>CGPY 512</td>
<td></td>
<td>Learning &amp; Human Development</td>
</tr>
<tr>
<td>CGPY 515</td>
<td></td>
<td>Principles of Counseling and Guidance</td>
</tr>
<tr>
<td>CGPY 575</td>
<td></td>
<td>Ethical, Legal and Professional Issues for School Counselors</td>
</tr>
<tr>
<td>CGPY 585</td>
<td></td>
<td>Psychology of Exceptional and At-Risk Children</td>
</tr>
<tr>
<td>CGPY 608</td>
<td></td>
<td>Appraisal &amp; Evaluation in School Counseling</td>
</tr>
<tr>
<td>CGPY 630</td>
<td></td>
<td>Counseling the Culturally Different Student</td>
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<tr>
<td>CGPY 636</td>
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<td>Group Counseling</td>
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<tr>
<td>CGPY 665</td>
<td></td>
<td>School Consultation Skills</td>
</tr>
<tr>
<td>CGPY 688</td>
<td></td>
<td>Practicum: School Guidance (two semesters)</td>
</tr>
</tbody>
</table>
Master's Degree in School Guidance and Counseling
Course Descriptions

CGPY 502 Counseling Theories 3 Cr.
This course surveys the field of counseling. It considers the various theories of counseling and issues of counseling in school settings.

CGPY 505 School Counseling Skills 3 Cr.
This small-lab course focuses on the development of school counseling skills including basic interviewing and other assessment skills, with an emphasis on therapeutic listening skills. Stress will also be placed 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.

CGPY 512 Learning and Human Development 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. Applications to the school setting are examined.

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 575 Ethical, Legal, and Professional Issues for School Counselors 3 Cr.
This course covers standards for professional conduct in school counseling. It considers ethical and legal decisions that school counselors must make, such as scope of professional competence, confidentiality, legal rights of students, duty to warn and protect, and value differences with students. Case examples, current regulations, and standards on utilizing assessment data and issues in counseling culturally diverse students are discussed.

CGPY 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 608 Appraisal and Evaluation in School Counseling 3 Cr.**
This course covers basic measurement concepts, test content and purpose, psychometric properties, administration, and scoring procedures. Frequently used tests of aptitude, interest, and personality are reviewed. Issues of test use with culturally diverse populations are addressed.

**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 636 Group Counseling 3 Cr.**
This course overviews various group theories and basic aspects of group process. Topics covered include group counseling as a laboratory for interpersonal learning, counselors' facilitative techniques, group dynamics, the development and role of group cohesiveness, selection and composition of groups, and stages of group counseling. **Prerequisite: CGPY 505**

**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. **Prerequisites:** CGPY 502; CGPY 505; CGPY 512; CGPY 515; CGPY 575; CGPY 636; CGPY 665 and consent of advisor.
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 to function effectively in a future employment situation. It serves as a bridge between the theoretical and the real. It is the first opportunity for the counselor-trainee to apply what he or she has learned from the more didactic portion of the curriculum.

Three consecutive semesters of practicum 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 practicum at the appropriate time in their program. Some students may need to take a leave of absence from their employment or reduce their work load 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 three-hour weekly practicum seminar class. The summer term practicum will run for 12 weeks.

**Field-Based Format**

In the mental health counseling curriculum, each practicum spans a full semester (approximately 15 weeks). In the school guidance and counseling curriculum, 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 typically be scheduled during weekday evenings. Each site has a local practicum coordinator who assists in all arrangements for site placements. Practicum constitutes a departure from the weekend format. Please be advised that, during practicum, students may also be enrolled in regularly scheduled weekend classes.

**Professional Liability Insurance**

Students entering practicum will be charged a nominal fee for liability insurance coverage provided under the Center for Psychological Studies' group policy. All students are required to abide by the *Ethical Standards of the American Counseling Association*, the ethical standards of their respective professions, the policies and procedures of the Center for Psychological Studies, and agency placement rules and regulations.
1997-1998 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>Item</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$ 415 per credit hour</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$ 50 (nonrefundable)</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>$ 25 per semester (main campus)</td>
</tr>
<tr>
<td>Late Registration Penalty</td>
<td>$ 10 per course (field-based)</td>
</tr>
<tr>
<td>Student Government Association Fee</td>
<td>$ 30</td>
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<tr>
<td>Professional Liability Insurance Fee</td>
<td>$ 6 per semester</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>$ 5 per transcript</td>
</tr>
<tr>
<td>Application for Degree Fee</td>
<td>$ 65</td>
</tr>
</tbody>
</table>

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

Refund Policy

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

Tuition Refund Schedule

Main Campus

<table>
<thead>
<tr>
<th>Fall</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Monday, August 25, 1997</td>
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</tr>
<tr>
<td>Monday, September 8, 1997</td>
<td>End of 80% refund</td>
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<tr>
<td>Monday, September 15, 1997</td>
<td>End of 60% refund</td>
</tr>
<tr>
<td>Monday, September 22, 1997</td>
<td>End of 40% refund</td>
</tr>
<tr>
<td>Monday, September 29, 1997</td>
<td>End of 20% refund</td>
</tr>
</tbody>
</table>

Winter

<p>| | |</p>
<table>
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<tr>
<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td>Monday, January 5, 1998</td>
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</tr>
<tr>
<td>Tuesday, January 20, 1998</td>
<td>End of 80% refund</td>
</tr>
<tr>
<td>Monday, January 26, 1998</td>
<td>End of 60% refund</td>
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<tr>
<td>Monday, February 2, 1998</td>
<td>End of 40% refund</td>
</tr>
<tr>
<td>Monday, February 9, 1998</td>
<td>End of 20% refund</td>
</tr>
</tbody>
</table>
Summer I
Monday, May 4, 1998
End of 100% refund
Friday, May 8, 1998
End of 75% refund
Friday, May 15, 1998
End of 50% refund
Friday, May 22, 1998
End of 25% refund

Summer II
Wednesday, June 24, 1998
End of 100% refund
Thursday, July 2, 1998
End of 75% refund
Thursday, July 9, 1998
End of 50% refund
Thursday, July 16, 1998
End of 25% refund

Field-Based
Withdrawal prior to the first class session 100% refund
Withdrawal prior to the second weekend of class 50% refund.
Licensure and Certification

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 Health
Board of Clinical Social Work,
Marriage and Family Therapy and
Mental Health Counseling
Northwood Centre
1940 North Monroe Street
Tallahassee, Florida 32399-0750
(904) 488-0595

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 Southeastern’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 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 sound character. All applicants must have a baccalaureate degree from a regionally accredited institution. Admitted applicants will be required to meet the requirements for degree candidacy.

Application Procedures

Degree Seeking Students

1. Complete the master's programs application form.
2. Include, with the application, a check for $50 (nonrefundable application fee) made out to Nova Southeastern University.
3. Submit two letters of recommendation from professors, employers, supervisors, or similar persons most familiar with your work.
4. Arrange for official transcripts from all accredited colleges or universities attended to be mailed directly to the Office of 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.
7. Where applicable for foreign nationals, applicants should submit TOEFL scores.

Special Students (non-degree-seeking)

1. Complete the master's programs application form.
2. Include, with the application, a check for $50 (nonrefundable application fee) made out to Nova Southeastern University.
3. Submit two letters of recommendation from professors, employers, supervisors, or similar persons most familiar with your work.
4. Arrange for official transcripts from all accredited universities where bachelor's and master's degrees were conferred to be mailed directly to the Office of 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 and received by the announced deadline. Check on the status of your file with the Office of Graduate Admissions, (954) 262-5760, prior to the application deadline.
Application Deadlines

Students may be admitted to main campus programs for fall, winter, or summer sessions. Field-based cluster admission periods will vary. Specific application information related to site(s) 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.

Master's Program Transfer of Credits

Students requesting transfer of credit must submit a written request for transfer along with supporting documentation to the master's program 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.

A total of 6 credits may be credited toward graduation.

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

1) It is a graduate-level course taken at an institution accredited as degree-granting by a recognized regional accrediting body for higher education at the time the course work was taken or an APA professional school. A graduate-level course is defined as one that would be credited toward a master's degree at the institution where the course was taken. This must be verified in the school's catalog or a letter from the chair of the department.

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

3) It was completed no longer than five years prior to the student's first enrollment 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. Course work submitted from a foreign institution will be evaluated for equivalency in accordance with accreditation standards.

Courses completed at other institutions after the student has enrolled in the master's program will be considered only if there has been prior approval by the Office of Academic Affairs. Typically, such transfer credit is granted only under special circumstances. Transfer credits are not taken into account when computing the student's grade point average.
No transfer credits may be applied to practicum.

No transfer credit will be awarded for portfolio-based experiential learning.

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

Conditional Admission

Applicants admitted on a conditional basis will be required to meet the specified requirements by the date indicated in official correspondence.
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Alan D. Katell, Director of Clinical Training

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1997-1998

Nathan H. Azrin, Ph.D., ABPP, Harvard University, Professor. Conduct disorder, youth, depression, marital and couple counseling; muscular tics; stuttering and dysfluencies; self-injurious behavior; vocational counseling and placement; alcoholism; retardation; employee motivation and staff management; rehabilitation of the brain-injured; insomnia; drug addiction; behavior therapy.

David F. Barone, Ph.D., University of California, Santa Barbara, Professor. Social-cognitive psychology and clinical applications; biases in clinical and social judgment; personal goal conflicts; interpersonal problem solving; self-with-other representations; chaos theory; history and theory of psychology.

W. Joseph Burns, Ph.D., ABPP, University of North Dakota, Professor. Lifespan developmental neuropsychology, neuropsychological effects of toxins, infections, and head injury in children, neuropsychiatric disorders in the elderly, pediatric neurorehabilitation.

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

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

Jan Faust, Ph.D., University of Georgia, Associate Professor. Child-clinical and pediatric psychology: child abuse (sexual and physical) and neglect, child treatment outcome research, PTSD in children and adolescents, child adjustment to acute and chronic medical conditions, and child, adolescent, and adult psychosis.

Steven N. Gold, Ph.D., Michigan State University, Professor. Adult survivors of childhood sexual abuse; dissociative disorders; post-traumatic stress disorder; doctoral level clinical training; hypnotherapy; psychological assessment; interpersonal, family and systems theory and intervention; psychotherapy case conceptualization and treatment planning; psychological defenses; personality theory.

Charles Golden, Ph.D., ABPP/ABCN, University of Hawaii, Professor. Neuropsychology of head injury, stroke, and multiple sclerosis, neuropsychological and personality assessment, rehabilitation, and community reintegration following brain injury, neuropsychology in childhood and in school settings.

Pamela A. Hall, Psy.D., Florida Institute of Technology, Assistant Professor. Child-clinical psychology; attention deficit hyperactivity disorder (multi-model approach); childhood adjustment to traumatic events; adolescent disorders; special treatment issues related to foster care children, administration of publicly funded mental health programs.

Philinda Hutchings, Ph.D., ABPP, University of Kansas, Associate Professor. Sexual assault and post-traumatic stress disorder; depression; major and chronic psychiatric disorders; psychodiagnostic assessment; individual and group psychotherapy.

Alan D. Katell, Ph.D., West Virginia University, Associate Professor. Assessment and treatment of eating disorders; psychological factors in cardiac rehabilitation; exercise promotion and maintenance; health psychology; coping with chronic illnesses and other physical challenges.
William Kelleher, Ph.D., University of Georgia, Associate Professor. Cognitive behavior therapy, behavioral health psychology, chronic pain/illness management, geropsychology, psychoeducational intervention approaches, biofeedback, stress management, weight control, treatment and assessment.

Alan Kent, Ph.D., ABPP, DePaul University, Associate Professor. Brief psychotherapy and managed mental health care, community mental health, gay and lesbian issues in psychotherapy.

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.

Ronald F. Levant, Ed.D., ABPP, Harvard University, Professor. Clinical psychology, family psychology, and the psychology of men; men's changing family and work roles; redesigning psychotherapy for men; masculinity ideology; male emotion socialization; normative alexithymia; African-American men.

John E. Lewis, Ph.D., Syracuse University, Assistant Professor. Intercultural psychotherapy and assessment; counseling and psychotherapy with prison populations; educational and vocational assessment and counseling.

Wiley Mittenberg, Ph.D., ABPP/ABCN, Chicago Medical School, Professor. Neuropsychology of head injury in adults and children, malingering and forensic neuropsychology, neuropsychology of cortical and subcortical dementias, professional issues in clinical neuropsychology.

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, Professor. Mood 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/Group therapy; clinical consultation, administration, and supervision; psychodynamic short-term psychotherapy; clinical gerontology.

Ronald J. Samuda, Ph.D., Ottawa University, Professor (Part-year). 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, Professor. Psychodiagnosis and personality evaluation; integrated psychotherapy; medical psychotherapy; rare neurological disorders.

Alfred H. Sellers, Ph.D., Nova Southeastern University, Assistant Professor. Applied statistics; research design and consultation.

A. Eugene Shapiro, Ph.D., ABPP, New York University, Professor. Psychodynamic psychotherapy; health services delivery systems; third-party reimbursement for mental health services; communicative processes in psychotherapy; professional issues.
Edward R. Simco, Ph.D., Nova Southeastern University, Professor. Applied and computational statistics; research design and evaluation; cluster analysis; psychometrics.

Linda C. Sobell, Ph.D., ABPP, University of California, Irvine, Professor. Alcohol, tobacco, and other drug use disorders; cognitive-behavior therapy; research dissemination; assessment and treatment evaluation; natural recovery; motivational interventions; professional issues.

Mark B. Sobell, Ph.D., ABPP, University of California at Riverside, Professor. Substance use disorders, especially alcohol use disorders; behavior therapy; motivational interventions; treatment outcome evaluation; public health approach; processes of persuasion and behavior change; philosophy of science.

Vincent B. Van Hasselt, Ph.D., University of Pittsburgh, Professor. Behavioral assessment and treatment; behavior therapy for disabled and behaviorally disordered children and youth; behavioral intervention for older adults; behavioral forensics; assessment of violent criminals.

Professors Emeriti

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

Leo J. Reyna, Ph.D., University of Iowa. Behavior analysis, therapy and theory; social skills training; anxiety, depression, and anger management; research on common factors in therapy, e.g., “trust,” “hope,” “warmth,” “empathy,” and other relationship issues; the role of verbal events in therapy and theory; research on iatrogenic vs. motivational features in maintaining client involvement in therapy.

Robert Weitz, Ph.D., New York University. Hypnotherapy with psychophysiological disorders, anxiety, and phobic states; development of professional education for practicing health psychologists.

Visiting Faculty

Diann Dee Michael, Ph.D., University of Akron, Visiting Professor. Life span developmental psychology; humanistic developmental theory and parenting; managed mental health; brief psychotherapy; neuropsychology; general therapy on outpatient basis.

Full-Time Faculty from Other NSU Centers

John Malouff, Ph.D., Arizona State University, J.D., University of Colorado.
Part-Time Core Faculty

**Fran Fassman, Psy.D.,** Nova University. Existential/humanistic psychotherapy; individual, group, marital and family; women in transition; alternative lifestyles; early development; supervision and training; program consultation and design; anxiety disorders.

**Mitchell Gordon, Ph.D.,** University of Mississippi. Family marital therapy; group psychotherapy; child and adolescent therapy, dually diagnosed (emotionally disturbed/mentally handicapped); relaxation training; assertiveness training; treatment program design and implementation; staff development; psychological assessment.

**Cheryl Gotthelf, Ph.D.,** Nova University. Forensic psychology; biofeedback; muscle reeducation; pain management; stress management; hypertension; insomnia; headache pain; Raynaud's disease; neuropsychology; hypnosis; individual psychotherapy; group psychotherapy.

**Richard Levine, Ph.D.,** Northwestern University. Individual and family therapy; children of divorce; cross-cultural issues; ethics.

**Eugene May, Ph.D.,** University of Illinois. Humanistic and existential psychology, group psychotherapy, and psychology in fiction.

**Isabel Streisand, Ph.D.,** Nova University. Sex therapy, marital, family and couple counseling; individual and group therapy.
Adjunct Faculty

Betty Badger  
M.S. Barry University  
Ed.D. Nova University

Sandy Bernstein  
M.A. SUNY at Queens College  
Ph.D. University of Georgia

Stephen Bloomfield  
M.Ed. Springfield College  
Ed.D. University of Massachusetts

Sherrie Bourg Carter  
M.S. Nova Southeastern University  
Psy.D. Nova Southeastern University

Jan Brady  
Ph.D. University of South Florida

Ann Brandt  
Ph.D. Texas Woman's University

Alan Braunstein  
M.S. Nova University  
Ph.D. University of Miami

Bernard Brucker  
M.A. Eastern New Mexico University  
Ph.D. New York University

Jean Cosgrove  
M.A. University of Wyoming  
Ph.D. University of Arkansas

Arthur Cox  
M.S.W. Howard University  
D.S.W. Columbia University

John Crocitto  
Ed.D. George Washington University

Donna Davies  
M.S. Nova University  
Psy.D. Nova University

William Day  
M.Ed. University of New Hampshire  
Ph.D. Florida State University

Celeste Derecho  
M.A. New School for Social Research  
Ph.D. New School for Social Research

Brad Donohue  
M.S. Nova Southeastern University  
Ph.D. Nova Southeastern University

Karen Estill  
M.S. Nova University  
Ph.D. Nova University

Sarajo Falk  
M.S. Barry University  
Psy.D. Nova University

M. David Feazell  
M.S. University of Miami  
Ph.D. University of Miami

Scott Simon Fehr  
M.S. Nova University  
Psy.D. Nova University

Bruce Frumkin  
M.A. Washington University  
Ph.D. Washington University

Carlton Gass  
M.A. University of Louisville  
Ph.D. University of Louisville

Doug Gibson  
Psy.D. Nova Southeastern University

Anne Goff  
M.S. Southern Illinois University  
Ph.D. Southern Illinois University

Peter Goldstein  
Ph.D., Wayne State University

Leonard Gralnik  
Ph.D. University of Miami  
M.D. University of Miami

Bruce Hartley  
Ph.D. University of Florida

Arnold S. Hartman  
M.D. Upstate (NY) Medical Center

Barry Hensel  
M.A. Bowling Green State University  
Ph.D. University of Toledo
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s) and University</th>
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<tbody>
<tr>
<td>James J. Kaikobad</td>
<td>M.S. Nova University</td>
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<td>Psy.D. Nova University</td>
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<td>Psy.D. Nova University</td>
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<tr>
<td>Kathryn D. Kominars</td>
<td>M.Ed. Temple University</td>
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<td>Ph.D. Temple University</td>
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<tr>
<td>Janos Kurucz</td>
<td>M.D., University of Budapest</td>
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<tr>
<td>Cliff Levin</td>
<td>M.S. Iowa State University</td>
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<td>Ph.D. Iowa State University</td>
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<tr>
<td>Fran Mabee</td>
<td>M.S. Illinois State University</td>
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<td>Ph.D. Florida State University</td>
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<tr>
<td>Tom Mabee</td>
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<td>Ph.D. Florida State University</td>
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<tr>
<td>Sally Maxwell</td>
<td>M.S. Southern Illinois University</td>
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<td>Ph.D. Boston College</td>
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<tr>
<td>Mark Middlebrooks</td>
<td>M.S. Nova University</td>
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<td>Ph.D. Nova University</td>
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<tr>
<td>Linda Orr</td>
<td>M.Ed. University of Florida</td>
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<td>Ed.S. Florida Atlantic University</td>
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<tr>
<td>Theresa Parnell</td>
<td>M.S. University of Central Florida</td>
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<td>Psy.D. Florida Institute of Technology</td>
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<tr>
<td>David Perry</td>
<td>M.S. University of Wisconsin</td>
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<td>Ph.D. University of Wisconsin</td>
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<tr>
<td>Melissa Pigott</td>
<td>M.S. Florida State University</td>
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<td>Ph.D. Florida State University</td>
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<tr>
<td>Ann Pozen</td>
<td>M.A. University of Hartford</td>
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<td>L. Dennison Reed</td>
<td>M.S. Nova University</td>
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<td>Psy.D. Nova University</td>
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### Professional Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
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<tbody>
<tr>
<td>Virginia Abel, L.P.N.</td>
<td>Licensed Practical Nurse</td>
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<tr>
<td>Mohamed Allam, M.S.</td>
<td>Data Manager, TIPS</td>
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<tr>
<td>Susan Ammon, M.S.</td>
<td>Treatment Specialist</td>
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<tr>
<td>Leisa Atlas, M.S.</td>
<td>Case Manager, Adult</td>
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<tr>
<td>Deborah Barone, M.S., L.M.H.C.</td>
<td>Clinical Coordinator</td>
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<tr>
<td>Celissa Barsorian, B.A.</td>
<td>Intake Coordinator</td>
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<tr>
<td>Roberta Beavers, RRT, B.S.</td>
<td>Medical Records Review Specialist</td>
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<tr>
<td>Jonathan Bernfeld, M.D.</td>
<td>Psychiatrist</td>
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<tr>
<td>Francine Carattini, D. O.</td>
<td>Psychiatrist</td>
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<tr>
<td>Antonette Cave, B.S.W.</td>
<td>Intake Coordinator</td>
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<tr>
<td>Mary Centrone, Ph.D.</td>
<td>Program Coordinator</td>
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<tr>
<td>Janice Curran, B.A.</td>
<td>Case Manager, Adult</td>
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<tr>
<td>Vera Daffara, M.S.</td>
<td>Treatment Specialist</td>
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<tr>
<td>Leland Day, M.S.W.</td>
<td>Therapist</td>
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<tr>
<td>Susan Donahue, M.S.</td>
<td>Case Manager, Child</td>
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<tr>
<td>Bradley Donohue, Ph.D.</td>
<td>Program Coordinator</td>
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<tr>
<td>Kimberly Durham, Psy.D.</td>
<td>Director, Community Mental Health Center</td>
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<tr>
<td>Yvette Fardelmann, M.S.</td>
<td>Coordinator of Special Projects</td>
</tr>
</tbody>
</table>
Bela Kovacs, M.D.  
Physician/Internist

Brenda Labarrrie-Newberger  
Coordinator, Client Insurance

Hillary Laguna, M.S.W.  
Child Case Manager

Elnora Lomax-Rogers, M.A.  
Crisis Clinician

Keith Magnus, Ph.D.  
Crisis Clinician

Ana Martinez, Psy.D.  
Therapist/Multilingual Coordinator

Dorothy Massop, L.P.N.  
Licensed Practical Nurse

Michael B. Mattox, M.S.  
Master's Program Coordinator

Russell McLean, B.S.  
Program Coordinator

Frank Medoff, M.Acct.  
Director of Finance

Eloise Muckenfuss, M.S.  
Case Manager, Child

Mary Noa, M.S.  
Program Director, Dual Diagnosis

David O'Connor, Ph.D.  
Psychologist, Adult Services

Olubajo Osunsanya, M.B.A.  
Systems Administrator

Alice Parrott, M.S.W.  
Interventionist

Alexandra Pipe, B.S.  
Case Manager, Adult

Ruby Powell, L.P.N.  
Licensed Practical Nurse

Ellen Price, Ph.D.  
Research Psychotherapist

Gloria Reasons, M.S.  
Master's Program Administrator

Sady Reyes, B.S.  
Research Associate

Judith Roberts, M.S.  
Treatment Specialist

Virginia Romano, R.N.  
Director of Nursing

Vannette Saucedo-McLain, B.A.  
Rehabilitation Specialist

Bradley Schmucker, M.S.  
Sr. Treatment Specialist

Catherine Schnur, M.S.W.  
Clinical Coordinator

Rhonda Schuval, M.S.  
Case Manager, Child

Donna Schwartz  
Operations Manager

Amber Sharky, M.S.  
Program Coordinator

Joyce H. Silverman, M.S.  
Master’s Program Administrator

Elke Simmons, B.A.  
Rehabilitation Specialist

Nancy L. Smith  
Supervisor of Admissions and Special Projects

David Speciale, B.A.  
Case Manager, Adult

Bruce Steadman, M.S.W.  
Interventionist

Kim Sterner  
Program Manager

Geoffrey Still, B.A.  
Assistant Director of Finance

Wendy Stone, B.S.  
Operations Manager

Arlene Stumpff, M.A.  
Senior Crisis Clinician

Pierre Taschreau, B.S.  
Case Manager, Intensive
Jeanne Valis, B.A.
Residential Coordinator

Amy Varner
Coordinator of Special Projects

Robert Veroline
Vocational Specialist

Ileen Wachs, M.S.
Director of Quality Improvement

Eric Wagner, Ph.D.
Program Director, TIPS

Evan Weber, M.S.
Interventionist

Laura Weber, M.S.
Coordinator of After Hours Services and CMHC Training

Gay Webster, B.S.
Rehabilitation Specialist

Jason Weisberg, B.S.
Coordinator of Continuing Education

Rebecca Weisberg, B.A.
Quality Improvement Coordinator

Lynda Williams, L.C.S.W.
Assistant Director, Geriatric Institute

Jaynice Wood, L.P.N.
Licensed Practical Nurse
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Nova Southeastern University Degree Offerings

THE SCHOOL OF BUSINESS AND ENTREPRENEURSHIP
(954) 262-5000

Master's Degree Programs
Accounting (M.Acc.)
Business Administration (M.B.A.)
Health Services Administration (M.S.)
Human Resource Management (M.S.)
International Business Administration (M.I.B.A.)
Public Administration (M.P.A.)

Doctoral Programs
Business Administration (D.B.A.)
Business Administration/Accounting (D.B.A.)
Business Administration/Finance (D.B.A.)
Business Administration/Health Services (D.B.A.)
Business Administration/Human Resource Management (D.B.A.)
Business Administration/Information Technology Management (D.B.A.)
Business Administration/International Management (D.B.A.)
Business Administration/Marketing (D.B.A.)
International Business Administration (D.I.B.A.)
Public Administration (D.P.A.)

THE SCHOOL OF COMPUTER AND INFORMATION SCIENCES
(954) 262-3030

Baccalaureate Programs
Computer Information Systems (B.S.)*
Computer Science (B.S.)*

Master's Degree Programs
Computer Information Systems (M.S.)
Computer Science (M.S.)
Computing Technology in Education (M.S.)
Management Information Systems (M.S.)

Doctoral Programs
Computer Information Systems (Ph.D.)
Computer Science (Ph.D.)
Computing Technology in Education (Ed.D. or Ph.D.)
Information Science (Ph.D.)
Information Systems (Ph.D.)

*Offered jointly with the Farquhar Center.

FISCHLER CENTER FOR THE ADVANCEMENT OF EDUCATION
(954) 262-8500

Graduate Teacher Education Program
Various Majors in Teaching (M.S. and Ed.S.)
Modified Core Program in Educational Leadership (M.S. and Ed.S.)
Initial Certification (M.S.)
Nondegree Endorsement and Certification Renewal Options

Life Span Care and Administration
Applied Addiction Studies (M.S.)
Early Childhood Education Administration (M.S.)
Elder Care Administration (M.S.)
Family Support Studies (M.S.)

National Ed.D. Program for Educational Leaders
Educational Leadership (Ed.D.)

Programs for Higher Education
Adult Education (Ed.D.)
Computing and Information Technology (Ed.D.)
Health Care Education (Ed.D.)
Vocational, Technical, Occupational Education (Ed.D.)

Programs in Communication Sciences and Disorders
Audiology (Au.D.)
Speech-Language Pathology (M.S. and SLP.D.)

Programs in Education and Technology
Instructional Technology and Distance Education (M.S. and Ed.S.)
Child and Youth Studies (Ed.D.)

THE SHEPARD BROAD LAW CENTER
(954) 262-6100
800-986-6529
Law (J.D.)

THE JAMES FARQUHAR CENTER FOR UNDERGRADUATE STUDIES
(954) 262-8000

Baccalaureate Programs
Accounting (B.S.)
Administrative Studies (B.S.)
Applied Professional Studies (B.S.)
Business Administration (B.S.)
Computer Information Systems (B.S.)
Computer Science (B.S.)
Early Childhood Education (B.S.)
Elementary Education (B.S.)
Exceptional Education (B.S.)
General Studies (B.S.)
Hospitality Management (B.S.)
Legal Assistant Studies (B.S.)
Legal Studies (prelaw) (B.S.)
Liberal Arts (B.A.)
Life Sciences (premedical) (B.S.)*
Ocean Studies (B.S.)*
Professional Management (B.S.)
Psychology (B.S.)
Secondary Education (B.S.)
Science and the Business Environment (B.S.)
Science and the Law (B.S.)
Sports and Wellness (B.S.)

*Offered jointly with the Oceanographic Center.
THE OCEANOGRAPHIC CENTER
(954) 920-1909
800-39-OCEAN

Baccalaureate Programs
Life Science (premedical) (B.S.)*
Ocean Studies (B.S.)*

*Offered jointly with the Farquhar Center.

Master's Degree Programs
Coastal Zone Management (M.S.)
Marine Biology (M.S.)

Doctoral Program
Oceanography (Ph.D.)

THE CENTER FOR PSYCHOLOGICAL STUDIES
(954) 262-5700

Master's Degree Programs
Mental Health Counseling (M.S.)
School Guidance and Counseling (M.S.)
Law/Mental Health Counseling (J.D./M.S.)*

Doctoral Programs
Clinical Psychology (Ph.D.)
Clinical Psychology (Psy.D.)

*Offered jointly with the Law Center.

THE SCHOOL OF SOCIAL AND SYSTEMIC STUDIES
(954) 262-3000

Graduate Certificate Program
Dispute Resolution

Master's Degree Programs
Family Therapy (M.S.)
Dispute Resolution (M.S.)

Doctoral Programs
Dispute Resolution (Ph.D.)
Family Therapy (Ph.D.)

THE HEALTH PROFESSIONS DIVISION
(954) 262-1000

College of Osteopathic Medicine
Doctor of Osteopathic Medicine (D.O.)
Master of Science in Medical Education (M.Sc.)

College of Pharmacy
Doctor of Pharmacy (Pharm.D.)

College of Optometry
Doctor of Optometry (O.D.)

College of Allied Health
Doctor of Occupational Therapy (D.O.T.)
Master of Occupational Therapy (M.O.T.)
Doctor of Science in Physical Therapy (Winter 1997)
Master of Physical Therapy (M.P.T.)

Bachelor of Science (Physician Assistant)
Master of Public Health (M.P.H.)

College of Dentistry
Doctor of Medical Dentistry (D.M.D.)