1989

School of Psychology A Center for Psychological Studies [1989-90]

Nova University

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NOVA UNIVERSITY

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

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

Nova University's main campus is located on a 200-acre site southwest of Fort Lauderdale, Florida, in the town of Davie.

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

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

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

Nova University's general policies on student relations are on file in the Office of the Registrar.
The School of Psychology is committed to providing the highest quality educational experiences to today’s and tomorrow’s psychologists. These training experiences provide individuals with a sophisticated understanding of psychological research and the delivery of the highest quality psychological care.

The School’s commitment to training in the area of psychological research and treatment for emotional/psychological problems confronts one of the greatest challenges facing modern man. No problem demands our wisdom, creativity, and expertise more than those associated with human adjustment to our ever-changing world.

The School is unique in that it offers two APA-accredited programs in Clinical Psychology. The Psy.D. (Doctor of Psychology) program has greater emphasis on service, and the Ph.D. (Doctor of Philosophy) has greater emphasis on research. These programs educate students to provide a range of psychological services to a wide spectrum of people in need—from pediatric to gerontological, from individuals with normal problems in living to people who are seriously disturbed.

These programs are uniquely organized so that one faculty serves both programs. Students are intermixed when course sequences overlap and they have access to all of the specialty interests and clinical skills of the 26 doctoral faculty members. This organizational structure allows for interaction and exchanges between the service and research aspects of psychology.

The accrediting team from the American Psychological Association has suggested this organizational structure as a potential model for other universities offering Ph.D. and Psy.D. degrees in Clinical Psychology. Nova University’s School of Psychology is at the forefront of creating the advances in clinical training, research, and service for the psychology of tomorrow.
Program Overview

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

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

The School’s faculty is committed to the development of strong collegial relationships with doctoral students. The development of such relationships facilitates the instructional support available to students as they strive for scholarship and mastery of the roles of the clinical psychologist.

Program Philosophy

Ph.D. Program

The Clinical Psychology program leading to the doctor of philosophy degree at Nova University adheres firmly to the principle that psychology is an empirically based discipline. The program supports the proposition that clinical psychology will contribute most to society if the education of the clinical psychologist provides for the acquisition of the roles of both the scientist and the practitioner. The focus of the program is on the empirical analysis of current topics and problems in clinical psychology, with a particular emphasis on the development of sophistication in applied clinical research. It is believed that only through the investigation of the psychological problems confronting contemporary men, women, and children can our society gain the knowledge needed to provide the solutions to these problems now and in the future. Thus, much of the research conducted within the program involves the development and rigorous investigation of innovative treatment approaches to clinical problems.

The program curriculum is anchored in the cumulative body of psychological knowledge and provides a firm basis in statistics, research design, and experimental
research methodology. From this base, through a sequence of formal field-related courses as well as through graded exposure to clinical populations in supervised practicums, the program imparts the knowledge and skill required for the student to assume the role of a research-oriented clinical psychologist.

Graduates of the program are providing psychological services in a number of settings. Some have chosen to work in academic settings, others in medical schools and institutions, and still others as clinicians and agency administrators. The majority of the graduates, however, have opted to provide direct clinical services in settings that permit them to utilize their clinical training as well as their training in program and outcome evaluation.

Psy.D. Program

Traditionally, the training model for clinical psychologists has focused on training the graduate student as a scientist first and a practitioner second. However, with the growing need in society for practitioners, many graduate students have elected to enter the clinical services arena, rather than the academic or research area. Consequently, in the 1960s, alternate training procedures were proposed that led to the development of a professional practitioner-scientist model. This model was officially accepted by the American Psychological Association at the Vail Conference in 1973, when it was deemed a more viable foundation for the education and training of individuals preparing to enter careers whose primary focus is on direct clinical intervention, delivery of psychological services, and professional practice.

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

Nova University Community Mental Health Clinic

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

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

The clinic staff consists of professionals in psychology, psychiatry, social work, and education.

Nova University Clinic maintains three main locations in western Broward County. Administrative offices are housed at the Coral Springs clinic. The other clinic sites are in Lauderhill and on the main campus in Davie.

In addition to these services a Geriatric Resident Treatment facility provides clinical services for elderly individuals who are homeless and/or experiencing psychiatric symptoms.

Special Clinical Services

The Family Violence Program, housed within the Nova University Community Mental Health Clinic, has provided crisis and psychotherapy services to over 500 families, involving battered women, abusive men, and their children during the past 4 years. The Family Violence Program also provides clinical training to 6-8 Nova University doctoral students yearly. Referrals are made from HRS, the courts, attorneys, Women In Distress, private practice psychotherapists, hospitals, and the State Attorney's Office.
The Postgraduate Service For Psychoanalysis And Psychotherapy is part of the Postdoctoral Institute of the School of Psychology. It provides, at low cost, the opportunity for high quality intensive psychoanalysis and insight-oriented psychotherapy.

The Behavioral Medicine Unit provides treatment for persons suffering from a variety of medically related disorders. Included in these services are biofeedback, rehabilitation of neurologically impaired patients, and other treatment modalities.

Research

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

- Addictive disorders: alcoholism and drug abuse
- Assessment of psychological defenses
- Cognitive and behavioral therapies
- Compliance with cardiac rehabilitation programs
- Depression and other low motivational syndromes
- Developmental disabilities
- Eating disorders
- Assessment of children’s intellectual abilities
- Family violence
- Neuropsychological evaluation
- Psychological resistance to diseases
- Sexual dysfunctions
- Tourette’s and other neurological syndromes
- Victims of domestic violence
- Work stress
- Anxiety and phobic disorders

In addition, the School aspires to broaden its research to other pressing areas including those associated with:

- Alzheimer’s and other disorders of the aged
- AIDS for communication disorders
- Psychological factors in resisting AIDS
- Treatment of headache and other pain syndromes
Admissions Requirements

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

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

Transfer of Credits

Newly admitted students requesting advanced standing must make an appointment and meet with the Director of Academic Affairs who is responsible for awarding these credits. At that time sufficient documentation should be presented to allow for evaluation of the student's previous course work; this may include course notes, syllabi, and other supporting material. Only course work taken at a doctoral level will be considered for transfer into one of the doctoral programs. It is the responsibility of the student to satisfactorily demonstrate the equivalence of the course(s) proposed in order for credits to be awarded.

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

Requests for transfer of credit for first semester courses should be done during the summer to avoid last minute planning and possible confusion at the time of first registration. This can be done through the mail or by making an appointment with the Director of Academic Affairs.
Transfer credits will be awarded when the course being evaluated meets *all* of the following criteria:

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

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

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

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

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

*No transfer credits may be applied to Clinical Observation, Practica, or Internship.*

School of Psychology Graduate Admissions Office: 1-800-541-NOVA, ext. 7550
Information Regarding Applicants and Entering Class

1989 - 1990 Academic Year

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<thead>
<tr>
<th></th>
<th>Ph.D.</th>
<th>Psy.D.</th>
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<tbody>
<tr>
<td>Total number of applicants</td>
<td>173</td>
<td>241</td>
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<td>Total number of offers</td>
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<td>Total number of accepts</td>
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<td>Other</td>
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Estimated Expenses

1989 - 1990 Academic Year

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

<table>
<thead>
<tr>
<th>Service</th>
<th>Amount</th>
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<tr>
<td>Tuition</td>
<td>$330 per credit hour</td>
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<td>Application (Non-refundable)</td>
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<td>Deposit (Non-refundable)</td>
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*Please note that all above fees are subject to change without notice.
Internship Site Placement

for the 1989-1990 Academic Year

Sites approved by the American Psychological Association:

Atascadero State Hospital, Atascadero, California
Beaverbrook Guidance Center, Boston, Massachusetts
Boston City Hospital, Boston, Massachusetts
Children's Medical Center, Tulsa, Oklahoma
Children's Psychiatric Center, Miami, Florida
Crownsville State Hospital, Crownsville, Maryland
Eire County Medical Center, Buffalo, New York
Elmcrest Psychiatric Institute, Portland, Connecticut
Fairfield Hills Hospital, Fairfield, Connecticut
Hall-Brooke Hospital, Westport, Connecticut
James A. Haley V.A. Hospital, Tampa, Florida
Judge Baker Children's Center, Boston, Massachusetts
Massachusetts General Hospital Harvard Medical School, Boston, Massachusetts
New York University Rusk Institute of Rehabilitation Medicine, New York, New York
Northwest Dade Community Mental Health Center, Hialeah, Florida
Nova University Community Mental Health Clinic, Coral Springs, Florida
Pederson-Krag Center, Huntington Station, New York
Southern Illinois University Counseling Center, Carbondale, Illinois
Topeka State Hospital, Topeka, Kansas
University of Miami/Jackson Memorial Hospital, Miami, Florida
University of Kentucky Medical School, Lexington, Kentucky
University of Pittsburgh Counseling Center, Pittsburgh, Pennsylvania
University of Rochester Medical School, Rochester, New York
University of Virginia Medical School, Charlottesville, Virginia
V.A. Medical Center, West Haven, Connecticut
V.A. Medical Center, Washington, D.C.
V.A. Medical Center, Bay Pines, Florida
V.A. Medical Center, Miami, Florida
V.A. Medical Center, Togus, Maine
V.A. Medical Center, Boston, Massachusetts
Wichita Collaborative Clinical Psychology Internship, Wichita, Kansas
Wilford Hall United States Air Force Medical Center, San Antonio, Texas

Sites approved by the Association of Psychology Internship Centers:

Forty-Fifth Street Mental Health Center, West Palm Beach, Florida
Mental Health Services of Osceola County, Kissimmee, Florida
Metro-Dade County Department of Youth and Family Development, Miami, Florida
North Miami Community Mental Health Center, Miami, Florida
Course Descriptions by Area

General

PSY-1401 History & Systems of Personality Theory (3 cr.)
This course covers major schools of thought in personality. These include functionalism, psychometrics, psychoanalysis and variants, behaviorism, social learning, phenomenological, humanism, existentialism, and constructive-developmentalism. Their historical roots and philosophical assumptions are explored.

PSY-1402 Social-Cognitive Bases of Behavior (3 cr.)
This course covers current theory and research in personality and social psychology on cognition, affect, motivation, and learning. The study of the self in the context of social living includes the topics of self-perception and regulation, social judgment, and interpersonal processes.

PSY-1403 Adult Psychopathology (3 cr.)
This course covers descriptive psychopathology and research on the etiology and dynamics of major adult syndromes. It provides a thorough introduction to DSM-III as a diagnostic framework.

PSY-1404 Developmental Psychopathology & Intervention (3 cr.)
This course provides an overview of child clinical psychology. Drawing on current theory and research, it compares normal and abnormal development in childhood and adolescence. It covers DSM-III's diagnostic approach to childhood disorders and reviews currently used interventions for them.

PSY-1406 Professional Issues & Ethics (1 cr.)
This course covers topics that are directly related to the American Psychological Association's Ethical Principles of Psychologists and Standards for Providers of Psychological Services. Focus is directed to the ethical concerns of the practitioner/scientist.

PSY-2401 Colloquium Series on Special Populations (1 cr.)
This colloquium series is a sequence of topics presented to increase students' social awareness about underrepresented and underprivileged groups. Particular emphasis is placed on the relevance of underprivileged or underrepresented status to the development, maintenance, and treatment of social-psychological problems.
PSY-2402 Psychobiology & Psychopharmacology with Lab (4 cr.)
This course covers theory, research, and applications for the following topics: structure, function, and disorders of the central nervous system; physiological mechanisms and disorders in vegetative and intellectual functions; clinical psychopharmacology; and psychophysiological methods and technology. The course includes laboratory experiences in neurology and psychophysiological methods.

PSY-3401 Professional Development (1 cr.)
This course provides the student with information regarding the structure and function of major professional organizations, current professional issues and concerns, and the essentials of establishing a practice.
Prerequisites: PSY-1406

Assessment

PSY-1501 Assessment I: Intellectual (2 cr.)
The administration, interpretation, and communication of results of major intelligence tests is the focus of this course. Emphasis is placed on the many aspects of interpretation, assessment of thought disorders, effects of medication, and report writing.

PSY-1503 Assessment II: Interviewing With Lab (2 cr.)
This course is designed to explore the theoretical and practical aspects of interviewing. Emphasis is placed on developing the student’s skills of observation, forming hypotheses, gathering and synthesizing information, rapport building, communication of findings, and conducting a Mental Status Examination.

PSY-1504 Assessment III: Behavioral & Personality (3 cr.)
This course examines theoretical, conceptual, and methodological issues in behavioral assessment. In addition, the administration and interpretation of objective personality assessment instruments, the Thematic Apperception Test, House-Tree-Person drawing, and sentence completion techniques are studied.
Prerequisites: PSY-1501, PSY-1503

PSY-2501 Assessment IV: Rorschach & Full Battery (3 cr.)
This is an in-depth study of the theory, administration, scoring, interpretation, and research findings regarding the Rorschach inkblot technique. The course also aids the student in developing the skills necessary to integrate assessment information and write comprehensive psychological reports.
Prerequisites: PSY-1501, PSY-1503, PSY-1504
PSY-2502 Advanced Full Battery (Psy.D., 3 cr.)
This course examines aspects of Rorschach interpretation at an advanced level and seeks to provide the student with additional sophistication and practice in the writing of comprehensive psychological reports.
Prerequisites: PSY-1501, PSY-1503, PSY-1504

Intervention

PSY-1601 Analysis of Psychotherapeutic Intervention (3 cr.)
This course introduces concepts germane to all psychotherapies. Major paradigms are critically examined in terms of philosophy, key concepts, goals, therapeutic relationship, techniques, and applications. Attention is given to research literature on patient/therapist factors and process/outcome findings.

PSY-1602 Therapy Approaches I: Major Orientations (3 cr.)
This course presents an introduction to some of the major forces in psychotherapy.
Prerequisites: PSY-1601

PSY-2601 Therapy Approaches II: Multiple Client (3 cr.)
This course presents an introduction to three multiple-client interventions. Included are (1) Group, (2) Marital, and (3) Family.
Prerequisites: PSY-1601

Practicum and Internship

PSY-1701 Clinical Observation I (1 cr.)
This course will expose students to a variety of client populations and will provide some introductory experiences in a therapeutic context. The course is designed to allow students an opportunity to observe clinical psychology in practice prior to their being required to assume an active therapeutic role.

PSY-1702 Clinical Observation II (1 cr.)
Continuation of PSY-1701, Clinical Observation I.
Prerequisites: PSY-1701

PSY-2701 Clinical Practicum I (3 cr.)
The student is required to spend a minimum of 10 hours per week for 11 months at a selected agency(s). In this course the student is to acquire competency in the areas of interview and assessment, psychological testing, and psychotherapy.
Prerequisites: PSY-1403, PSY-1404, PSY-1406, PSY-1501, PSY-1503, PSY-1504, PSY-1601, PSY-1602, PSY-1702

PSY-2702 Clinical Practicum II (3 cr.)
Continuation of PSY-2701, Clinical Practicum I.
PSY-2703 Supervision I (1 cr.)
The student is required to spend approximately one hour face-to-face with a faculty member in an individual or small group format. The student is expected to present case material and be prepared to discuss cases each week. Tapes of therapy sessions may be required.

PSY-2704 Supervision II (1 cr.)
Continuation of PSY-2703, Supervision I.

PSY-3701 Clinical Practicum III (3 cr.)
The student is required to spend a minimum of 15 hours per week for 11 months at a selected agency(s).
Prerequisites: PSY-2501, PSY-2702

PSY-3702 Clinical Practicum IV (3 cr.)
Continuation of PSY-3701, Clinical Practicum III.
Prerequisites: PSY-3701, Intervention Elective

PSY-3703 Supervision III (1 cr.)
Continuation of PSY-2704, Supervision II.

PSY-3704 Supervision IV (1 cr.)
Continuation of PSY-3703, Supervision III.

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

Methodology, Research, and Dissertation

PSY-1803 Research Practicum I (Ph.D., 1 cr.)
Practicums require students to participate in ongoing research activity with a faculty member. Objectives include ability to critically review literature, to abstract salient points from literature and present them cogently, to summarize conceptual and methodological issues in the literature, to formulate a research problem derived from the literature, to derive research hypotheses from a research question, to develop a research methodology, to test stated hypotheses, to implement research methodology, to analyze and interpret data, and to write research in APA style.

PSY-1804 Research Practicum II (Ph.D., 1 cr.)
Continuation of PSY-1803, Research Practicum I.
PSY-2801 Intermediate Statistics with Lab (Psy.D., 4 cr.)
This course covers basic inferential and descriptive statistics to proficiency. Multivariate statistics is taught from a consumer perspective. A computer lab is included.

PSY-2802 Intermediate Research Design (Psy.D., 3 cr.)
This course covers single-subject, experimental, and quasi-experimental designs, as well as research ethics. Emphasis is on the integration of research methodology, from formulating research questions to developing an appropriate research design to data analytic procedures.
Prerequisites: PSY-2801

PSY-2803 Research Practicum III (Ph.D., 1 cr.)
Continuation of PSY-1804, Research Practicum II.

PSY-2804 Research Practicum IV (Ph.D., 1 cr.)
Continuation of PSY-2803, Research Practicum III.

PSY-2805 Advanced Research Design (Ph.D., 3 cr.)
This course covers advanced single-subject, experimental, and quasi-experimental designs; program evaluation designs; and multidimensional scaling. Particular focus is placed on designs relevant to applied clinical research.
Prerequisites: PSY-2801 or equivalent

PSY-2806 Multivariate Statistical Methods I (Ph.D., 4 cr.)
This course focuses on multivariate statistical analyses through a detailed exploration of bivariate and multivariate regression and correlation. Other multivariate procedures such as canonical correlation will also be introduced. The course includes a computer lab that focuses on the use of statistical package(s) to perform these analyses.
Prerequisites: PSY-2805

PSY-3803 Major Paper (Ph.D., 3 cr.)
This course requires the student to design and implement an original research project. It requires a written final research report of results.
Prerequisites: PSY-2804

PSY-3805 Multivariate Statistical Methods II (Ph.D., 4 cr.)
This course is a continuation of the content of Multivariate Statistical Methods I and will include such topics as MANOVA and MANCOVA, classification and discrimination, and factor analytic methodology. The course includes a computer lab that focuses on the use of statistical package(s) to perform these analyses.
Prerequisites: PSY-2806
PSY-3806 Research Seminar (Ph.D., 3 cr.)
This course focuses on integrating research and methodological skills acquired in research practicum and in methodology and statistics courses. Course requirements include generating a detailed research proposal.
Prerequisites: PSY-3805

PSY-3808 Advanced Tests & Measurements (Ph.D., 3 cr.)
This course covers theory, technique, and statistics of behavioral measurement, including psychometrics. Topics covered include fundamental measurement, the role of variance and covariance in science, basic statistical indices, theory of measurement error, types of validity, methods of assessing reliability, multiple prediction, and factor analytic techniques.
Prerequisites: PSY-3805

PSY-5800 Research Project (Psy.D., 3 cr.)
In this project the student must demonstrate sophistication in the use and conceptualization of research. The project can involve data collection, a prospective case study, or a scholarly review of the literature. The student must orally defend the proposal and final project. The approved written report of the project must be submitted to the School. Registration is minimally for two semesters.
Prerequisites: PSY-2802

PSY-5801 Research Project - Continuing (Psy.D., 1 cr.)
Continuation of PSY-5800, Research Project.

PSY-5850 Dissertation (Ph.D., 6 cr.)
The dissertation requires the design and implementation of an original significant research project. The student must orally defend the proposal and final product. A public presentation of research results in colloquium format is also required following the final dissertation defense. Bound copies of the approved dissertation must be submitted to the School and the University Library. Registration is minimally for two semesters.
Prerequisites: PSY-3806

PSY-5851 Dissertation - Continuing (Ph.D., 1 cr.)
Continuation of PSY-5850, Dissertation.

Specialization - Applied Developmental

PSY-1301 Child Growth & Development I (3 cr.)
Beginning with conception, this course focuses on the internal and external events that influence the course of development through the preschool years. Assuming a transactional orientation, the course includes a study of cultural and socio-economic factors that impact the family.
PSY-1302 Child Growth & Development II (3 cr.)
This course focuses on the development of the child from the middle childhood years through the adolescent period. The course combines a topical with a chronological approach, identifying age-related characteristics as well as domain-specific continuities. Special consideration is given to societal factors that can have a negative impact including racism, poverty, drugs, changing family styles, and violence.
Prerequisites: PSY-1301

PSY-1303 Developmental Disability & Assessment I (3 cr.)
The course describes factors in the perinatal period that place an infant at risk. It familiarizes the student with a wide variety of developmental tests and checklists. Students are expected to develop competency in the administration of key developmental and screening tests.
Prerequisites: PSY-1301, PSY-1302

PSY-1304 Developmental Disability & Assessment II (3 cr.)
This course describes physical, social and psychological factors that place a child at risk for academic problems. The student is familiarized with interview and observation techniques, with the rationale for test selection, and with techniques for test administration, analyzing test results, and writing reports that relate recommendations to the presenting problem.
Prerequisites: PSY-1301

PSY-4601 Child Intervention (3 cr.)
Reading and practicum in play therapy utilizing directive and nondirective techniques. Individual and group process with children of different ages are covered in this course.

PSY-4605 Marital & Family Therapy (3 cr.)
This course provides a review of historical development of the area. Additionally, it covers the major theoretical concepts of therapy, pathology, and various approaches to treatment. Relevant research on dynamics and the effects of treatment are considered, dynamics and treatment are demonstrated and experienced through the use of role playing, films, and videotapes.
Partial Listing of Electives by Area

**General**

- PSY-4401 Clinical Neuropsychology
- PSY-4402 Community Psychology
- PSY-4403 Child and Family Programs
- PSY-4404 Cognitive and Moral Development
- PSY-4405 Seminar in Social Psychology
- PSY-4406 Seminar in Addictive Behavior
- PSY-4407 Seminar in Social and Clinical Psychology
- PSY-4408 Teaching Practicum
- PSY-4409 Pediatric Psychology
- PSY-4410 Psychology in Fiction
- PSY-4411 Clinical Sport Psychology
- PSY-4420 Behavior Medicine I: Overview
- PSY-4421 Behavior Medicine II: Methodology
- PSY-4422 Skills in Clinical Supervision and Administration

**Assessment.**

- PSY-4501 Advanced Clinical Neuropsychology
- PSY-4502 Advanced Projective Techniques
- PSY-4503 MMPI
- PSY-4511 Developmental Assessment
- PSY-4512 Language Development and Pathology
- PSY-4513 Forensic Assessment
- PSY-4514 Child Neuropsychological Assessment
- PSY-4515 Assessment Seminar: Special Populations

**Intervention**

- PSY-4601 Child Interventions
- PSY-4603 Play Therapy
- PSY-4604 Play Therapy II
- PSY-4605 Marital and Family Therapy
- PSY-4606 Marital and Family Therapy II
- PSY-4607 Group Therapy
- PSY-4608 Group Therapy II
- PSY-4610 Human Sexuality and Sex Therapy
- PSY-4615 Hypnotherapy
- PSY-4616 Techniques of Hypnoanalysis and Hypnotherapy
- PSY-4617 Ericksonian Hypnosis and Therapy
PSY-4620 Behavior Therapy
PSY-4621 Behavior Modification
PSY-4625 Behavior Interventions: Disease Process I
PSY-4626 Behavior Interventions: Disease Process II
PSY-4630 Existential Therapy
PSY-4631 Humanistic Therapy
PSY-4632 Interpersonal/Systems Approaches in Therapy
PSY-4635 Psychodynamic Therapy I
PSY-4636 Psychodynamic Therapy: Classical and Ego Psychology
PSY-4637 Psychodynamic Therapy: Contemporary Approaches
PSY-4638 Narcissistic and Borderline Disorders
PSY-4640 Cognitive/RET
PSY-4650 Crisis Intervention
PSY-4651 Seminar in Eclectic Therapy
PSY-4652 Cross Cultural Counseling
PSY-4653 Treatment of Rape Trauma Syndrome
PSY-4654 Psychotherapy Intervention Seminar
PSY-4655 Family Violence

Practicum

PSY-4701 Clinical Practicum V
PSY-4702 Clinical Practicum VI
# Nova University School of Psychology

## Required Courses for the Ph.D. Program

### First Year Fall Semester

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<td>PSY-3803 Major Paper</td>
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### Third Year Spring Semester

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**Total Degree Credits: 109**

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

- 2 Intervention Electives (PSY-46XX)
- 3 Any Area

Please refer to course descriptions for necessary prerequisites.
Nova University School of Psychology
Required Courses for the Psy.D. Program

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**Total Degree Credits: 107**

Psy.D. Students are required to take electives in the following areas:
- 4 Intervention Electives (PSY-46XX)
- 1 Assessment Elective (PSY-45XX)
- 6 Any Area

Please refer to course descriptions for necessary prerequisites.
Faculty Professional Interests

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

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

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

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

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

Dorothy K. Dionne, Psy.D., Florida Institute of Technology, Assistant Professor (Coordinator, Family Violence Program). Domestic violence, treatment approaches to Post-Traumatic Stress Disorder, cognitive-behavioral psychological assessment of adults and children, individual psychotherapy.

William Dorfman, Ph.D., Ohio State University, Associate Professor. Counseling psychology; community mental health; forensic psychology; psychodiagnosis; short-term approaches to psychotherapy and crisis intervention.

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

Bernard Eingold, Ph.D., University of Florida, Professor (Director of Academic Affairs). Individual psychotherapy; marital and couple therapy, psychodiagnosis.

Jan Faust-Campanile, Ph.D., University of Georgia, Assistant Professor. Pediatric and child-clinical psychology; childhood adjustment to chronic diseases (e.g. Turner's Syndrome and cancer); psychosomatic disorders, eating disorders, child abuse and preparation of children for invasive medical procedures.
Ellen Girden, Ph.D., Northwestern University, Professor. Experimental psychology; statistics, research design, learning, history, psychological aspects of diabetes.

Steven N. Gold, Ph.D., Michigan State University, Associate Professor. Personality theory; psychological assessment; psychopathology; interpersonal, family, systems approaches to psychotherapy; moral and ego development; adolescent and adult development; adolescent sex offenders; alcohol and substance abuse.

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

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

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

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

Alan J. Kent, Ph.D., DePaul University, Assistant Professor (Director of Clinical Services and Training). Crisis intervention and short term therapy, community mental health, impact of divorce on children and families, ethics in psychotherapy.

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

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

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

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

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

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

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

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

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

Jim Taylor, Ph.D., University of Colorado, Assistant Professor (Director, Sport Psychology Program). Psychology of sport, health, and exercise; mental training for performance enhancement, psychological predictors of performance, self-efficacy and attributional styles in sports performance, slumps and momentum in sports, professional issues in sport psychology.
Admissions Application
Doctoral Programs

Deadline for application materials: January 15

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

Print in ink or type.

Expected Starting Date______/______/______
Mo. Day Year

Soc. Sec. No.______/______/______ Sex ( ) Male ( ) Female Date of Birth______/______/______
Mo. Day Year

Last Name First Name M.I. Maiden Name

Legal/Permanent Address Street & Number Apartment

City State Zip Home Telephone Business (Office) Telephone

Mailing Address City State Zip

Emergency Contact:

Name

Address Home Telephone Business Tel. Ext.

Academic Goal:

Program: Psy.D. (Clinical)______, Ph.D. (Clinical)______

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

Send them to:  
Nova University  
School of Psychology  
Graduate Admissions  
3301 College Avenue  
Fort Lauderdale, FL 33314

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

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

Have you ever been dismissed from an educational institution? Yes ______ No ______
If Yes explain: _____________________________________________________________

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

Citizenship Status:

____ U.S. Citizen
____ Non-resident alien
____ Resident alien

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

Additional procedures are required for admission of non-resident alien students. Contact International Student Advisor. Telephone: (305) 475-7413.

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

Check one of the following: ______________________
____ Hispanic origin
____ White not of Hispanic origin
____ Asian or Pacific Islander
____ Black not of Hispanic origin
____ American Indian or native Alaskan

Applicant Status at Time of Application:

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

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

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

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<th>Employer or Organization</th>
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Are there any special provisions or considerations that you require?

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Computer Proficiency: What is your proficiency level?

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<th>With what languages are you familiar?</th>
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List names of three academic references or professional supervisors who will submit letters of recommendation. Letters are to be sent directly to address on front of application.

1.  
2.  
3.  

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

Financial Aid: (305) 475-7410

Have you applied for Financial Aid? _____ Yes _____ No

Have you filed a College Scholarship Service Financial Aid Form (F.A.F.)? _____ Yes _____ No

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

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

__________________________________________
Applicant Signature Date

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor’s, master’s, educational specialist, and doctoral degrees. Nova University practices a policy of nondiscrimination in employment and admission. Nova University does not discriminate on basis of race, color, age, sex, religion or creed, national or ethnic origin, or handicap.
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<th>Ph.D.</th>
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Please include a letter of recommendation written on your letterhead. We are particularly interested in your opinion regarding the following:

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2. The applicant's maturity and emotional stability.
3. The applicant's oral and written communication skills.
4. The applicant's empathy or sensitivity to others.
5. The applicant's potential for being an effective professional psychologist.
RECOMMENDATION

I have known the applicant for ____ years ____ months.
I have known the applicant: _ slightly _ fairly well _ very well.
I have known the applicant: _ as an undergraduate student _ as a teaching assistant
__ as a graduate student _ as an employment supervisee
__ Other ___________

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

- Undergraduate students I have taught or known.
- Masters students I have taught or known.
- Doctoral students I have taught or known.
- Colleagues with whom I have worked.

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

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My overall recommendation of this candidate:

- not recommended  _ recommended with some reservations
- recommended  _ highly recommended

Signature of person completing this form ___________________________________________

Name (print) ___________________________ Title _____________________________________

Institution or affiliation ________________________________

THANK YOU FOR COMPLETING THIS FORM.
RECOMMENDATION FOR DOCTORAL STUDY

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

Social Security Number
Name of Reference: _____________________________________________

Applicant's Name: _____________________________________________

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(OVER)
RECOMMENDATION

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

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

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Signature of person completing this form ____________________________

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Institution or affiliation _______________________________________________________

THANK YOU FOR COMPLETING THIS FORM.
Statement of Professional Goals and Experiences

Name ________________________________ Date ____________
Statement of Professional Goals and Experiences
FIRST CLASS