1999

Center for Psychological Studies 1999-2000 Catalog

Nova Southeastern University

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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 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 programs are accredited by the American Psychological Association (APA), 750 First Street, NE, Washington, D.C., 20002-4242; Telephone number 202-336-5979. Additionally, the Center for Psychological Studies' sponsors two pre-doctoral internship programs. The CPS Community Mental Health Center Internship Program is accredited by APA and the Consortium Internship Program is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). 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 information contained in this catalog is effective through June 30, 2000. Nova Southeastern University'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
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
(954) 262-5700
http://www.cps.nova.edu
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President’s Message

Nova Southeastern University is Florida’s largest independent university based on enrollment and one of the top 20 independent institutions in the United States. As president of NSU, I invite you to become an ambassador of this remarkable educational showcase that is 34 years young.

In 1967, NSU served an entire student body of 17 from one building. Today, we have more than 16,000 students enrolled in 15 academic centers, with programs offered in 22 states and six foreign countries. The university boasts more than 58,000 alumni in 50 foreign countries. More than 7,000 students attend classes on our 232 acre main campus.

The university’s sustained growth is due in large part to its exploration of alternative strategies in educating professionals, and its commitment to excellence in academics, clinical training, and community service. The Center for Psychological Studies, in addition to its educational programs, offers an outstanding array of services to our community through its Community Mental Health Center, with sites in Davie and Lauderdale Lakes; a Geriatric Residential and Day Treatment Center and a Dual Diagnosis Residential and Day Treatment Center.

As you continue your studies at Nova Southeastern University, you grow as a member of a select group of educators and practitioners in your field. You will move forward in leadership roles and find informative avenues to advance your communities. The essence of NSU is collaboration at all levels and with diverse partners.

We look forward to a lifelong partnership with you, our student. The entire NSU community is dedicated to providing service and academic excellence to you as you continue on the road to graduation and your leadership role in the new millennium.

Ray Ferrero, Jr.
President
Dean's Message

The Center for Psychological Studies, organized in 1967, has distinguished itself nationally through its programs, which integrate training, research, and service.

Conducting psychological research and providing assessment and treatment of psychological problems is one of the greatest challenges facing modern society. No other class of problems places greater demands on our wisdom and creativity, nor ramifies through more aspects of living, than those associated with the mind and behavior. The center rises to the challenge by providing a broad range of training in clinical services and research that spans the life cycle from childhood to old age.

Always sensitive to the cultural nuances of behavior that are inherent in our multicultural society, the center's clients include individuals with everyday life problems as well as those suffering from serious psychological disturbances. In addition, specialized programs focus on clients experiencing psychological aspects of physical illness or neuropsychological difficulties, as well as those caught up in the legal system.

The center offers two APA-accredited doctoral programs in clinical psychology, a postdoctoral master's program in psychopharmacology, 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. The center also offers two predoctoral internships and continuing professional education.

In response to recent changes in the delivery of health care and the profession of psychology, the center has developed concentrations at the doctoral level. These concentrations are based on the existing Ph.D. and Psy.D. curriculum, and also require certain elective courses and practica. In 1997 the Ph.D. concentration in Clinical Neuropsychology was started. In 1998, three other concentrations were launched which are open to both Ph.D. and Psy.D. students: Clinical Health Psychology, Psychology of Long-Term Mental Illness (which includes training in psychosocial rehabilitation and consultative psychopharmacology), and Psychodynamic Psychology. The newest concentration, Clinical Forensic Psychology, will start in fall 1999.

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

Nova Southeastern University is an independent, nonsectarian, nonprofit, fully accredited, coeducational, university chartered by the state of Florida in 1964. It is located on a 232-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 campuses are in downtown east Fort Lauderdale, North Miami Beach, and Port Everglades. Its 15 centers of study offer campus-based prekindergarten through grade 12, as well as undergraduate and graduate programs leading to degrees in education, law, psychology, oceanography, computer sciences, social sciences, business and public administration, osteopathic medicine, dental medicine, pharmacy, medical education, optometry, and allied health (physician assistant, occupational therapy, and physical therapy). As an acknowledged leader in field-based degree programs, NSU offers courses of study leading to the bachelor’s, master’s, educational specialist, and doctoral degrees in education, in business and public administration, in psychology, in the health professions, and in physical, social, and computer sciences.

From the beginning, the university has distinguished itself by its innovative outlook, its unique programs that provide both traditional and nontraditional choices in educational programs, and its research in many fields aimed at solving problems of immediate concern to mankind. The university’s centers and programs share a common mission to educate students for leadership roles in a variety of professions. In the Nova Southeastern University educational continuum, pre-professional 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 education 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 NSU 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. NSU also delivers programs through a variety of educational technologies, including telecommunications. Nova Southeastern is committed to the idea that education should not be time-bound or place-bound. 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 the 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

Nova Southeastern University is a dynamic, not-for-profit independent institution dedicated to providing high quality educational programs of distinction from pre-school 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.

Mission Statement: Center for Psychological Studies

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 that attempt to find answers to extant concerns. The center seeks to offer programs of excellence in educating future mental health practitioners, in advancing knowledge about psychological problems and 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 provides 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 in mental health counseling is offered either on-campus in a semester format or at one of the field-based locations in a weekend format. Currently, there are field-based programs offered in Florida at Clearwater, Fort Myers, Gainesville, Jacksonville, Melbourne, Miami, Orlando, Palm Beach, and Tampa. Many graduates go on to seek licensure in Florida as mental health counselors.

The Master's Degree in School Guidance and Counseling provides training to individuals seeking positions as guidance counselors in school systems. At this time, the program is offered on the main campus and in Miami, Ocala, and Tampa in a field-based format.

Doctoral Programs in Clinical Psychology

The Center offers two doctoral programs in clinical psychology, both accredited by the American Psychological Association (APA). 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 post-baccalaureate study, including course work, clinical practica, the clinical competency exam, and a Dissertation (Ph.D.) or Directed Study: Research (Psy.D.). In addition, both programs require a 2,000-hour predoctoral clinical internship at an APA-approved or APPIC-approved site anywhere in the country.

In addition to the general training provided in the doctoral programs, students may elect to complete a concentration in Clinical Forensic Psychology, Clinical Health Psychology, Clinical Neuropsychology, Psychodynamic Psychology or Psychology of Long-Term Mental Illness. Concentrations consist of a set of courses (taken instead of electives), research, and a clinical practicum in the specialty area. Completion of a concentration meets current predoctoral educational requirements for recognized specialties in psychology. There are limited slots in each concentration, and acceptance is typically in the first year. However, students are accepted into Clinical Health Psychology and Clinical Neuropsychology at admission.

Postdoctoral Master's Program in Psychopharmacology

Nova Southeastern University, through its Center for Psychological Studies, is the first and only regionally accredited university in Florida to offer a postdoctoral Master's Degree in Psychopharmacology for licensed psychologists. The curriculum, developed with the cooperation of the Florida Psychological Association, is modeled after the APA's Blue Ribbon Task Force recommendations adopted and approved by APA in 1995. The goal of this program is to provide practicing psychologists the knowledge base in psychopharmacology recommended by the American Psychological Association.

The program is a 31.5-credit-hour postdoctoral master's program that includes two practicum experiences that will be offered in the Center for Psychological Studies' Community Mental Health Center (CMHC). Two hundred hours of clinical practicum plus supervision will be required. Practica will be scheduled in the summer sessions and will require an intensive supervised period of clinical experience on campus.

Licensure

Licensure of psychologists is regulated at the state level and as such may vary from state-to-state. Degree conferral from an APA accredited program does not ensure automatic acceptance of program curricula by a given state for the purpose of licensure. Individual eligibility should be verified through careful review of the state licensure regulations for the state in which you plan to reside to determine their specific requirements.
Training Programs

Institute of Trauma and Victimization

The Center for Psychological Studies has recently formed the Institute on Trauma and Victimization to create a focus of interest and to form a network for collaboration with students and colleagues from both within and outside of the center in this important area. The aims of the institute are to stimulate research and sponsor training and service delivery in the field of trauma and victimization, and to develop and evaluate innovative interventions for those exposed to trauma. We are fortunate to have a number of faculty with interests and ongoing programs of research and clinical service delivery in this area. Our goals for the inaugural year are to involve more CPS students in the ongoing programs, launch a Colloquium Series on Trauma and Victimization, and form links with relevant groups and colleagues in the community.

Jan Faust, Ph.D. has developed the Child and Adolescent Traumatic Stress Program in the Center for Psychological Studies Community Mental Health Center. This program is the clinical, training, and research facility serving children exposed to traumatic or potentially traumatic stressors, including all forms of child maltreatment, witnessing a parent’s murder, domestic violence, exposure to natural disasters (e.g. hurricanes) and accidental injury/death. It is within this program that Jan Faust is principal investigator of a five-year National Institute of Mental Health grant titled, “Comparisons of Treatment for Sexually Abused Children with PTSD.” In addition she has numerous ongoing child maltreatment studies, and she extended some of her earlier surgery preparation research to the child maltreatment area, recently publishing, in the Journal of Pediatrics, a study demonstrating the effectiveness of preparing sexually abused children for the medical gynecological examination. She is currently extending this research to a wider age range and to include the impact of mothers/mother surrogate presence during preparation and the exam.

Ana I. Fins, Ph.D. has collaborated in a NIMH-funded grant studying the relationship between sleep and acute post traumatic sleep disorder symptomatology in hospitalized individuals who have been victims of life-threatening accidents. Her interest focuses on the role that sleep may play in acute and chronic PTSD.

Steven N. Gold, Ph.D., is director of the Trauma Resolution Integration Program (TRIP), which he founded in 1990. TRIP offers psychological services to adult survivors of prolonged child abuse and of single-incident trauma occurring in adulthood, and provides clinical training in trauma-related treatment to doctorate-level practicum students and interns. In addition, TRIP maintains an ongoing program of research on a variety of topics including the nature and long-term impact of child abuse, memory for abuse, dissociation, and sexual addiction.

Charles Golden, Ph.D., has interests in the area of victimization of disabled individuals, especially those with brain injury or chronic mental illnesses. He is interested in physical abuse, but also in psychological and economic abuse. He is also interested in how the legal system operates in further abusing people with legitimate disorders. His work in the area has been primarily forensic, helping to prosecute abusers and aid in the defense of clients charged with retaliation after abuse. He has also worked closely with attorneys and families to set up rehabilitation plans that minimize the chances of abuse or financial exploitation.
Philinda Smith Hutchings, Ph.D., ABPP, has worked with victims of sexual assault and abuse for more than 20 years. She teaches a course in the treatment of rape trauma and provides seminars and workshops to a variety of groups and agencies. She provides clinical supervision in Steven Gold's Trauma Resolution and Integration Program and Jan Faust's treatment program for sexually abused children. She also conducts, supervises, and facilitates research in the general area of sexual assault.

Ronald F. Levant, Ed.D., is a pioneer in the development of the new psychology of men. He is the cofounder and first president of the Society for the Psychological Study of Men and Masculinity, Division 51 of APA, the coauthor of Masculinity Reconstructed (Plume, 1996), and the coeditor of A New Psychology of Men (Basic Books, 1995), Men and Sex: New Psychological Perspectives (John Wiley & Sons, 1997), and New Psychotherapy for Men (John Wiley & Sons, 1998). The central theory in this new field, the gender role strain paradigm, proposes that violation of gender roles leads to condemnation and negative psychological consequences; that actual or imagined violation of gender roles leads people to over-conform to them; and that violating gender roles has more severe consequences for males than for females. In this paradigm, appropriate gender roles are determined by the prevailing gender ideology, and are imposed on the developing child by parents, teachers, coaches and peers. Several varieties of male gender-role strain have been identified, the most relevant of which, in this context, is trauma strain. Trauma strain results from the ordeal of the male role socialization process, which is thought to play a role in the development of normative male alexithymia, a widespread inability to put emotions into words.

Alfred H. Sellers, Ph.D., interest in trauma and victimization began about 10 years ago with his clinical training with victims of domestic violence, under Mary Ann Dutton, Ph.D. In the past five years he has been involved primarily in design and analysis, with numerous empirical studies of violence and trauma. He has served as the author or coauthor of over 20 papers on this topic. The populations for these studies have included adults who were sexually abused as children, perpetrators of abuse to children, abused children, rape victims, battered women, and male batterers. Also in the past five years, he has served on 13 dissertation committees for student researches of these same populations.

Vincent B. Van Hasselt, Ph.D., is a professor and director of the Interpersonal Violence Program (IVP) at Nova Southeastern University. He is also a certified police officer in the state of Florida. IVP provides assessment and treatment services for perpetrators and victims of domestic violence. IVP also is a research and training program that is examining such topics as the efficacy of psychoeducational and behavioral approaches for batterers, evaluation of social problem-solving and neuropsychological deficits in batterers and victims, and broad-spectrum interventions for victims of spouse abuse. Vincent Van Hasselt also directs the Adolescent Drug Abuse Prevention and Treatment Program which is a secondary prevention approach for adolescent first-time criminal offenders. This social learning-based program focuses on strategies (e.g., social skills training, positive and negative assertion, anxiety management, decision-making and problem-solving skills training) that enhance social and emotional adjustment and build resiliency skills. Vincent Van Hasselt also has developed the Law Enforcement Assistance Project (LEAP), which is currently conducting clinical research on a number of topics relevant to law enforcement personnel. Some of these include: PTSD and other stress-related disorders, assessment of depression and suicide potential, stress evaluation and management, the validity of role-play tests for assessing crisis-response skills, and prevention of domestic violence by police officers.

Lenore Walker, Ed.D., has been focusing on research in the area of family violence, especially violence against women. She has developed innovative treatment methods to assist women who have been victims.
of male violence to become survivors who are published in books, journal articles, and on videotapes. Lenore Walker frequently testifies on behalf of victims in courts around the country in areas where psychological data on the impact of trauma might assist the court in its findings on battered women who kill their abusers in self-defense. Her research on battered woman syndrome opened up this line of expert witness testimony in the courts. Walker is also the executive director of the Domestic Violence Institute, a public, not-for-profit agency that provides education and training, research, and public policy initiatives around the world. There are international affiliate institutes including in Argentina, Costa Rica, Mexico, Canada, Japan, Israel, Greece, Spain, and England. The Domestic Violence Institute has its own Web site: www.dviworld.org. The January 1999 issue of the American Psychologist featured a section on domestic violence around the world, for which Walker was the special editor when she was chair of the APA Committee on International Relations in Psychology.

Southeast Institute for Cross-Cultural Counseling and Psychotherapy

The institute is committed to enhancing training and research in cross-cultural counseling and psychotherapy. It strives to promote a welcoming climate for ethnic minority students and for those mainstream students who are particularly interested in pursuing cross-cultural studies. Nontraditional methodologies in counseling and assessment specifically targeted for minority groups are introduced. Courses and in-service colloquia in the areas of multiculturalism and cross-cultural counseling and psychotherapy are provided.

The institute seeks to promote multicultural and international research. In addition, students are encouraged to initiate projects and dissertations that validate existing and newly constructed assessment methods with diverse populations.

Continuing Education Series

The Center for Psychological Studies offers the professional community a series of continuing education programs each year, featuring nationally renowned presenters. Constantly seeking the expert knowledge of the center’s faculty and other leading professionals within the field, these courses offer the latest information in psychology and mental health in both a practical lecture and hands-on format. Workshops are specifically designed to meet the needs of postgraduate professionals in the field.

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

Community Mental Health Center Predoctoral Internship Program

Nova Southeastern University’s Community Mental Health Center sponsors a predoctoral psychology internship that is accredited by the American Psychological Association. Each year, six interns are selected from a nationwide pool of applicants to participate in supervised clinical experiences, training meetings, seminars, and research.
Consortium Internship Program

The Consortium Internship Program is newly developed and carries APPIC approval. The consortium provides services to a vast array of clinically and culturally diverse populations within local community settings, including Broward General Hospital and Sunrise Regional Medical Center.

Research

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. Areas of research in which the center is currently engaged include:

- Alcohol and substance abuse
- Anxiety disorders
- Assessment of minority students
- Behavioral assessment and treatment
- Child-clinical psychology
- Clinical biofeedback
- Community mental health
- Dual diagnosis
- Forensic psychology
- Geriatric mental health
- Health psychology
- Interpersonal violence
- Long-term mental illness
- Mood disorders
- Multicultural counseling
- Neuropsychology
- Pediatric psychology
- Post-traumatic stress disorder
- Psychoanalytic therapy
- Psychology of men
- School phobia
- Sexual assault
- Sleep disorders
- Social-clinical psychology
- Stress disorders
- Substance abuse

Computer/Statistical Lab. Research in the center is supported by extensive computer facilities, including mainframe, workstation, and microcomputer environments. Methodological, statistical, and computer consultation is available to faculty members and students engaged in research or related course work.

Protection of Human Subjects

The center adheres to published professional and governmental guidelines and regulations for protecting human subjects in research. Any research that involves human subjects conducted by NSU faculty members, staff, or students, whether funded or unfunded, must be submitted to the CPS representative for decision about possible IRB review. Policies and procedures can be accessed at the IRB Web site: http://www.nova.edu/cwis/ogc/irb/html.
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, the Department of Housing and Urban Development, 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. More than 4,000 unduplicated clients are served per year. The services offered by the Community Mental Health Center include the following:

- Alcohol and other drug abuse
- Anxiety disorders
- Behavioral modification
- Biofeedback
- Case management
- Child and adolescent traumatic stress and depression
- Community support services
- Consultation and education
- Crisis assessment and intervention
- Day treatment
- Discharge planning
- Family and multifamily therapy
- Forensic evaluation and testimony
- Geriatric residential treatment
- Group therapy
- In-home therapeutic services
- Information and referral
- Intensive and limited case management
- Interpersonal violence
- Medication management
- Multilingual services
- Neuropsychological assessment and evaluation
- Pain management
- Parenting skills training
- Psychiatric evaluation
- Psychodynamic psychotherapy
- Psychological consultation
- Psychological testing
- Serious emotional disturbance
- Stress management
- Student counseling
- Trauma resolution
- Treatment of older adults

The Community Mental Health Center’s clinical staff, at its various sites, consists of professionals in psychology, psychiatry, social work, mental health counseling, nursing, and education.

Students receive practicum training within the Community Mental Health Center. More than 120 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

Adolescent Drug Abuse Prevention and Treatment Program. This program provides comprehensive assessment and treatment to adolescents who have been arrested for minor offenses, have substance abuse problems, or are at-risk for developing such problems. Services include individual, group, and family therapy. Treatment components include social skills training, parent-child relationship
enhancement, anger management, communication skills training, and behavioral contracting. Training in cognitive-behavioral, family systems, experiential, and social-learning theory approaches is provided.

**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 a 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.** This program 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, ADHD, 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.

**Guided Self-Change Program.** This program provides services to individuals who have alcohol, cocaine, or marijuana problems that are not severe. 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 sessions 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.

**Neuropsychology Assessment Center.** The goals of the Neuropsychology Assessment Center 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.

**Nova Southeastern University Community Clinic for Older Adults (NCCOA).** This program provides outpatient psychotherapy to residents in the community who are 55 and over and to visually impaired individuals through the NCCOA Outreach Program at the Fort Lauderdale Lighthouse for the Blind; carries out clinical research that identifies the unique features of psychological disorders. Client services include treatment of anxiety, depression, insomnia, psychosexual dysfunction, interpersonal difficulties, substance abuse, or some other form of psychopathology. Treatment consists of individual, group, family, and/or marital therapy.

**Nova Southeastern University Student Counseling Services.** The Student Counseling Program offers psychological support services for students of Nova College, the Shepard Broad Law Center, the Health Professions Division, and other graduate-level students who exhibit a wide range of problems such as depression, anxiety, interpersonal problems, substance abuse, eating disorders, etc. Counseling on academic issues is also offered and 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.

**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.

**Trauma Resolution Integration Program.** The Trauma Resolution Integration Program (formerly the Sexual Abuse Survivors Program) provides clinical services at all locations of Nova Southeastern University's Community Mental Health Center. The program serves men and women ages 18 and above who: 1) are experiencing adjustment problems resulting from childhood sexual or physical abuse; 2) have post-traumatic stress disorder in response to a single-event trauma (e.g., crime, natural disaster, serious injury) in adulthood; or 3) manifest serious dissociative symptoms.

**General Clinical Services**

**Child Outpatient Program.** This program provides a full range of services to children ages 4 through 18 years with a broad range of diagnoses from mild to severe pathology. From the initial intake, the child is assessed to determine treatment needs and is referred to individual, group, or family psychotherapy.

**Child Case Management Program.** Targeted Case Management Services are provided for children who receive Medicaid. Efforts are made to help children stay in their current environment by making sure that their medical, social, educational, and psychological needs are met.

**Program for Adult Services.** The Outpatient Adult Services Program will address a broad spectrum of adult clients ranging from mild-to-moderately impaired outpatients with both Axis I and II pathology to
seriously mentally ill clients suffering from debilitating, chronic illness. The treatment model will be a biopsychosocial approach capitalizing on individual, group, and family psychotherapy as well as psychosocial rehabilitative and case management interventions. Case conferences, training seminars, and face-to-face supervision will be provided from an eclectic, integrative conceptual framework representing various orientations including dynamic, cognitive, and psychoeducational. Under the umbrella of the Program for Adult Services (PAS), are the following programs:

**Adult Case Management Program.** This program assists clients in accessing medical, social, educational, and other services that will improve their quality of life. The goal of this program is to foster self-reliance within the community.

**Crisis and Intake Program.** The Crisis and Intake Program provides services to all individuals seeking mental health services. Special attention is given to those with serious and persistent mental illness. Attempts are made to find the most appropriate services for mental health consumers seeking help within the CMHC. This program also provides crisis services for those in acute need.

**Day Treatment Program.** The Day Treatment Program offers each client a variety of learning opportunities in a supportive, caring and therapeutic environment. Attempts are made to help clients maintain or restore the skills they need to function better in the community, and to have a better understanding of their illness.

**Dual Diagnosis Program.** This program provides clinical services to clients who have a substance abuse problem, in addition to a major psychiatric condition. Services include consultation and evaluation, individual and group therapy, and substance abuse education. The program offers an integrated treatment approach that attempts to stabilize the psychiatric disorder while simultaneously focusing on the elimination of a substance abuse behavior pattern.

**Geriatric and Residential Services**

The Geriatric Institute, a 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 Residence, 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 in Lauderhill, and an additional day treatment center in Lauderdale Lakes, serve 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.

**Dual Diagnosis Residential and Day Treatment Program.** Nova Southeastern University's Dual Diagnosis Program provides a wide variety of therapeutic, psychosocial, vocational, and educational services to address the needs of clients 18 years and older with psychiatric and substance abuse problems. Treatment is individualized and based upon the needs of each client. The ultimate goal for all
clients is to learn a variety of skills necessary to live a satisfying and successful life in the community. The program is divided into two major components, day treatment and residential. The residential program will provide therapeutic services to clients who are unable to achieve their goals in a less restricted setting. The day treatment program provides clients in the community an opportunity to attend a structured program designed to keep them stable mentally and to help them establish abstinence.

South Florida Medical Corrections Options Program

The South Florida Medical Corrections Options Program, with funding anticipated by the Bureau of Justice Assistance of the U.S. Department of Justice, is designed to interrupt the costly and debilitating process of recycling mentally ill defendants from jail to street to hospital to crisis stabilization unit and back again by: (1) diverting mentally ill adults from the criminal justice system; (2) providing comprehensive and effective mental health assessment and treatment and arranging for medical assessment and treatment when indicated; (3) conducting an outcome evaluation at both the level of the consumer of services and the community; and (4) disseminating program information, including the results of the evaluation. Given the dearth of programs for forensically involved, mentally ill females, this program focuses on that population.
Support Services

Library Resources

The university library system is comprised of the East Campus Branch Library, Einstein Library, Health Professions Division Library, Law Library, North Miami Beach Branch Media Union, Oceanographic Library, and four school libraries on the main campus. Also, branch libraries are located in the Bahamas, Jamaica, and Panama. Agreements have been signed with 19 academic libraries throughout the world to provide library support for NSU programs offered in specific geographical areas. The catalogs of all libraries are accessible to local and distance education students and faculty, wherever they may be located, via computers using the Electronic Library. Overall, the university's libraries house approximately 360,000 volumes and 1,300,000 microfilm units. Online and CD-ROM databases complement the paper-based holdings and provide full-text resources. Interlibrary loan arrangements through networked organizations such as the Online Computer Library Center (OCLC), the Southeastern Florida Information Network (SEFLIN), the Consortium of Southeastern Law Libraries (COSELL), and the National Library of Medicine (NLM) provide broad access to a wide range of materials.

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.

In March 1999, the university in partnership with the Broward County Library System held a "virtual ground breaking" for the 275,000-square-foot Library, Research, and Information Technology Center to be located on the main campus of Nova Southeastern University.

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, Sr. Residence Hall, University Park Plaza, the Health Professions Division, and the Maltz Psychology Building. MicroLabs are also located at the NSU east campus. The multilab 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 and 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. Field-based students are provided with access to computer labs in their area.

In order to access the university’s computing resources, all Nova Southeastern University students must provide their own Internet access service through a suitable Internet service provider beginning for the fall term, 1999.
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 Center for Media and Technology (CMT) exists to provide the faculty, staff, and students at all Nova Southeastern University locations with the basic tools of instruction, to develop and produce learning materials, to assist faculty in the development of learning materials, and to provide informed consultation on using technology effectively.

CMT staff is dedicated to helping its clients overcome personal, psychological, social, and geographical obstacles to learning through the effective use of technology, particularly teleconferencing and videoconferencing.

In addition to video production, CMT circulates films, videos, and other nonprint resources to faculty from an extensive in-house collection, as well as from other university and commercial rental sources.

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 members and students engaged in research.

Financial Aid

Nova Southeastern University’s Department of Student Financial Services staff 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. Students interested in receiving a financial aid packet should contact the Department of Student Financial Services at (954) 262-3380 or 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 six to eight weeks, and sometimes as many as 12 weeks. It is extremely important that students complete all forms correctly and 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, 2000 for the 2000-2001 academic year. Applications received after that date will be considered on a funds-available basis only. Students requesting financial aid for the summer term must complete a separate summer aid application that is generally available after January. The last day to apply for any financial aid for 2000-2001 is June 30, 2000.

To improve telephone service to financial aid applicants, NSU's Department of Student Financial Services has a telephone voice-response system. The Automated Telephone Counseling (ATC) System helps students access information regarding financial aid applications. General financial aid information may be obtained, packets may be requested, or application status can be checked (including loan disbursement information) simply by entering the student’s Social Security number and four digit PIN. 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, toll free at 800-522-3243, or via the Internet at http://www.nova.edu/studentservices.

General Eligibility Requirements

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

1. Be U.S. citizens, permanent resident, or in the United States for other than 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 their 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
6. Be registered with Selective Service if required to do so by federal law

Student Aid Programs

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

Institutional Scholarships: The Center for Psychological Studies maintains a limited amount of scholarship funds for students exhibiting special needs. The Max L. Hutt Memorial Scholarship is awarded to doctoral students in their third year whose studies and research are in dynamic psychology.
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.

Federal Stafford Loan: The Federal Subsidized/Unsubsidized Stafford Student Loan Program provides low-interest, long-term educational loans through participating banks, credit unions, and other financial institutions. The interest rate is variable, not to exceed 8.25 percent. Graduate students are eligible to borrow up to $18,500 per year. Repayment begins six months after the student leaves school or drops below half-time.

The Federal Perkins Loan: The Perkins Loan Program offers long-term educational loans to students enrolled at least half-time. Eligibility is based on financial need. Repayment begins nine months after the student leaves school or drops below half-time.

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 services 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 1999-2000 academic year. These assistantships include housing, meal plan, a partial tuition waiver ($7,000-$8,000) and monthly stipend of $450-$500. To apply and receive priority consideration, send a letter of interest and resume to:

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

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

CPS Student Employment

Student employment opportunities are available within the Center for Psychological Studies or its affiliated. These positions are generally awarded on a competitive basis and usually require a 10-20 hour time commitment per week.

Emergency Loan Funds

The center maintains an emergency loan fund for students with short-term financial emergencies. Loans are limited to a maximum of $500 and must be repaid within 90 days. For information contact the Office of the Dean.
Veterans’ Benefits

Nova Southeastern University programs are approved for the training of veterans and other eligible persons by the Bureau of State Approval for Veterans’ Training, Florida 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) 262-7220 or toll free 800-541-6682, ext. 7220

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 or toll free 800-541-6682, ext. 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:

Nova Southeastern University
Office of Residential Life
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
(954) 262-7052

Students with Disabilities

The Center for Psychological Studies complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and related Florida Statutes. No qualified individual with a disability shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any activity, service, or program of the university solely by reasons of his or her disability.

Each qualified individual with a disability who meets the academic and technical standards required to enroll in and participate in Nova Southeastern University’s programs shall be provided with equal access to educational programs in the most integrated setting appropriate to that person’s needs through reasonable accommodation.
Student requests for accommodation will be considered on an individual basis in accordance with the center's procedures.

Any student who wishes a copy of the center's procedures or who would like assistance 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 1999-2000 calendar applies to all programs offered through the center except the field-based program.

### Fall 1999

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon., Aug. 23, Tue., Aug. 24</td>
<td>Registration and advisement for continuing on-campus master's students</td>
</tr>
<tr>
<td>Thur., Aug. 26</td>
<td>Orientation and registration for new on-campus master's students</td>
</tr>
<tr>
<td>Mon., Aug. 23 - Thur., Aug. 26 &amp; Mon., Aug. 30</td>
<td>Registration for continuing doctoral students</td>
</tr>
<tr>
<td>Fri., Aug. 27</td>
<td>Orientation and registration for new doctoral students</td>
</tr>
<tr>
<td>Mon., Aug. 30</td>
<td>Classes begin</td>
</tr>
<tr>
<td></td>
<td>Last day for completing regular registration</td>
</tr>
<tr>
<td></td>
<td>Last registration fee of $30 will be charged after this date</td>
</tr>
<tr>
<td>Mon., Sept. 6</td>
<td>Labor Day, university offices closed</td>
</tr>
<tr>
<td>Tue., Sept. 7</td>
<td>Last day for completing late registration</td>
</tr>
<tr>
<td>Fri., Sept. 10</td>
<td>Last day for adding classes</td>
</tr>
<tr>
<td>Mon., Sept. 13</td>
<td>End of 80% refund</td>
</tr>
<tr>
<td>Mon., Sept. 20</td>
<td>Yom Kippur, university offices closed</td>
</tr>
<tr>
<td>Tue., Sept. 21</td>
<td>End of 60% refund</td>
</tr>
<tr>
<td>Mon., Sept. 27</td>
<td>End of 40% refund</td>
</tr>
<tr>
<td>Oct. 1, 2, 3 and Oct. 22, 23, 24</td>
<td>Master's on-campus intensive weekend format course</td>
</tr>
<tr>
<td>Mon., Oct. 4</td>
<td>End of 20% refund. Last day for dropping classes with refund</td>
</tr>
<tr>
<td>Thur., Nov. 18 - Fri., Nov. 19</td>
<td>Registration and advisement for continuing on-campus master's students for Winter, 2000</td>
</tr>
<tr>
<td>Thur., Nov. 25 - Fri., Nov. 26</td>
<td>Thanksgiving, university offices closed</td>
</tr>
<tr>
<td>Mon., Dec. 20</td>
<td>Fall semester ends</td>
</tr>
<tr>
<td>Thur., Dec. 23</td>
<td>Final grades due in program office</td>
</tr>
<tr>
<td>Fri., Dec. 24</td>
<td>Christmas Holiday, university offices closed</td>
</tr>
<tr>
<td>Fri., Dec. 31</td>
<td>New Year's Holiday, university offices closed</td>
</tr>
</tbody>
</table>
**Winter 2000**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon., Jan. 3</td>
<td>Orientation and registration for new on-campus master’s students</td>
</tr>
<tr>
<td></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>Mon., Jan. 10</td>
<td>Last day for completing late registration</td>
</tr>
<tr>
<td>Fri., Jan. 14</td>
<td>End of 80% refund. Last day for adding classes</td>
</tr>
<tr>
<td>Mon., Jan. 17</td>
<td>Martin L. King, Jr. Day, university offices closed</td>
</tr>
<tr>
<td>Fri., Jan. 21</td>
<td>End of 60% refund</td>
</tr>
<tr>
<td>Fri., Jan. 28</td>
<td>End of 40% refund</td>
</tr>
<tr>
<td>Fri., Feb. 4</td>
<td>End of 20% refund</td>
</tr>
<tr>
<td></td>
<td>Last day for dropping classes with refund</td>
</tr>
<tr>
<td>Feb. 18, 19, 20, and Mar. 24, 25, 26</td>
<td>Master’s on campus intensive weekend format course</td>
</tr>
<tr>
<td>Mon., Feb. 28 - Fri., Mar. 4</td>
<td><strong>SPRING BREAK</strong></td>
</tr>
<tr>
<td>Thur., Apr. 13 - Fri., Apr. 14</td>
<td>Registration and advisement for continuing on-campus master's students for Summer I &amp; II, 2000</td>
</tr>
<tr>
<td>Thur., Apr. 20</td>
<td>Orientation and registration for new on-campus master's students</td>
</tr>
<tr>
<td>Mon., Apr. 24</td>
<td>Winter semester ends</td>
</tr>
<tr>
<td>Fri., Apr. 21</td>
<td>Good Friday, university offices closed</td>
</tr>
<tr>
<td>Thur., Apr. 27</td>
<td>Final grades due in program office</td>
</tr>
</tbody>
</table>

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24
### Summer 2000 - Term I

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thur., Apr. 20 - Fri., Apr. 28</td>
<td>Registration for doctoral students</td>
</tr>
<tr>
<td>Mon., May 1</td>
<td>Classes begin&lt;br&gt;Last day for regular registration&lt;br&gt;</td>
</tr>
<tr>
<td></td>
<td>Late registration fee of $30 will be charged after this date&lt;br&gt;End of 100% refund</td>
</tr>
<tr>
<td>Fri., May 5</td>
<td>End of 75% refund&lt;br&gt;Last day for completing late registration&lt;br&gt;</td>
</tr>
<tr>
<td></td>
<td>Last day for adding classes</td>
</tr>
<tr>
<td>Fri., May 12</td>
<td>End of 50% refund</td>
</tr>
<tr>
<td>Fri., May 19</td>
<td>End of 25% refund&lt;br&gt;Last day for dropping classes with refund</td>
</tr>
<tr>
<td>Mon., May 29</td>
<td>Memorial Day, university offices closed</td>
</tr>
<tr>
<td>June 9, 10, 11 and June 30, July 1, 2</td>
<td>Master's on-campus intensive weekend format course</td>
</tr>
<tr>
<td>Tue., June 20</td>
<td>Summer I session ends</td>
</tr>
<tr>
<td>Tue., June 27</td>
<td>Final grades due in program office</td>
</tr>
</tbody>
</table>

### Summer 2000 - Term II*

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon., June 19 - Tues., June 20</td>
<td>Registration for doctoral students</td>
</tr>
<tr>
<td>Wed., June 21</td>
<td>Classes begin&lt;br&gt;Last day for completing regular registration&lt;br&gt;</td>
</tr>
<tr>
<td></td>
<td>Late registration fee of $30 will be charged after this date&lt;br&gt;End of 100% refund</td>
</tr>
<tr>
<td>Thur., June 30</td>
<td>End of 75% refund&lt;br&gt;Last day for completing late registration&lt;br&gt;</td>
</tr>
<tr>
<td></td>
<td>Last day for adding classes</td>
</tr>
<tr>
<td>Tue., July 4</td>
<td>Independence Day, university offices closed</td>
</tr>
<tr>
<td>Thur., July 6</td>
<td>End of 50% refund</td>
</tr>
<tr>
<td>Thur., July 13</td>
<td>End of 25% refund&lt;br&gt;Last day for dropping classes with refund</td>
</tr>
<tr>
<td>Fri., Aug. 11</td>
<td>Summer II session ends</td>
</tr>
<tr>
<td>Thur., Aug. 17</td>
<td>Final grades due in program office</td>
</tr>
</tbody>
</table>
Courses in this academic program are scheduled August through June. Class meetings (except practica) are scheduled on Fridays, Saturdays, and Sundays (9:00 a.m. - 5:30 p.m.) The following calendar of classes applies to the 1999-2000 academic year.

### FALL 1999

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 17</td>
<td>Registration for first semester</td>
</tr>
<tr>
<td>August 18</td>
<td>First fall 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>August 25</td>
<td>Orientation for new students</td>
</tr>
<tr>
<td>September 17</td>
<td>End of 100% refund for first course</td>
</tr>
<tr>
<td>September 17, 18, 19</td>
<td>First fall course</td>
</tr>
<tr>
<td>September 19</td>
<td>Second course begins</td>
</tr>
<tr>
<td>October 15</td>
<td>End of 100% refund for second course</td>
</tr>
<tr>
<td>October 15, 16, 17</td>
<td>Second fall course</td>
</tr>
<tr>
<td>October 18</td>
<td>Third fall course begins</td>
</tr>
<tr>
<td>November 19</td>
<td>End of 100% refund for third class</td>
</tr>
<tr>
<td>November 19, 20, 21</td>
<td>Third fall course</td>
</tr>
<tr>
<td>Nov. 22</td>
<td>Fourth fall course begins</td>
</tr>
<tr>
<td>December 17</td>
<td>End of 100% refund for fourth class</td>
</tr>
<tr>
<td>December 17, 18, 19</td>
<td>Fourth fall course</td>
</tr>
</tbody>
</table>

### WINTER 2000

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 17</td>
<td>Registration for first winter course</td>
</tr>
<tr>
<td>December 20</td>
<td>First winter 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>January 7</td>
<td>End of 100% refund for first winter course</td>
</tr>
<tr>
<td>January 7, 8, 9</td>
<td>First weekend of first winter course</td>
</tr>
<tr>
<td>January 28</td>
<td>End of 50% refund for first winter course</td>
</tr>
<tr>
<td>January 28, 29, 30</td>
<td>Second weekend of first winter course</td>
</tr>
<tr>
<td>February 25, 26</td>
<td>Last weekend of first winter course</td>
</tr>
</tbody>
</table>
**SUMMER I 2000**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>February 26</td>
<td>Registration for summer course</td>
</tr>
<tr>
<td>March 8</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 7</td>
<td>End of 100% refund</td>
</tr>
<tr>
<td>April 7, 8, 9</td>
<td>First weekend of summer course</td>
</tr>
<tr>
<td>May 5</td>
<td>End of 50% refund</td>
</tr>
<tr>
<td>May 5, 6, 7</td>
<td>Second weekend of summer course</td>
</tr>
<tr>
<td>June 2, 3</td>
<td>Final weekend of summer course</td>
</tr>
</tbody>
</table>

*All classes officially begin one month prior to the first weekend of class. Syllabi, texts, and assignments are provided at that time. As this is a new program startup, dates are subject to change.*
Postdoctoral Master’s Program in Psychopharmacology
Class Meeting Dates

<table>
<thead>
<tr>
<th>Fall 1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 17, 18, 19</td>
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<tr>
<td>October 15, 16, 17</td>
</tr>
<tr>
<td>November 19, 20, 21</td>
</tr>
<tr>
<td>December 17, 18, 19</td>
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<table>
<thead>
<tr>
<th>Winter 2000</th>
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<tbody>
<tr>
<td>January 7, 8, 9</td>
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<tbody>
<tr>
<td>April 7, 8, 9</td>
</tr>
<tr>
<td>May 5, 6, 7</td>
</tr>
<tr>
<td>June 2, 3</td>
</tr>
</tbody>
</table>
Academic Calendar
Field-Based
Master’s Program in Mental Health Counseling and School Guidance Counseling

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 1999-2000 academic year.

### FALL 1999

<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 6</td>
<td>Orientation for new field-based students</td>
</tr>
<tr>
<td></td>
<td>Registration for first fall course</td>
</tr>
<tr>
<td>August 9</td>
<td>First fall 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>September 24</td>
<td>End of 100% refund</td>
</tr>
<tr>
<td>September 24, 24, 26</td>
<td>First weekend of first fall course</td>
</tr>
<tr>
<td>October 15</td>
<td>End of 50% refund</td>
</tr>
<tr>
<td>October 15, 16, 17</td>
<td>Second weekend of first fall course</td>
</tr>
<tr>
<td>October 15</td>
<td>Registration for second fall course</td>
</tr>
<tr>
<td>October 18</td>
<td>Second fall 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>November 12</td>
<td>End of 100% refund</td>
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<tr>
<td>November 12, 13, 14</td>
<td>First weekend of second fall course</td>
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<tr>
<td>December 3</td>
<td>End of 50% refund</td>
</tr>
<tr>
<td>December 3, 4, 5</td>
<td>Second weekend of second fall course</td>
</tr>
<tr>
<td>September 7 - December 17</td>
<td>Fall practicum</td>
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</table>

### WINTER 2000

<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
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</thead>
<tbody>
<tr>
<td>December 3</td>
<td>Orientation for new field-based students</td>
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<tr>
<td></td>
<td>Registration for first winter course</td>
</tr>
<tr>
<td>December 6</td>
<td>First winter course begins</td>
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<tr>
<td></td>
<td>Last day for regular registration</td>
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<td></td>
<td>Late registration fee of $30 will be charged after this date</td>
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<tr>
<td>January 7</td>
<td>End of 100% refund</td>
</tr>
<tr>
<td>January 7, 8, 9</td>
<td>First weekend of first winter course</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>--------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>January 28</td>
<td>End of 50% refund</td>
</tr>
<tr>
<td>January 28, 29, 30</td>
<td>Second weekend of first winter course</td>
</tr>
<tr>
<td>January 28</td>
<td>Registration for second winter course</td>
</tr>
<tr>
<td>January 31</td>
<td>Second winter course begins</td>
</tr>
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<td></td>
<td>Last day for regular registration</td>
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<tr>
<td></td>
<td>Late registration fee of $30 will be charged after this date</td>
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<tr>
<td>February 25</td>
<td>End of 100% refund</td>
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<tr>
<td>February 25, 26, 27</td>
<td>First weekend of second winter course</td>
</tr>
<tr>
<td>March 17</td>
<td>End of 50% refund</td>
</tr>
<tr>
<td>March 17, 18, 19</td>
<td>Second weekend of second winter course</td>
</tr>
<tr>
<td>January 3 - April 14</td>
<td>Winter practicum</td>
</tr>
</tbody>
</table>

**SUMMER 2000**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 17</td>
<td>Registration for first summer course</td>
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<tr>
<td>March 20</td>
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<td></td>
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<td>April 7</td>
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<td>First weekend of first summer course</td>
</tr>
<tr>
<td>May 5</td>
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<tr>
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<td>Second weekend of first summer course</td>
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<td>May 8</td>
<td>Second summer course begins</td>
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<td></td>
<td>Last day for regular registration</td>
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<td>Late registration fee of $30 will be charged after this date</td>
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<tr>
<td>June 2</td>
<td>End of 100% refund</td>
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<tr>
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</tr>
<tr>
<td>June 23</td>
<td>End of 50% refund</td>
</tr>
<tr>
<td>June 23, 24, 25</td>
<td>Second weekend of second summer course</td>
</tr>
<tr>
<td>April 17 - July 28</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 Clearwater, Gainesville, Daytona, Jacksonville, Miami, Ocala, Orlando, Palm Beach and Tampa. The Master's Program in School Guidance and Counseling will be offered on the main campus beginning January 2000 in this format.*
Master’s Programs in
Mental Health Counseling and School Guidance Counseling
Field-Based Class Meeting Dates

<table>
<thead>
<tr>
<th>Fall 1999</th>
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<tbody>
<tr>
<td>September 24, 25, 26</td>
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<tr>
<td>October 15, 16, 17</td>
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<td>November 12, 13, 14</td>
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<td>February 25, 26, 27</td>
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<tr>
<td>March 17, 18, 19</td>
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<tr>
<td>January 3 - April 14</td>
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<table>
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<tr>
<th>Summer 2000</th>
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<tbody>
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<td>April 7, 8, 9</td>
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<td>May 5, 6, 7</td>
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<tr>
<td>June 2, 3, 4</td>
</tr>
<tr>
<td>June 23, 24, 25</td>
</tr>
<tr>
<td>April 17 - July 28</td>
</tr>
<tr>
<td>HOLIDAYS</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>Labor Day</td>
</tr>
<tr>
<td>Yom Kippur</td>
</tr>
<tr>
<td>Thanksgiving</td>
</tr>
<tr>
<td>Christmas Holiday</td>
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<tr>
<td>New Year's Holiday</td>
</tr>
<tr>
<td>Martin L. King, Jr. Day</td>
</tr>
<tr>
<td>Good Friday</td>
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<tr>
<td>Memorial Day</td>
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<tr>
<td>Independence Day</td>
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</tbody>
</table>
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
• 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:
   a. Plagiarism
   b. Any form of cheating
   c. Conspiracy to commit academic dishonesty
   d. Misrepresentation
   e. Bribery in an attempt to gain an academic advantage
   f. Forging or altering documents or credentials
   g. 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:
   a. Theft
   b. Vandalism
   c. Disruptive behavior
   d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items
   e. Possession, transfer, sale, or use of illicit drugs
   f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals
   g. Violations of housing regulations
   h. 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
   i. Threats of or actual damage to property or physical harm to others
   j. Nova Southeastern University prohibits any activity that may be construed as hazing ("hazing" is defined as: any action or situation 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)
   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 supplementary standard violations. Any student found guilty of a violation of the academic, conduct, or supplementary 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 online 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 University’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 programs’ 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 current 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) address, c) dates of attendance, d) 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.

Students do not have the right of access to educational records until they have been admitted to and have 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 informed by science 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, individual interests in psychology are accommodated through elective course offerings. Students have the option of seeking admission to a concentration, in which a series of electives are taken in a single specialty area.

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 scientific-practitioner 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.

There are three specific program goals. The successful graduate of the Psy.D. program is expected to:

1. Comprehend the knowledge base for psychological service providers
2. Comprehend and use clinical skills for practitioners informed by science
3. Comprehend and use scientific findings for clinical practice
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.

There are four specific program goals. The successful graduate of the Ph.D. program is expected to:

1. Comprehend the knowledge base for psychological service providers
2. Comprehend and use intermediate academic and research skills
3. Comprehend and apply advanced academic and research skills
4. Comprehend and use clinical skills for scientist-practitioners

Concentrations

Although NSU doctoral programs are committed to the general training of clinical psychologists, they also give students the option of beginning to specialize in areas that will require postdoctoral training. Concentrations have been (and may continue to be) developed in recognized areas of psychology. Each concentration consists of a set of courses, a practicum in an approved clinical program related to the concentration, and research activities with faculty in the concentration. A limited number of students are accepted at admissions or during the first year of study. Below are listed current concentrations with their required courses and concentration faculty.

Clinical Forensic Psychology: Recognizing the crucial need for competent clinical psychologists working within the criminal justice system, the Clinical Forensic Psychology (CFP) concentration emphasizes clinical psychological skills applicable in the criminal justice system, which include issues regarding competency and criminal responsibility; psychological damages in civil trials; civil competencies; psychological autopsies and criminal profiling; and child custody and parental fitness. Course work includes: Introduction to Forensics; Forensic Psychology: Criminal Law; Forensic Psychology Assessment; Special Issues in Forensic Psychology; two additional forensic courses (titles and content to be announced). (Burns, Golden, Van Hasselt, and Walker).
Clinical Health Psychology: Clinical Health Psychology (CHP) specializes in the study, treatment, and professional training in the interaction of physical health with the individual’s cognitive, emotional, behavioral, and social functions. Its broad scope encompasses intervention for managing severe illnesses and rehabilitating disability for prevention of chronic disease and maintenance of good health. Significant contributions have been made in chronic pain management, weight control, cardiovascular rehabilitation, pediatric diseases, and coping with medical procedures. Course work includes: Health Psychology; Basic Anatomy and Physiology for the Health Psychologist; Professional and Ethical Issues in Clinical Health Psychology; Medical Rounds Practicum; and two electives (e.g., Clinical Biofeedback, Pediatric Psychology). (Faust, Fins, Katell, Kelleher, Montgomery, and M.Sobell)

Clinical Neuropsychology: Clinical Neuropsychology (CN) is concerned with the function of the brain and its relationship to all aspects of behavior, as well as the impact of brain dysfunction and injury on individuals’ abilities to function. The program not only encompasses the approaches, perspectives, and practice settings of neuropsychology, but also extends to the related disciplines of neuroanatomy, neurophysiology, neuropathology, neurorehabilitation and child neuropsychological assessment. Course work includes: Clinical Neuropsychology; Clinical Neuroanatomy; Behavioral Neuropathology; Advanced Clinical Neuropsychology; Neurorehabilitation; Child Neuropsychological Assessment. (Burns, Golden, and Mittenberg)

Psychodynamic Psychology: Psychodynamic Psychology (PP) is a discipline of psychology that presents a theory of personality and an explanation of psychopathology. Psychodynamic theory and technique have demonstrated applicability to conceptualizing and providing treatment for a wide range of interpersonal and intrapsychic difficulties. This program emphasizes contemporary psychoanalytic theories of personality, pathology, and psychotherapy. Course work includes: Psychodynamic Psychotherapy I and II; Borderline, Narcissistic, and Other Personality Disorders; Affective Disorders; Psychodynamic Group Therapy; and Psychodynamic Psychotherapy in Practice. (Lane, Quintar, and Shapiro)

Psychology of Long-Term Mental Illness: The Psychology of Long-Term Mental Illness (LTMI), an emerging area of specialization in psychology, studies the treatment and evaluation of severely and persistently mentally ill adults and children and their families. The area focuses on specialized assessment techniques of psychopathology and level of functioning, psychotherapeutic interventions and psychosocial rehabilitation, psychopharmacology as well as program development and public policy. Course work includes: Psychosocial Rehabilitation; Diagnostic Assessment of the Seriously Mentally Ill; Treatment Interventions with Seriously Mentally Ill; and Advanced Psychopharmacology. (Burns, Dorfman, Gold, and Gralnik, Lambert)
Doctoral Admissions

Requirements

To be considered for admission to a doctoral program in clinical psychology, the applicant is required to have a baccalaureate degree from a regionally accredited institution, 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 (based on a minimum 18 semester hours in psychology); three semester hours of statistics; 18 semester hours of psychology, including a three semester-hour experimental laboratory course or a score of 600 or higher on the Graduate Record Examination (GRE) Psychology Test; and verbal and quantitative scores on the GRE. The GRE Psychology Test is recommended.

Achievement of the minimum requirements above 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. A combined GRE verbal and quantitative score greater than 1000 is preferred. Other factors include: (1) previous courses taken, especially quantitative for Ph.D. and biological for Clinical Health and Clinical Neuropsychology; (2) previous clinical and research experience; (3) evidence of interest in psychology; (4) the applicant's personal statement; and (5) three letters of recommendation. Personal interviews are required on Interview Day in March 2000. Completed applications and all supporting documents (as listed below) must be complete and received in the graduate admissions office by January 15, 2000 for consideration for admission beginning fall 2000. Students are admitted only once per year for classes starting in the fall semester.

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 the $50 nonrefundable application fee ($100 total if applying to both programs) made payable to Nova Southeastern University.

4. The completed application worksheet.

5. Official GRE scores for the verbal and quantitative tests to be sent directly to the Center for Psychological Studies, Office of Graduate Admissions. Include a photocopy of the GRE scores (if available).

6. Three letters of recommendation, in addition to the enclosed forms, from professors or supervisors most familiar with your work must be sent directly to the Center for Psychological Studies, Office of Graduate Admissions.
7. Official transcripts from all colleges or universities you attended (to be sent directly to the Center for Psychological Studies, Office of Graduate Admissions). 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. Consideration will be given only to doctorate-level courses taken prior to matriculation 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 doctorate-level course taken at an accredited college, university, or APA-approved professional school as a post-baccalaureate student. A doctorate-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 with a 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.

Federal regulations require that veteran students must report all prior credit and training, and that the school must evaluate such and grant credit as appropriate, with training time and tuition reduced proportionately and with the VA and student so notified.

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.
1999-2000 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.

- **Tuition**: $545 per credit hour
- **Application Fee**: $50 (nonrefundable)
- **Seat Deposit**: $1,000 (nonrefundable; payable after acceptance and credited toward tuition)
- **Registration Fee**: $25 per semester
- **Late Registration Penalty**: $30
- **Student Government Association Fee**: $15 per semester
- **Professional Liability Insurance Fee**: $5 per semester
- **Transcript Fee**: $5 per transcript
- **Application for Degree Fee**: $75

*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 Semester**
  - For 100% refund: drop by Monday, August 30, 1999
  - For 80% refund: drop by Monday, September 13, 1999
  - For 60% refund: drop by Tuesday, September 21, 1999
  - For 40% refund: drop by Monday, September 27, 1999
  - For 20% refund: drop by Monday, October 4, 1999

- **Winter Semester**
  - For 100% refund: drop by Monday, January 3, 2000
  - For 80% refund: drop by Friday, January 14, 2000
  - For 60% refund: drop by Friday, January 21, 2000
  - For 40% refund: drop by Friday, January 28, 2000
  - For 20% refund: drop by Monday, February 4, 2000

- **Summer Session I**
  - For 100% refund: drop by Monday, May 1, 2000
  - For 75% refund: drop by Friday, May 5, 2000
  - For 50% refund: drop by Friday, May 12, 2000
  - For 25% refund: drop by Friday, May 19, 2000

- **Summer Session II**
  - For 100% refund: drop by Wednesday, June 21, 2000
  - For 75% refund: drop by Thursday, June 30, 2000
  - For 50% refund: drop by Thursday, July 6, 2000
  - For 25% refund: drop by Thursday, July 13, 2000
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 the student with a list of requirements. Students will not receive transfer credit for required courses taken in their original doctoral program that 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 (54 credits for the Psy.D. program and 57 credits for the Ph.D. program). Courses transferred into Nova Southeastern University’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 and enhance employment opportunities.

Time Limits

Students are expected to complete their program and be awarded a doctoral degree within eight years from the time of first enrollment. Students who do not complete all requirements within the eight-year time limit (excluding approved leaves of absence), must enroll in the center and complete 18 credits (at least six 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 eight-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. Included are evaluations during each course, the clinical competency examination, dissertation defense, and while on internship. In addition, each student receives annually a written evaluation of cumulative progress in the program. The purposes of such evaluations are to provide students with relevant and timely feedback, to formulate plans for improvement or remediation if needed, and to serve as a screening procedure for maintaining high-quality standards in the profession of psychology. Areas of evaluation include academic achievement, responsibility, personal adjustment, and interpersonal behavior, as elaborated in the doctoral students' Policies and Procedures Handbook.

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 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 101 (Psy.D.) or 102 (Ph.D.) 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 conceptually and empirically based assessment, intervention, and consultation experiences. 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 two full years of practicum, usually during their second and third years of residence. Each practicum placement is for 12 months, beginning in late August for most students, but in late May or early June for others. 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 at least 30 days prior to the end of the fall semester preceding the calendar year in which the internship is accepted and begun. The examination evaluates the students' understanding of and skills in assessment and intervention, along with applicable ethical knowledge. 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 2000

### Model Curriculum*

<table>
<thead>
<tr>
<th>First Year Fall Semester</th>
<th>Prerequisites</th>
<th>Credits</th>
<th>Third Year Winter Semester</th>
<th>Prerequisites</th>
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<tr>
<td>1403 Adult Psychopathology</td>
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<td>3402 Social Cognitive Bases of Behavior</td>
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<th>Fourth Year Fall Semester</th>
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<tr>
<td>3804 Multivariate Statistics I with Lab</td>
<td>Elective*</td>
<td>4</td>
<td>For the nine credits of electives, students admitted into a concentration should follow their concentration's requirements. Additional credits beyond the 102.0 may be required. However, if there are remaining required elective credits, these must be met by taking at least six credits of intervention (46xx) electives.</td>
<td>96.0</td>
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<td>3805 Multivariate Statistics I with Lab</td>
<td>Elective*</td>
<td>3</td>
<td>Other students must complete six credits of intervention (46xx) electives and three additional credits in any area.</td>
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<td><strong>First Year Fall Semester</strong></td>
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<td>1403 Adult Psychopathology</td>
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<td>1405 Developmental: Child &amp; Adolescent</td>
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<td>1409 Professional Issues and Ethics 2</td>
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<td>1411 Conceptual Foundations</td>
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<td>1501 Assessment: Intelligence Testing</td>
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<td>1605 Diversity in Assessment and Intervention</td>
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<td><strong>First Year Winter Semester</strong></td>
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<td>1408 Child and Adolescent Psychopathology</td>
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<td>1412 Psychobiology</td>
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<td>1502 Assessment: Interviewing</td>
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<td>1610 Adult Intervention I</td>
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<td>1703 Pre-Practicum I</td>
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<td><strong>Second Year Fall Semester</strong></td>
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<td>2507 Objective Personality Assessment</td>
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<td>2509 Behavioral Assessment</td>
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<td>2603 Systems/Family Therapy</td>
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<td>2604 Child &amp; Adolescent Intervention</td>
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<td>2701 Clinical Practicum I</td>
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<td>2809 Research Design</td>
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<td><strong>Second Year Winter Semester</strong></td>
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<td>2406 Psychopharmacology</td>
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<td>2511 Projective Personality Assessment</td>
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<td>2606 Case Conceptualization</td>
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<td>2603-4, 2701-3</td>
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<td>2702 Clinical Practicum II</td>
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<td>2704 Supervision II</td>
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<td>2806 Intermediate Statistics with Lab+</td>
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<td><strong>Third Year Fall Semester</strong></td>
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<td>** Intervention II</td>
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<td>3501 Integrated Report</td>
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<td>3701 Clinical Practicum III</td>
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<td>2507-9-11; 2603-4-6; 2702-4-</td>
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<td>3703 Supervision III</td>
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<td>5890 Directed Study: Research</td>
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<tr>
<td>Elective*</td>
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<td>** Total Degree Credits **</td>
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- ** Required and elective courses may be taken in any semester (including summer) provided prerequisites have been satisfied.
- *Students taking 2806 in the summer may take 3402 here.
- For the 24 credits of electives, students admitted into a concentration should follow their concentration's requirements. However, if there are remaining required elective credits, these must be met by taking at least six credits of intervention (46xx) electives.
- Other students must complete six credits of intervention (46xx) electives and the 18 additional credits in any area.
Doctoral Programs in Clinical Psychology
Course Descriptions

General Required Courses

PSY 1403 Adult Psychopathology (3 credits)
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 credits)
This course covers issues in human development that 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. In this course will be selected that focus on normal
and accelerated developmental progress, as well as factors that threaten to impede normal development.

PSY 1408 Child and Adolescent Psychopathology (3 credits)
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. Prerequisite: PSY 1405

PSY 1409 Professional Issues and Ethics (2 credits)
This course acquaints the student with the extant legal and ethical principles and standards of practice
that psychologists have developed for the profession.

PSY 1411 Conceptual Foundations (1.5 credits)
This course provides advanced coverage of major schools of thought in personality. These include
psychoanalytic, interpersonal/systems, humanistic/experiential, trait, psychobiological, operant/learning,
and social cognitive theories. Their historical roots and philosophical assumptions are explained.

PSY 1412 Psychobiology (3 credits)
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 2406 Psychopharmacology (1.5 credits)
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 that relate to the currently prevalent combined therapeutic
approach. The clinical issues are illustrated by case presentations and the review of the relevant
literature. Prerequisite: PSY 1412

PSY 3402 Social-Cognitive Bases of Behavior (3 credits)
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.
Assessment Required Courses

PSY 1501 Assessment: Intelligence Testing (3 credits)
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 (3 credits)
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 2507 Objective Personality Assessment (1.5 credits)
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. Prerequisites: PSY 1501, PSY 1502

PSY 2509 Behavioral Assessment (1.5 credits)
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 that often have an impact on the client. Prerequisites: PSY 1501, PSY 1502

PSY 2511 Projective Personality Assessment (3 credits)
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. Prerequisites: PSY 1501, PSY 1502, PSY 2507

PSY 3501 Integrated Report (3 credits, Psy.D. only)
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. Prerequisite: PSY 2511

Intervention Required Courses

PSY 1605 Diversity in Assessment and Intervention (1.5 credits)
This course covers diversity issues and their implications for assessment and intervention. Specifically, it considers the psychological impact of gender, race, ethnicity, culture, religious preference, socioeconomic status, sexual orientation, and able-bodiedness. It includes exploration of common stereotypes and their impact on therapy. This course also includes an examination of innovative assessment methods for clients of diverse backgrounds.
PSY 1610 Adult Intervention I (3 credits)
This course covers primary approaches to treating adult clinical problems, with emphasis on treating adult Axis I disorders. Interventions with strong empirical and theoretical support are emphasized; relationship factors are also addressed. Development of treatment interventions based on a wide range of conceptual models is highlighted. Prerequisites: PSY 1403, PSY 1411, PSY 1605

PSY 2603 Systems/Family Therapy (1.5 credits)
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 (1.5 credits)
This course covers current intervention strategies for children and adolescents. Application of theory, methods, and current research in this area will be reviewed. Prerequisite: PSY 1408

PSY 2606 Case Conceptualization (3 credits)
This course addresses the processes of conceptualizing case material from diverse theoretical models and translating these conceptualizations into effective treatment strategies. Video- and/or audiotaped clinical interviews, and written and/or orally presented case histories are used in class to demonstrate and provide practice in case conceptualization skills. Prerequisites: Ph.D. - PSY 1610 or PSY 2603/ PSY 2604, PSY 2701, PSY 2703; Psy.D. - PSY 2603, PSY 2604, PSY 2701, PSY 2703

PSY 3605 Adult Intervention II (3 credits)
This course covers primary approaches to treating Axis II disorders in adults. Problems covered include narcissistic, borderline, antisocial, and dependent personality disorders. Interventions with solid empirical and theoretical support are highlighted. Prerequisites: PSY 1610, PSY 2511, PSY 2606

PSY 3606 Systems/Family Therapy II (3 credits)
This course will explore family-of-origin issues and multigenerational processes as well as their influences on couples’ relationships. Students will learn to apply family methods to specific problem areas such as divorce, parenting, chronic illness, phobias, suicide, etc. Prerequisite: 2603

Practicum and Internship Required

PSY 1703 Pre-Practicum I (1 credit)
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 2701 Clinical Practicum I (3 credits)
The student is required to spend a minimum of 10 hours per week for 12 months at a selected agency(s). In this course the student is to acquire competency in the areas of interview and assessment, psychological testing, and psychotherapy. Prerequisites: Ph.D. - All first year courses except PSY 1412, PSY 1803, PSY 1804; Psy.D. - All first year courses except PSY 1412

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PSY 2702 Clinical Practicum II (3 credits)
See description for PSY 2701 Clinical Practicum I. Prerequisites: PSY 2701, PSY 2703

PSY 2703 Supervision I (1 credit)
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 credit)
See description for PSY 2703 Supervision I. Prerequisite: PSY 2703

PSY 3701 Clinical Practicum III (3 credits)
The student is required to spend a minimum of 15 hours per week for 12 months at a selected agency(s). Prerequisites: Ph.D. - PSY 2507, PSY 2509, PSY 2511, PSY 1610 or PSY 2603/2604, PSY 2606, PSY 2702, PSY 2704; Psy.D. - Co/prerequisite: PSY 3501, PSY 2507, PSY 2509, PSY 2511, PSY 2603, PSY 2604, PSY 2606, PSY 2702, PSY 2704

PSY 3702 Clinical Practicum IV (3 credits)
See description for PSY 3701 Clinical Practicum III. Prerequisites: PSY 3701, PSY 3703

PSY 3703 Supervision III (1 credit)
See description for PSY 2704 Supervision II. Prerequisite: PSY 2704

PSY 3704 Supervision IV (1 credit)
See description for PSY 3703 Supervision III. Prerequisite: PSY 3703

PSY 5700 Internship (2 credits)
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. Prerequisites: All course work

Methodology, Research, and Dissertation Required

PSY 1803 Research Practicum I (1 credit, Ph.D. only)
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 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 (1 credit, Ph.D. only)
See description for PSY 1803 Research Practicum I.

PSY 2803 Research Practicum III (1 credit, Ph.D. only)
See description for PSY 1803 Research Practicum I.
PSY 2804 Research Practicum IV (1 credit, Ph.D. only)
See description for PSY 1803 Research Practicum I.

PSY 2806 Intermediate Statistics With Lab (4 credits, Psy.D. only)
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 (3 credits, Ph.D. only)
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 2809 Research Design (3 credits)
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 3803 Major Paper (3 credits, Ph.D. only)
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. To be eligible for internship application, the major paper must be completed by the end of Summer Session I and the faculty supervisor must submit a grade by the end of Summer Session II. Prerequisites: PSY 1803, PSY 1804, PSY 2803, PSY 2804

PSY 3804 Multivariate Statistics I With Lab (4 credits, Ph.D. only)
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.

PSY 3805 Multivariate Statistics II With Lab (4 credits, Ph.D. only)
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. Prerequisite: PSY 3804

PSY 5850 Dissertation (12 credits, Ph.D. only)
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. Prerequisite: PSY 3803

PSY 5851 Continuing Dissertation (1 credit, Ph.D. only)
Continuation of PSY 5850 Dissertation.
PSY 5890 Directed Study: Research (4 credits, Psy.D. only)
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, a copy of the directed study and a Research Completion Form will be submitted to the Office of the Dean. To be eligible for internship application, the Directed Study: Research must be completed by the end of Summer Session I and the faculty supervisor must submit a grade, Research Completion Form, and abstract by the end of Summer Session II.

General Elective Courses

PSY 4401 Clinical Neuropsychology (3 credits)
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, neurobehavioral presentations of common neurologic and psychiatric conditions, administration and interpretation of major neuropsychological test batteries, and diagnostic examination for brain dysfunction. Prerequisite: PSY 1412 (Mittenberg)

PSY 4405 Clinical Neuroanatomy (3 credits)
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 that 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. Prerequisite: PSY 1412 (Burns)

PSY 4406 Behavioral Neuropathology (3 credits)
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 that 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. Prerequisite: PSY 1412 (Burns)

PSY 4409 Pediatric Psychology (3 credits)
The purpose of this course is to provide the student with a comprehensive overview of the field of pediatric psychology. Students will be taught the various roles of a pediatric psychologist functioning within the medical environment and the interface between psychological and medical services and systems. Also, a significant proportion of the course will address the assessment and treatment of children who have psychological and adjustment difficulties due to a chronic, acute, and/or genetic medical diagnosis, and the relevant medical intervention. Prerequisite: PSY 1408 (Faust)

PSY 4410 Psychology in Fiction (3 credits)
This course is about 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 people 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 4413 Issues in Adult Development (3 credits)
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 lifestyle adjustments). (Michael)

PSY 4416 Child Advocacy and the Law (1-3 credits)
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 that can be used in making assessments of children who may be reluctant to provide certain kinds of information. (DePiano)

PSY 4417 Forensic Issues and Psychology (1 credit)
Basic issues related to expert courtroom testimony, deposition giving, and communications with attorneys that the expert might expect to encounter will be discussed. The course will use role-playing and mock testimony as part of the format. (DePiano)

PSY 4418 Forensic Psychology: Criminal Law (3 credits)
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. (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 evaluation, treatment, and research in family and juvenile law. (Frumkin)

PSY 4420 Police Psychology (3 credits)
Police psychology is an emergent specialty area in professional psychology. The role of a police psychologist is complex. This course is designed to provide didactic training for consultation within law enforcement. Specific topical areas will include: consultant vs. in-house staff, pre-employment assessment, fitness-for-duty evaluation, critical incident stress debriefing, hostage negotiation, and psychological profiling. (Van Hasselt)

PSY 4422 Skills in Clinical Supervision and Administration (3 credits)
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 on 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.
PSY 4424 The Business of Psychology (3 credits)
This course will introduce students to the business of psychology. Issues related to private practice, employment, program development, and implementation will be presented. Specific topics will include: developing a private practice, surviving in a changing marketplace, establishing fees, coding and reimbursement, negotiating employment contracts, and development and implementation of psychological service units. (Harris)

PSY 4432 Concepts and Issues in Substance Abuse (3 credits)
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. (M. Sobell)

PSY 4434 Childhood Aggression (3 credits)
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. Prerequisite: PSY 1408 (Perry)

PSY 4436 Development of Sex Differences in Personality and Social Behavior (3 credits)
This course will review current theory and research on the development of sex-linked aspects of personality and social behavior. Topics will include: theories and conceptualizations, assessment of sex-linked attributes and constructs, methods of research, biological influences, socialization influences, cognitive influences, and ethical, moral, and political issues. (Perry)

PSY 4440 Social and Cultural Foundations of Counseling (3 credits)
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 4449 Introduction to Forensic Psychology (3 credits)
This is a survey course designed to provide students with a knowledge of psychology that can be used to provide assistance in the law. It will deal with both practical and research applications in clinical and social-cognitive psychology. Some topics will include admissibility of psychologists in the courts to provide expert witness testimony; assessment of various mental states to meet legal requirements for competency; insanity; abuse syndromes and other psychological harm; ethical guidelines for forensic psychologists; working with police and others in the criminal justice system; and child custody and dependency issues. The legal system will be reviewed, as will the ability to conduct legal research. (Walker)

PSY 4450 Forensic Psychology: Special Issues (3 credits)
This course covers current special issues through the study of various cases in the particular area of psychology and the law. Each year that the course is offered, the topics and cases chosen for study may change depending on what is current in the courts, in psychology, and in the news. (Walker)
PSY 4491 Professional and Ethical Issues in Health Psychology/Medical Rounds (3 credits)
This course is designed to introduce students to professional and ethical issues in the field of Clinical Health Psychology. The course includes a field-based experience intended to provide students with an opportunity to participate in interdisciplinary rounds in medical settings. The field-based aspect of the course will require that the students spend approximately 20 hours observing medical rounds. Classroom-based work will focus on practical, professional, and ethical issues specifically related to the practice of health psychology. Relevant issues arising in the field-based experience will also be discussed in class. (Fins)

PSY 4501 Advanced Clinical Neuropsychology (3 credits)
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. Prerequisite: PSY 4401 (Golden, Mittenberg)

PSY 4503 MMPI (3 credits)
The MMPI, MMPI-2, and MMPI-A are the most widely used clinical instruments, and the most widely used personality test. More than 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 MMPIs. 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 MCMF. Prerequisite: PSY 2507 (Dorfman)

PSY 4515 Child and Adolescent Neuropsychological Assessment (3 credits)
This course is designed to provide an introduction to developmental neuroanatomy, and developmental neuropsychological research and theory in 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. Prerequisite: PSY 1412 (Burns)

PSY 4516 Clinical Assessment of Malingering and Deception (3 credits)
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 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. Prerequisite: PSY 2511 (Frumkin)

PSY 4517 Neuropsychology Case Analysis (3 credits)
This course will cover the interpretation of batteries of neuropsychological tests that reflect classic conditions such as open and closed-head trauma, stroke, dementia, tumor, anoxia, carbon monoxide poisoning, Parkinson’s disease, and other common conditions seen in adult acute hospital settings. The class will involve analysis of cases presented in the literature, as well as cases presented by the students. Prerequisite: PSY 4401, 4406, 4501 (Golden)
PSY 4520 Child Sexual Abuse Assessment (3 credits)
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. Prerequisites: PSY 1405, PSY 1408, PSY 1502 (Reed)

PSY 4525 Assessment of Culturally Diverse Clients (3 credits)
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. Prerequisite: PSY 1605 (Lewis, Samuda)

PSY 4526 Learning Potential Assessment and Instruction (3 credits)
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. Prerequisite: PSY 1605 (Lewis, Samuda)

PSY 4550 Analytic Approaches to Assessment (3 credits)
Frequently used projective tests from the test battery (Rorschach, TAT, SC, Bender, and 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, synthesization and integration of material will be highlighted. Prerequisite: PSY 2511 (Lane)

PSY 4560 Forensic Assessment (3 credits)
This course is designed to teach the basic principles and concepts of forensic psychology as it relates to assessment. Students will be instructed in the basic areas of forensic assessment, including how to approach a forensic assessment case, ethical guidelines associated with forensic assessment, how to prepare a forensic assessment report, and how to testify as an expert witness. The class will focus on a variety of general psychological tests used in forensic assessment, such as the MMPI-2, MCMI-III, Wechsler Scales, and Rorschach. In addition, the use of these tests in particular forensic contexts, such as the MMPI-2 in child custody cases and the Wechsler Scales in criminal competency cases, will be discussed. Finally, specialized tests that can be used in forensic evaluations, such as the Trauma Symptom Inventory (TSI), Parenting Stress Index (PSI), and the Hare Psychopathy Checklist-Revised (PCL-R) will be covered. Prerequisites: PSY 1501, PSY 1502, PSY 2507 (Bourg Carter, Brannon)

Intervention Elective Courses

PSY 4603 Play Therapy (3 credits)
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. Prerequisite: PSY 1408 (Faust)
PSY 4607 Group Therapy (3 credits)
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 credits)
This course continues the student's training and experience in group psychotherapy. It is primarily focused on 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 what was learned about group process and being a group member and leader. Prerequisite: PSY 4607 (Fehr)

PSY 4610 Human Sexuality and Sex Therapy (3 credits)
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. (Kaikobad, Michael, Moragne)

PSY 4612 Therapy with HIV/AIDS Patients (3 credits)
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.

PSY 4614 Interventions in Depression (3 credits)
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 Ericksonian Hypnosis and Therapy (3 credits)
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 videotaped demonstrations. (Gold)

PSY 4618 Clinical Applications of Hypnosis (3 credits)
This course is intended to familiarize students with both research issues and clinical applications of hypnosis. Such topics as the nature of hypnosis; physiological and psychological manifestations of hypnosis; the effects of hypnosis on physical, cognitive, and intellectual performance; applications of hypnosis to psychosomatic disorders; hypnotic amnesia; and applications of hypnosis to a variety of clinical and addictive disorders will be examined. The second phase of the course will provide students with experience in hypnotic inductions and in the use of Hypnotic Susceptibility Scales. (DePiano)

PSY 4624 Cognitive Behavioral Treatment of Anxiety (3 credits)
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, BATs, self-report measures, etc.). Classes primarily will include didactic discussions and "lab" exercises. Prerequisite: Practicum (Last)
PSY 4626 Sports Psychology of Everyday Life (3 credits)
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. (Feazell)

PSY 4628 Clinical Biofeedback (3 credits)
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 credits)
This course seeks to define the field of Health Psychology, and provides a conceptual overview of current assessment and treatment models. Emphasis is placed on 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. (Fins, Kelleher)

PSY 4630 Existential Therapy (3 credits)
Contemporary existential issues are explored as they affect both client and therapist in psychotherapy. How existential views complement other theoretical orientations, affect the therapist/client relationship, and lead to implementation of treatment strategies, are of particular interest and focus. (May)

PSY 4631 Humanistic Therapy (3 credits)
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 credits)
An overview of a range of perspectives and treatment approaches (e.g. Sullivanian, family systems, strategic intervention, Ericksonian, Langian) that 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 credits)
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. Prerequisite: Students must have cases for discussion (Shapiro)
PSY 4635 Psychodynamic Therapy I (3 credits)
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 will have acquired the basic concepts necessary to have a fuller appreciation of this therapeutic approach. Prerequisite: PSY 1610 or 2603 (Quintar)

PSY 4636 Psychodynamic Therapy II: Classic and Ego (3 credits)
This course explains in depth the concepts of transference and countertransference, starting with the seminal work of Sigmund Freud in 1912 to the current time. Prerequisite: PSY 4635 (Quintar)

PSY 4638 Narcissistic and Borderline Disorders (3 credits)
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. Prerequisite: PSY 4635 (Quintar)

PSY 4640 Special Problems in Psychotherapy (3 credits)
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 countertransference. (Lane)

PSY 4642 Self-Psychology (3 credits)
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. Prerequisite: PSY 4635 (Quintar)

PSY 4644 Psychoanalytic Concepts (3 credits)
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. Prerequisite: PSY 3701 (Lane)

PSY 4646 The Use of Dreams in Psychotherapy (3 credits)
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 "dream work", 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. Prerequisite: PSY 1610 (Lane)

PSY 4647 Psychodynamic Treatment of Affective Disorders (3 credits)
This course is designed to familiarize students with the genesis, development, and treatment of affective disorders. Topics covered include anxiety reactions, depression and mania, and allied disorders. The mechanisms, dynamics and process of depression, despair, loneliness, self-destructive behavior, boredom, apathy, enthusiasm, and related conditions will be reviewed critically. Throughout, the
students will be helped to understand the impact of resistance, transference, and countertransference issues in treating affective disorders. The contributions of psychopharmacological drugs to the treatment of the affective disorders will also be discussed. Prerequisite: PSY 4635 (Quintar)

**PSY 4650 Crisis Intervention (3 credits)**
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. Prerequisite: PSY 1502 (Derecho)

**PSY 4651 Seminar in Eclectic Psychotherapy (3 credits)**
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. Prerequisite: PSY 2606 (Schneider)

**PSY 4653 Treatment of Rape Trauma Syndrome (3 credits)**
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. Prerequisite: PSY 1403 (Hutchings)

**PSY 4659 Advanced Cross-Cultural Counseling (3 credits)**
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. Prereq: PSY 1605 (Lewis, Samuda)

**PSY 4662 Post-Traumatic Stress Disorders (3 credits)**
This course surveys the history, research, and treatment approaches of post-traumatic stress disorder in its many manifestations, including post-combat syndromes, natural disaster survivors, occupational critical incidents, and victims of crime, sexual abuse, or accidents. Prerequisite: PSY 1403 (Feazell)

**PSY 4663 Counseling in Terminal Care (3 credits)**
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 therapists dealing with the stresses of terminal care will also be addressed. (Maxwell)

**PSY 4666 Neurorehabilitation (3 credits)**
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. (Golden)

PSY 4668 Assessment and Treatment of Substance Abuse (3 credits)
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. (L. Sobell)

PSY 4670 Short Term Therapy (3 credits)
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." (Kominars)

PSY 4671 Psychotherapy with Lesbians and Gay Men (3 credits)
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. (Wine)

PSY 4673 Interpersonal Violence (3 credits)
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, (nonfamilial) 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. (Van Hasselt)

PSY 4674 Gender Issues in Psychotherapy (3 credits)
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 credits)
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: (1) what factors lead clients to change or strengthen their attitudes (i.e., effective persuasion); (2) when does a client’s change in attitude lead to behavior change, and (3) 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 4678 Psychotherapy with Sexually Abused Children (3 credits)
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-prerequisite: PSY 4520 (Reed)

PSY 4679 Abuse, Trauma, and Dissociation (3 credits)
This course will provide a comprehensive survey of knowledge and skills required to treat adult survivors of childhood abuse. Identification and treatment of complex post-traumatic stress disorder, the spectrum of dissociative disorders, and the pervasive impact on personality functioning of long-standing abuse in childhood will comprise the central focus of the course. Prerequisite: PSY 1403 (Gold)

PSY4681 Chronic Pain/Illness Management (3 credits)
This course will cover the conceptual model and the particular psychological assessment and intervention methods that have been found to be effective in work with those experiencing chronic pain and/or illness. Emphasis will be on assisting individuals with chronic pain/illness to minimize the impact it is having on their mood, lifestyle, productivity, recreational activity, family and social relationships. The focus will include managing with such clinical examples of chronic pain/illness conditions as: tension and migraine headaches, back pain, temporomandibular disorder, diabetes, Parkinson’s disease, and chronic obstructive pulmonary disease. Consideration will be given to care delivered as part of an interdisciplinary treatment team as well as in psychoeducational group and individual treatment settings. Opportunities will be provided for supervised peer practice with the recommended interventions. (Kelleher)

 Practicum Electives

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

PSY 4702 Clinical Practicum VI (3 credits)
See description for PSY 4701 Clinical Practicum V. Prerequisites: PSY 4701
Arkansas Mental Health Division, Little Rock, Arkansas
Astor Home for Children, Rhinebeck, New York
Bayview Center for Mental Health, Miami, Florida
Baylor College of Medicine, Houston, Texas
Beth Israel Deaconess Hospital, Harvard Medical School, Boston, Massachusetts
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
Federal Medical Center, Fort Worth, Texas
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 Arkansas for Medical Sciences, Little Rock, Arkansas
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 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
Vanderbilt University Consortium in Professional Psychology, Nashville, Tennessee
VA Medical Center Atlanta, Decatur, Georgia
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
Postdoctoral Master’s Program in Psychopharmacology
Admissions

Requirements

To be considered for admission to graduate study in the Postdoctoral Master’s Program in Psychopharmacology, the applicant is required to hold a doctoral degree in clinical or counseling psychology from an accredited institution and must be currently state-licensed as a psychologist. Students admitted to this program are matriculated upon first enrollment.

Registration

Students will be required to register for classes by semester. Refunds will be awarded according to the posted schedule.

Degree Completion /Time Limit Requirements

Students enrolled in the program must complete 31.5-credit-hours, including two practica. A candidate is expected to complete the Postdoctoral Master’s Program in Psychopharmacology within five years.

Clinical Training

The clinical portion of the program provides students with assessment and intervention experience in a practicum experience. Practica will take place within the Center for Psychological Studies’ Community Mental Health Center. Students will work with a diversity of clients and clinical problems. Prerequisite courses must be met before enrolling in a practicum.

Grading Policy

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 circumstance.

Academic Standing

The grading policy for all graduate programs in the Center for Psychological Studies requires students to maintain a minimum cumulative grade point average of 3.0. In addition, the following minimum requirements must be met:

A student receiving a grade of F in any course must repeat and successfully complete the course within one year (two full semesters, excluding summer sessions and leaves of absence). A grade lower than B in practicum courses reflects inadequate performance and does not satisfy curriculum requirements. The student must repeat the course and a minimum grade of B must be achieved.
Academic probation will occur automatically when any of the following conditions exist:

1. The cumulative grade point average falls below 3.0.
2. A grade of F is received.
3. Three concurrent incompletes (I) appear on the transcript.

Automatic dismissal from any graduate program in the Center for Psychological Studies will occur when any of the following conditions exist:

1. Academic probation extends beyond one year.
2. More than two grades below B are received.
3. Two grades of F are received.

Completed applications and supporting documents must be received by the Graduate Admissions Office on or before August 15, 1999 for fall admission.

Transfer of Credits

The transfer of up to a maximum of six semester hours of graduate-level course work from a regionally accredited institution will be allowed upon approval of the director of academic affairs. Course work submitted must also meet all the specific criteria outlined in the 1999-2000 center catalog, including any course work that was submitted within the last five years with a grade of A or B, which is equivalent to a required course. No transfer credits may be applied to practica. Transfer credits are not taken into account when computing the student's grade point average.
1999-2000 Postdoctoral Master's Program in Psychopharmacology
Estimated Expenses

While tuition, registration and other fees*, and the cost of books are relatively constant for all students, other individual expenses may differ.

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Tuition</td>
<td>$ 420 per credit hour**</td>
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<tr>
<td>Application Fee</td>
<td>$ 50 (non-refundable)</td>
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<td>Registration Fee</td>
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<td>Late Registration Penalty</td>
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<td>Student Government Association Fee</td>
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<tr>
<td>Transcript Fee</td>
<td>$ 5 per transcript</td>
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<tr>
<td>Application for Degree Fee</td>
<td>$ 75</td>
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*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 fees paid. Furthermore, a student shall receive a full refund of tuition 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

The following schedule applies to payments for each weekend format class:

For courses held over one weekend:

For 100% refund: withdrawal prior to the first day of weekend class

For courses held over two or more weekends:

For 100% refund: withdrawal prior to the first weekend
For 50% refund: withdrawal prior to the second weekend

Call the Program Office and/or notify the instructor concerning unanticipated withdrawals (e.g., sudden illness) or class absences. For advisement on withdrawals and refunds, contact the Program Office.
Postdoctoral Master's Program in Psychopharmacology
Curriculum
(1999-2000)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>PSY 900</th>
<th>Neuroanatomy</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>PSY 905</td>
<td>Neurophysiology</td>
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<td></td>
<td>PSY 910</td>
<td>Neurochemistry</td>
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<td></td>
<td>PSY 915</td>
<td>General Pharmacology</td>
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<td></td>
<td>PSY 920</td>
<td>General Psychopharmacology</td>
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<td>PSY 925</td>
<td>Developmental Psychopharmacology</td>
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<td>PSY 930</td>
<td>Chemical Dependency and Pain Management</td>
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<td>PSY 935</td>
<td>Pathophysiology</td>
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<td></td>
<td>PSY 940</td>
<td>Introduction to Physical Assessment &amp; Laboratory Exams</td>
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<td>PSY 945</td>
<td>Professional, Ethical and Legal Issues</td>
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<tr>
<td></td>
<td>PSY 950</td>
<td>Psychotherapy/Pharmacotherapy Interactions</td>
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<td></td>
<td>PSY 955</td>
<td>Computer-Based Practice Aids</td>
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<td></td>
<td>PSY 960</td>
<td>Pharmacoepidemiology</td>
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<tr>
<td></td>
<td>PSY 970</td>
<td>Practicum I: Psychopharmacology</td>
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<td></td>
<td>PSY 975</td>
<td>Practicum II: Psychopharmacology</td>
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</table>
Postdoctoral Master’s Program in Psychopharmacology
Course Descriptions

Neurosciences

PSY 900 Neuroanatomy (1.5 credits)
This course covers basic human neuroanatomy, with an emphasis on categorization of tracts by neurotransmitter systems. Categorization by neurotransmitter function will allow an early introduction to pharmacological agents and how they interact with the various anatomical pathways. The anatomy of the brain, spinal cord, and sympathetic and parasympathetic nervous systems will be important to the study of psychopharmacology. Brain regions studied will include cerebral cortex, frontal cortex, hippocampus, basal ganglia, thalamus and hypothalamus, brain stem (with particular attention to locus ceruleus and dorsal raphae nuclei). Involvement of particular anatomical regions in certain mental illnesses and relevant neurological illnesses will be introduced.

PSY 905 Neurophysiology (1.5 credits)
This course covers physiological concepts underlying central and peripheral nervous system function. Cellular neurophysiology concepts such as the resting potential, action potential, and basic ion channel kinetics will be introduced. An integrated view of the electrical functioning of the brain, with an introduction to electroencephalographic concepts, will be introduced. Neurotransmitter receptor function, second messengers and neural plasticity with an introduction to cellular theories underlying learning will be included.

PSY 910 Neurochemistry (1.5 credits)
This course will emphasize the various neurotransmitter systems relevant to modern psychopharmacological practice. These include but are not limited to serotonin, norepinephrine, dopamine, acetylcholine, glutamate, GABA, opioids, and Substance P. The interaction of these neurotransmitters with their receptors will be emphasized, as will the mechanism of action of the various receptor systems. The biochemical mechanisms of action of prototypical drugs used in modern psychopharmacological practice will be introduced in this course.

Clinical and Research Pharmacology and Psychopharmacology

PSY 915 General Pharmacology (4 credits)
This core course will cover basic science and clinical concepts fundamental to the subject of general pharmacology. General principles, such as pharmacodynamics and pharmacokinetics (which will be expanded upon in the psychopharmacology courses), will be introduced to provide students with a knowledge of general pharmacological agents used in general medical practice. This will include the important concept of drug interactions, which will be reemphasized throughout later course work. General principles including routes of administration, half-life, protein-binding, lipid solubility and the blood-brain barrier will be included. General pharmacology principles will include drugs such as antibiotics, cardiovascular agents, analgesics and drugs affecting the renal, pulmonary, gastrointestinal, and urological systems. Drug interactions will be emphasized in each section. Developmental pharmacology will be covered with special emphasis on pharmacokinetic and pharmacodynamic differences in very young and very old patients.
PSY 920 General Psychopharmacology (4 credits)
This core course will cover the general principles underlying the use in modern practice of drugs to treat the major classes of mental illness. This will include antipsychotics (conventional and atypical), antidepressants, anxiolytics, mood stabilizers, and special topics. Mechanism of action, drug interactions, pertinent aspects of differential diagnosis will be discussed. Psychiatric aspects of general medical conditions, with particular attention to the diagnosis and treatment of delirium will be presented.

PSY 925 Developmental Psychopharmacology (1.5 credits)
This course will supplement the general psychopharmacology course by emphasizing the treatment of disorders of childhood and old age. Disorders in children will include ADHD, anxiety disorders, depression, and others. Differences between the treatment of these disorders in children and adults will be pointed out. Treatment of comorbid conditions in children with conduct disorder, mental retardation, and learning disabilities will be discussed. In the geriatric population, treatment of dementia and delirium will be emphasized. Common medical conditions presenting with psychiatric manifestations, and the treatment of depression, psychosis, anxiety, and insomnia in the elderly will be topics of discussion. Drug interactions will be emphasized.

PSY 930 Chemical Dependency and Pain Management (1.5 credits)
This course will cover substance abuse and its treatment. Major classes of substances of abuse, including alcohol, cocaine, marijuana, opiates, hallucinogens, stimulants, caffeine, and nicotine will be discussed. Diagnosis, evaluation, and treatment of intoxication and withdrawal states will be emphasized. Abuse of commonly prescribed psychotropics and drugs used to treat pain will be topics for discussion. The treatment of chronic pain with opiates, antidepressants, mood stabilizers, and other adjunctive treatments.

Pathophysiology

PSY 935 Pathophysiology (4 credits)
This core course covers the following topics fundamental to modern pharmacological practice: normal physiology and pathophysiology (disease states) of the various organ systems of the human body (cardiovascular, renal, endocrine, gastrointestinal, urological, sex organs, organs of special senses, musculoskeletal). Psychological manifestations of general medical conditions will be emphasized. Interactions of drugs used to treat general medical conditions with those commonly used in psychopharmacological practice will be discussed. Effects of general medical conditions on drug pharmacokinetics and pharmacodynamics, as well as effects of age, sex, and ethnicity will be discussed.

Introduction to Physical Assessment and Laboratory Exams

PSY 940 Introduction to Physical Assessment and Laboratory Exams (3 credits)
This course will introduce the topics of basic history and physical examination, as they are pertinent to prescribing of medication. The goal of this course will be to allow the practitioner to gain the knowledge necessary to interpret reports of medical histories, physical examinations, and laboratory studies. Laboratory studies will include basic blood chemistry panels, complete blood counts, thyroid and other endocrinological tests, urinalyses, basic radiological studies, computed tomography scans, magnetic resonance imaging studies of the brain, electrocardiogram reports, and electroencephalogram reports. The monitoring of psychotropic medications with blood levels, where appropriate and required concomitant general laboratory tests (e.g., liver function tests with Depakote, thyroid function tests with lithium, etc.) will be emphasized. The ability to distinguish between side effects of medication versus
signs and symptoms of general medical conditions, as they are manifested in the history, physical exam, and laboratory studies, will be emphasized also.

Special Issues in Pharmacotherapeutics

PSY 945 Professional, Ethical, and Legal Issues (1.5 credits)
This course will cover informed consent as it relates to prescribing psychotropic medications, including issues of drug side effects such as tardive dyskinesia; informed consent in drug research protocols; and confidentiality and compliance issues, including involvement of family members in informed consent and treatment sessions. The difficult patient, including the chronically noncompliant patient, will be addressed, as well as second opinions, limitations of practice by psychologists and situations in which referral to psychiatrists or other medical specialists are indicated. Clinical decisions to initiate inpatient vs. outpatient treatment with medication, electroconvulsive therapy indications, and legal/ethical considerations will also be covered.

PSY 950 Psychotherapy/Pharmacotherapy Interactions (1 credit)
This course will examine the single-practitioner model, in which one practitioner provides therapy and medication prescription services, vs. a split-treatment model, in which these functions are divided among two practitioners. Literature studies of synergistic interactions between psychotherapy and pharmacotherapy will be introduced.

PSY 955 Computer-Based Practice Aids (.5 credit)
This course will cover the use of computer databases for literature searches, such as Medline. Online resources, such as the National Library of Medicine database and drug interaction databases, will be introduced. Computer networks used to receive laboratory and radiology reports, and to communicate with pharmacies will be covered.

PSY 960 Pharmacoepidemiology (1 credit)
This course will examine the literature relating to treatment of various disorders with psychotropic medication, for example, the literature on maintenance and discontinuation of antidepressant medication. Literature studies about the abuse of prescribed and illicit drugs will be included.

Practicum

PSY 970 Practicum I: Psychopharmacology (2.5 credits)
The student is required to complete 100 hours of practicum training and see a minimum of 50 patients under supervision of the CMHC psychiatrists.

PSY 975 Practicum II: Psychopharmacology (2.5 credits)
This is a continuation of Practicum I: Psychopharmacology. The student is required to complete 100 hours of practicum training and see a minimum of 50 patients under supervision of the CMHC psychiatrists.
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, interpersonal violence, 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.

Certification Option

Those teachers/educators who have a master's degree in an education area other than school guidance and counseling, and who hold a current Florida teaching certificate, may qualify for admission as a "special (non-degree) student" for the purpose of taking the designated Florida Department of Education requirements (30 credits) for certification (Rule 64-4.0181, Florida Statutes). Students are responsible for verifying their eligibility through the Florida Department of Education.
Course Formats

Main campus classes in mental health counseling and school guidance counseling 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 members, library resources, and information is maintained through on-site coordinators, faculty members, and online 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 for a master’s degree in mental health counseling and school guidance and Counseling, courses are taken one at a time (except during practicum). Each individual three-semester-hour 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 three-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.). Practicum classes will be scheduled over a 15-week format.

Schedules will be affected by official university holidays, such as Labor Day and Thanksgiving Day, as posted in the academic calendar.

Important: See detailed description of master's practicum information in this catalog.

Master’s Program Summer Institute

The Master’s Program Summer Institute, designed to enhance the professional development of students outside the classroom, is open to all master’s counseling students. It is held each summer on the main campus in Fort Lauderdale. Topics include professional issues and ethics, preparation for practica, state licensure and certification, technology skills and resources, career development, job search preparation and professional topics relevant to the field.
Master's Admissions
Mental Health Counseling and School Guidance and Counseling

Requirements

To be considered for admission to graduate study in the master's programs, the applicant is required to present evidence of scholastic ability, interest in the area of psychology and counseling, personal stability, and strong character. Minimum requirements include a baccalaureate degree from a regionally accredited institution. Students may seek admission to main campus programs for fall, winter, or summer sessions. Field-based cluster start dates vary.

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 with completed forms 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 courses from one college/university appear on another college’s/university’s transcript, you are still required to submit an official transcript from the college or university where you originally completed the course work. 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 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 with completed forms from professors, employers, supervisors, or similar persons most familiar with your work.

4. Arrange for official transcripts from all accredited universities you attended to be mailed directly to the Office of Graduate Admissions, Center for Psychological Studies. If courses from one college/university appear on another college’s/university’s transcript, you are still required to submit an official transcript from the college or university where you originally completed the course work. 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 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.

7. Where applicable for foreign nationals, applicants should submit TOEFL scores.

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 the center’s Doctoral Program in Clinical Psychology 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 six 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 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.

Federal regulations require that veteran students must report all prior credit and training, and that the school must evaluate such and grant credit as appropriate, with training time and tuition reduced proportionately and with the VA and student so notified.

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.
1999-2000 Master's Programs in
Mental Health Counseling and School Guidance and Counseling
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>
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<tbody>
<tr>
<td>Tuition</td>
<td>$ 420 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></td>
<td>$ 10 per course (field-based)</td>
</tr>
<tr>
<td>Late Registration Penalty</td>
<td>$ 30</td>
</tr>
<tr>
<td>Student Government Association Fee</td>
<td>$ 10 per semester (main campus only)</td>
</tr>
<tr>
<td>Professional Liability Insurance Fee</td>
<td>$ 6 per practica</td>
</tr>
<tr>
<td>Transcript Fee</td>
<td>$ 5 per transcript</td>
</tr>
<tr>
<td>Application for Degree Fee</td>
<td>$ 75</td>
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*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

Main Campus

<table>
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<th>Semester</th>
<th>100% refund:</th>
<th>80% refund:</th>
<th>60% refund:</th>
<th>40% refund:</th>
<th>20% refund:</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>drop by Monday, August 30, 1999</td>
<td>drop by Monday, September 13, 1999</td>
<td>drop by Tuesday, September 21, 1999</td>
<td>drop by Monday, September 27, 1999</td>
<td>drop by Monday, October 4, 1999</td>
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<tr>
<td>Winter</td>
<td>drop by Monday, January 3, 2000</td>
<td>drop by Friday, January 14, 2000</td>
<td>drop by Friday, January 21, 2000</td>
<td>drop by Friday, January 28, 2000</td>
<td>drop by Monday, February 4, 2000</td>
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</tbody>
</table>
Summer Session I
For 100% refund: drop by Monday, May 1, 2000
For 75% refund: drop by Friday, May 5, 2000
For 50% refund: drop by Friday, May 12, 2000
For 25% refund: drop by Friday, May 19, 2000

Summer Session II
For 100% refund: drop by Wednesday, June 21, 2000
For 75% refund: drop by Thursday, June 30, 2000
For 50% refund: drop by Thursday, July 6, 2000
For 25% refund: drop by Thursday, July 13, 2000

Field-Based

Withdrawal prior to the first class session: 100% refund
Withdrawal prior to the second weekend of class: 50% refund.
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:

1. PSY 502 - Counseling Theories and Practice
2. PSY 511 - Foundations of Mental Health Counseling
3. PSY 507 - Research and Evaluation for Counselors
4. PSY 584 - Diagnosis and Treatment of Adult Psychopathology; or PSY 586 - Diagnosis and Treatment of Child and Adolescent Psychopathology

During the formal review for matriculation, students' academic performance and professional functioning in the four designated courses listed above will be examined. Students need a grade point average of 3.0 or above in the four designated courses in order to be matriculated. 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. Students who achieve a grade point average of 2.5 or below in the four designated courses will be discontinued from graduate study in the 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 and professional functioning in the first four courses will be examined. Those students with a grade point average of 3.0 or above in the first four courses will be matriculated. Students with a grade of F in any one of the first four courses will not be matriculated. Students are required to maintain a 3.0 grade point average.

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 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 when required 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 60 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 Programs
#### Field-Based Site Information

<table>
<thead>
<tr>
<th>Site</th>
<th>Location</th>
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</table>
| Clearwater | Sacred Heart School  
7951 46 Way North  
Pinellas Park, Florida 33781 |
| Ft. Myers  | Cape Coral High School  
2300 Santa Barbara Boulevard  
Cape Coral, Florida 33991 |
| Gainesville| Gainesville High School  
1900 NW 13th Street  
Gainesville, Florida 32609 |
| Jacksonville| Memorial Hospital  
3625 University Boulevard South  
Jacksonville, Florida 32216 |
| Melbourne | Brevard Community College  
3865 North Wickham Road  
Melbourne, Florida 32935 |
| Miami*     | National School of Technology  
9020 SW 137 Ave.  
Miami, Florida 33186 |
| Ocala*     | Forest High School  
1614 SE Fort King Street  
Ocala, Florida 34471-2599 |
| 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) 262-5760.

*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 Degree in Mental Health Counseling
(1999-2000)
Curriculum
Sixty (60) Semester Hours

<table>
<thead>
<tr>
<th>Required Courses:</th>
<th>PSY 502</th>
<th>Counseling Theories and Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSY 507</td>
<td>Research &amp; Evaluation for Counselors</td>
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<tr>
<td></td>
<td>PSY 511</td>
<td>Foundations of Mental Health Counseling</td>
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<tr>
<td></td>
<td>PSY 512</td>
<td>Human Growth &amp; Development</td>
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<tr>
<td></td>
<td>PSY 570</td>
<td>Ethical, Legal, &amp; Professional Issues for Counselors</td>
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<tr>
<td></td>
<td>PSY 582</td>
<td>Human Sexuality</td>
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<tr>
<td></td>
<td>PSY 584</td>
<td>Diagnosis &amp; Treatment of Adult Psychopathology</td>
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<td>PSY 586</td>
<td>Diagnosis &amp; Treatment of Child &amp; Adolescent Psychopathology</td>
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<td>PSY 608</td>
<td>Psychological Testing for Individual Evaluation</td>
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<td>PSY 612</td>
<td>Substance Abuse</td>
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Master's Degree in Mental Health Counseling
Course Descriptions

PSY 502 Counseling Theories and Practice (3 credits)
This course surveys the field of counseling. It considers the various theories of counseling and issues in
the practice of mental health counseling as well as the personality theories which are the underpinnings
of many counseling approaches.

PSY 507 Research and Evaluation for Counselors (3 credits)
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 511 Foundations of Mental Health Counseling (3 credits)
This course is an overview of the field of mental health counseling. Students will address professional
roles, functions, credentialing, and general ethics of mental health counselors. The major focus will be on
the development of fundamental counseling skills, including listening, empathy training, and basic
interviewing. Issues regarding the development of the therapeutic relationship, cultural diversity, and
mental status assessment will be covered. Prerequisite: PSY 502

PSY 512 Human Growth and Development (3 credits)
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 credits)
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 credits)
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 Diagnosis and Treatment of Adult Psychopathology (3 credits)
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 Diagnosis and Treatment of Child and Adolescent Psychopathology (3 credits)
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 credits)
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 612 Substance Abuse (3 credits)
This course investigates the etiology of alcoholism and drug dependency. Attention is given to assessment and treatment in both individual and family therapy approaches. Prerequisites: PSY 502; PSY 511

PSY 631 Career and Lifestyle Assessment (3 credits)
This course surveys the major theories of career choice, planning, and development as well as standardized methods of assessing vocational interests and aptitudes. Social, psychological, and economic factors influencing career choice are examined. Emphasis will be placed on individual and group career counseling skills.

PSY 632 Social and Cultural Foundations of Counseling (3 credits)
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 635 Group Theory and Practice (3 credits)
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 511

PSY 645 Couples and Family Counseling Strategies (3 credits)
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 511; PSY 584 or consent of advisor

PSY 660 Community Mental Health (3 credits)
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 intervention are highlighted.

PSY 666 Case Conceptualization and Treatment Strategies (3 credits)
This course focuses on the processes of conceptualizing clinical cases from a variety of theoretical orientations and translating them into effective treatment strategies. Video- and audiotaped clinical interviews, case studies, and role-plays will be utilized to assist students in formulating hypotheses about client difficulties and developing appropriate clinical interventions that address those difficulties. Prerequisites: PSY 502; PSY 511; PSY 584 or consent of advisor
PSY 669 Advanced Treatment Interventions (3 credits)
This course will present advanced training in one or two major approaches to individual psychotherapy. Students will have the opportunity to explore in-depth theoretical and technical applications of the approaches, issues related to the therapeutic alliance, goal-setting, and outcome evaluation. Videotaped presentations, role-playing, and case studies will be utilized. Prerequisites: PSY 502; PSY 511; PSY 584; PSY 666

PSY 680 Counseling Practicum I (3 credits)
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 507; PSY 511; PSY 584; PSY 586; PSY 635; PSY 666 with a grade of B or better

PSY 681 Counseling Practicum II (3 credits)
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 on ethical, legal, and professional issues. Prerequisite: PSY 680 with a grade of B or better

PSY 682 Counseling Practicum III (3 credits)
This practicum is a continuation of Practicum II. Prerequisite: PSY 681 with a grade of B or better
Master's Program in School Guidance and Counseling  
(1999-2000)  
Curriculum  
Forty-Six (46) Semester Hours

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Master's Program in School Guidance and Counseling
Course Descriptions

CGPY 502 Counseling Theories and Techniques (3 credits)
This course surveys the field of counseling. It considers the various theories of counseling and issues of counseling in school settings and 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 on 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.

CGPY 507 Research and Evaluation for Counselors (3 credits)
This course seeks to prepare counselors to be informed consumers of research and evaluation within educational settings. It covers basic statistics, basic research designs, and program evaluation. In addition, it reviews procedures of accountability for guidance departments.

CGPY 510 Career Development (3 credits)
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 credits)
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 credits)
This course covers the philosophy, functions, management, and operation of a counseling and guidance program in elementary and secondary schools.

CGPY 550 Contemporary Clinical Interventions (3 credits)
This course focuses on an understanding of critical psychological issues when dealing with children, adolescents and adults in school settings. Topics covered include substance abuse, suicide, violence, divorce, HIV/AIDS, and other contemporary clinical issues. Primary and secondary prevention strategies will be examined for suitable school-based interventions. Prerequisites: CGPY 502

CGPY 575 Ethical, Legal, and Professional Issues for School Counselors (3 credits)
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 credits)
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 595 Application of Technology in School Guidance and Counseling (2 credits)**
This course focuses on the application of computer-based technology in education with particular emphasis on school guidance functions. Strategies to enhance curriculum effectiveness, improving the learning environment, and improving guidance delivery services will be stressed.

**CGPY 608 Appraisal and Evaluation in School Counseling (3 credits)**
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 involved with standardized and nonstandardized assessment of achievement, educational diagnostic tests, and vocational interest tests are examined from school guidance perspectives. Issues of test use with culturally diverse populations are addressed. **Prerequisite:** CGPY 507

**CGPY 630 Counseling the Culturally Different Student (3 credits)**
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 credits)**
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 502

**CGPY 665 School Consultation Skills (3 credits)**
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 685 School Guidance Pre-Practicum Seminar (2 credits)**
This course provides exposure to school and community professionals and requires an in-school pre-practicum experience.

**CGPY 688 & 689 Practicum: School Guidance (6 credits)**
Supervised guidance practicum in an elementary, middle, or secondary school setting. **Prerequisites:** CGPY 502; CGPY 512; CGPY 515; CGPY 550; CGPY 575; CGPY 565; CGPY 636; CGPY 665 and consent of advisor.

**School Guidance and Counseling Practicum Prerequisites**
To be eligible for practicum, students must have been matriculated and must have successfully completed the following course work:

1. **CGPY 502** Counseling Theories and Techniques
2. **CGPY 512** Learning and Human Development
3. **CGPY 515** Principles of Counseling and Guidance
4. CGPY 550  Contemporary Clinical Interventions
5. CGPY 575  Ethical, Legal, and Professional Issues for School Counselors
6. CGPY 636  Group Counseling
7. CGPY 665  School Consultation Skills
8. CGPY 685  School Guidance Pre-Practicum Seminar

The student must file an application for practicum and receive approval prior to registering for practicum.
Master's Practicum Information
Mental Health Counseling and School Guidance and Counseling

The practicum is conceived to be that phase of the master's program in which counselor trainees are able to crystallize their 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 trainees to apply what they have 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 employed students may need to take a leave of absence from their employment or reduce their work load during this portion of the program.

Special Note: students enrolled in the Master’s Program in Mental Health Counseling wishing to pursue state of Florida requirements for licensure may, at their option, elect to increase hours in practicum in order to fulfill state requirements.

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.

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Licensure and Certification
State of Florida Licensure for Mental Health Counselors

On January 1, 2001, the state of Florida new legislation (Chapter 491, Florida Statutes) governing licensure requirements for mental health counselors will take effect. Students interested in licensure should request in writing a copy of licensure requirements from the:

Department of Health
Medical Quality Assurance
Board of Clinical Social Work,
Marriage and Family Therapy and
Mental Health Counseling
2020 Capital Circle SE
BIN # C08
Tallahassee, Florida 32399-3250
(850) 488-0595
http://www.doh.state.fl.us/mqa

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 University’s Master’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.
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Full-Time Faculty
1999-2000

Nathan H. Azrin, Ph.D., ABPP, Harvard University, professor. Conduct disorder; oppositional defiant disorder (ODD); youth; drug addiction; behavior therapy; depression; marital and couple counseling; muscular tics; self-injurious behavior; vocational counseling and placement; alcoholism; retardation; rehabilitation of the brain injured; insomnia.

W. Joseph Burns, Ph.D., ABPP, University of North Dakota, professor. Lifespan developmental neuropsychology; 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, joint appointment with Health Professions Division. Hypnosis; neuropsychology; community psychology; health and medicine; development of models for professional training of psychologists.

William Dorfman, Ph.D., ABPP, 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.

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

Jan Faust, Ph.D., University of Georgia, 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; lifespan psychosis.

Ana Imia Fins, Ph.D., University of Miami, assistant professor. Health psychology; sleep medicine; insomnia; chronic fatigue syndrome; posttraumatic stress disorder; periodic limb movement disorder.

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

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; learning disabilities; hyperactivity; general assessment.

Pamela A. Hall, Psy.D., Florida Institute of Technology, associate 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, 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, 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.

Stacey Lambert, Psy.D., Nova Southeastern University, assistant professor. Community mental health; schizophrenia; the impact of social factors on serious mental illness; recovery; empowerment; psychosocial rehabilitation for people with serious psychiatric disabilities; behavior therapy.

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, joint appointment with Health Professions Division. Anxiety disorders; child psychopathology; DSM diagnosis; behavior therapy.

Ronald F. Levant, Ed.D., ABPP, Harvard University, professor. Clinical psychology; family psychology; the new psychology of men; men's changing family and work roles; redesigning psychotherapy for men; advancing professional psychology.

John E. Lewis, Ph.D., Syracuse University, associate professor. Intercultural psychotherapy and assessment; counseling and psychotherapy with prison populations; educational and vocational assessment and counseling; school psychology; international perspectives.

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

Doil D. Montgomery, Ph.D., West Virginia University, professor. Clinical health psychology; applied psychophysiology; clinical applications of biofeedback; psychological intervention; 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.

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. Interpersonal violence; police psychology; criminal investigative analysis (psychological profiling) and apprehension; interviewing and interrogation techniques; cognitive behavioral interventions with juvenile offenders; behavioral criminology.

Lenore Walker, Ed.D., ABPP, Rutgers, The State University of New Jersey, professor. Forensic psychology; expert witness testimony; battered women syndrome; violence against women; family and interpersonal violence; sexual harassment; impact of trauma; post-traumatic stress disorder; feminist theory.
**Professors Emeriti**

**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., Psy.D., ABPP,** New York University. Hypnotherapy with psychophysiological disorders, anxiety, and phobic states; development of professional education for practicing health psychologists.

**Full-Time Faculty From Other NSU Centers**

**Stan Cohen, Ed.D.** Temple University. Medical ethics, adolescent, midlife, and right to life issues; stress and pain management; personality assessment; learning assessment and modalities; hypnotic regression; post-op recovery.

**Tracy Humphries, Ph.D.** University of Utah. Developmental psychology; children’s peer relationships; atypical social development; social competence in children; interpersonal problem solving; pivotal response training.

**John Malouff, Ph.D.,** Arizona State University, J.D., University of Colorado. Scale development and validation; shyness; health-related behavior; law and psychology.

**Jose A. Rey, Pharm.D., BCPP,** University of Florida. associate professor. Psychopharmacology, pharmacoeconomics, pain management.

**Visiting Faculty**

**Sarah Valley-Gray, Psy.D.,** Nova University. Neuropsychological, psychological, and psychoeducational assessment; pediatric neuropsychological disorders; psychological services within the schools; infancy and child development (interaction with caregiver); issues of professional development including training and supervision.
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.

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; individual and group psychotherapy; psychology in fiction; diversity issues; therapy relationship, and post-traumatic stress disorder.

Ana Martinez, Psy.D., Nova Southeastern University. Cognitive-behavioral therapy; child, adolescent, adult, and family therapy; specialty anxiety disorders, cross-cultural issues.

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

Veronica Salcedo, Psy.D., Baylor University, licensed psychologist. Individual psychotherapy for adult population; group psychotherapy for geriatric population; child psychological/psychoeducational evaluations.

Isabel Streisand, Ph.D., Nova University. Interpersonal/humanistic psychotherapy for adults; couples and family counseling; group therapy for therapists; group therapy for couples; women’s issues groups.
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  

Michael Brannon  
Psy.D. Nova Southeastern 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, Sr.  
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  

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  

Cheryl Gotthelf  
M.S. Nova University  
Ph.D. Nova University  

Leonard Gralnik  
Ph.D. University of Miami  
M.D. University of Miami
Jessica Gurvit  
M.S. Nova Southeastern University  
Psy.D. Nova Southeastern University

Rick Harris  
M.Ed. Nova University  
Psy.D. Nova Southeastern University

Bruce Hartley  
Ph.D. University of Florida

Clio Hatziyannakis  
M.S. Nova Southeastern University  
Ph.D. Nova Southeastern University

Barry Hensel  
M.A. Bowling Green State University  
Ph.D. University of Toledo

James J. Kaikobad  
M.S. Nova University  
Psy.D. Nova University

Kathryn D. Kominars  
M.Ed. Temple University  
Ph.D. Temple University

Janos Kurucz  
M.D. University of Budapest

Cliff Levin  
M.S. Iowa State University  
Ph.D. Iowa State University

Fran Mabee  
M.S. Illinois State University  
Ph.D. Florida State University

Tom Mabee  
M.A. Illinois State University  
Ph.D. Florida State University

Sally Maxwell  
M.S. Southern Illinois University  
Ph.D. Boston College

Mark Middlebrooks  
M.S. Nova University  
Ph.D. Nova University

Teresa Parnell  
M.S. University of Central Florida  
Psy.D. Florida Institute of Technology

Melissa Pigott  
M.S. Florida State University  
Ph.D. Florida State University

L. Dennison Reed  
M.S. Nova University  
Psy.D. Nova University

Scott Reisman  
M.S. Nova University  
Ph.D. Nova University

Adam Schulman  
Ph.D. Nova Southeastern University

Susan Schwartz  
M.A. University of Florida  
Ed.D. University of Florida

Stephen Stillman  
M.Ed. Columbia University  
Ph.D. Ohio State University

Larry Thompson  
Ed.D. West Virginia University

George Wallace-Barnhill  
M.S. Millersville State College  
Ph.D. University of Maryland

Hope Wine  
M.S. Florida International University  
Psy.D. Nova University

Natalie Winters  
M.S. Kean College  
Ed.D. Rutgers University

Bonnie Wolf  
M.S. Nova University  
Psy.D. Nova University
## Correspondence Directory

| Program Information | Nova Southeastern University  
|                     | Center for Psychological Studies  
|                     | 3301 College Avenue  
|                     | Fort Lauderdale, Florida 33314-7796  
|                     | (954) 262-5700  
|                     | Email: cpsinfo@cps.nova.edu  
|                     | http://www.cps.nova.edu  

| Admissions Information | Nova Southeastern University  
|                       | Center for Psychological Studies  
|                       | Graduate Admissions Office  
|                       | 3301 College Avenue  
|                       | Fort Lauderdale, Florida 33314-7796  
|                       | (954) 262-5760  
|                       | Fax (954) 236-3893  
|                       | Email: gradadm@cps.nova.edu  
|                       | http://www.cps.nova.edu  

| Financial Aid Information | Nova Southeastern University  
|                           | Office of Student Financial Planning and Resources  
|                           | Horvitz Administration Building  
|                           | 3301 College Avenue  
|                           | Fort Lauderdale, Florida 33314-7796  
|                           | (954) 262-3380  
|                           | toll free 800-522-3243  
|                           | http://www.nova.edu  

| Housing Information | Nova Southeastern University  
|                     | Office of Residential Life  
|                     | 3301 College Avenue  
|                     | Fort Lauderdale, Florida 33314-7796  
|                     | (954) 262-7052  
|                     | http://www.nova.edu  

| International Student Advisement | Debra Puzzo-Borak  
|                                | Nova Southeastern University  
|                                | Office of the University Registrar  
|                                | 3301 College Avenue  
|                                | Fort Lauderdale, Florida 33314-7796  
|                                | (954) 262-7240  
|                                | toll free 800-541-6682, ext. 7240  

| Veterans' Benefits Information | Debra Puzzo-Borak  
|                                | Nova Southeastern University  
|                                | Office of the University Registrar  
|                                | 3301 College Avenue  
|                                | Fort Lauderdale, Florida 33314-7796  
|                                | (954) 262-7240 or  
|                                | toll free 800-541-6682, ext. 7220  

| Other Nova Southeastern University Programs | Nova Southeastern University  
|                                           | Office of the University Registrar  
|                                           | 3301 College Avenue  
|                                           | Fort Lauderdale, Florida 33314-7796  
|                                           | (954) 262-7255 or  
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|                                           | http://www.nova.edu  

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Degree Offerings

**Doctoral and Professional Degrees**

- **Doctor of Audiology** (Au.D.)
- **Doctor of Business Administration** (D.B.A.) in:
  - Accounting
  - Finance
  - Health Services Administration
  - Human Resource Management
  - Information Technology Management
  - International Management
  - Management
  - Marketing
- **Doctor of Dental Medicine** (D.M.D.)
- **Doctor of Education** (Ed.D.) in:
  - Adult Education
  - Child and Youth Studies
  - Computing and Information Technology
  - Computing Technology in Education
  - Educational Leadership
  - Health Care Education
  - Higher Education
  - Instructional Technology and Distance Education
  - Vocational, Technical, Occupational Education
- **Doctor of International Business Administration** (D.I.B.A.)
- **Doctor of Law** (J.D.)
- **Doctor of Occupational Therapy** (Dr.O.T.)
- **Doctor of Optometry** (O.D.)
- **Doctor of Osteopathic Medicine** (D.O.)
- **Doctor of Pharmacy** (Pharm.D.)
- **Doctor of Philosophy** (Ph.D.) in:
  - Clinical Psychology
  - Computer Information Systems
  - Computer Science
  - Computing Technology in Education
  - Dispute Resolution
  - Family Therapy
  - Information Science
  - Information Systems
  - Oceanography
- **Doctor of Science in Physical Therapy** (D.Sc.P.T.)
- **Doctor of Psychology** (Psy.D.) in:
  - Clinical Psychology
- **Postdoctoral Master in Psychopharmacology**
- **Doctor of Public Administration** (D.P.A.)
- **Doctor of Speech-Language Pathology** (SLP.D.)
Specialist Degrees
Educational Specialist (Ed.S.) in:
  Education

Master's Degrees
Master of Accounting (M.Acc.)
Master of Biomedical Sciences (M.B.S.)
Master of Business Administration (M.B.A.) in:
  Accounting
  Entrepreneurship
  Finance
  Health Services Administration
  Human Resource Management
  International Business
  Management Information Systems
  Marketing
  Medical Management
  Public Administration
  Sports Management
Master of International Business Administration (M.I.B.A.)
Master of Medical Science
Master of Occupational Therapy (M.O.T.)
Master of Physical Therapy (M.P.T.)
Master of Public Administration (M.P.A.)
Master of Public Health (M.P.H.)
Master of Science (M.S./M.Sc.) in:
  Child and Youth Care Administration
  Coastal Zone Management
  Computer Information Systems
  Computer Science
  Computing Technology in Education
  Dispute Resolution
  Early Childhood Education Administration
  Education
  Applied Gerontology and Administration
  Family Support Studies
  Family Therapy
  Health Services Administration
  Human Resource Management
  Instructional Technology and Distance Education
  Management Information Systems
  Marine Biology
  Marine Environmental Sciences
  Medical Education
  Mental Health Counseling
  School Guidance and Counseling
  Speech-Language Pathology
Bachelor’s Degrees
Bachelor of Arts (B.A.) in:
- Humanities
Bachelor of Science (B.S.) in:
- Accounting
- Administrative Studies
- Applied Professional Studies
- Business Administration
- Computer Information Systems
- Computer Science
- Early Childhood Education
- Elementary Education
- Exceptional Education
- General Studies
- Hospitality Management
- Legal Assistant Studies
- Legal Studies (prelaw)
- Life Science (premedical)
- Ocean Studies
- Physician Assistant
- Professional Management
- Psychology
- Science and the Business Environment
- Science and the Law
- Secondary Education
- Sports and Wellness Studies

Joint Degrees
Law/Business Administration (J.D./M.B.A.)
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Law/Mental Health Counseling (J.D./M.S.)
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