School of Psychology 1988-89 Catalog

Nova University

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Policies and programs set forth herein are in effect until June 30, 1989.
Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, and doctoral degrees. Nova University admits students of any race, color, and national or ethnic origin.
The Ph.D. and the Psy.D. programs in clinical psychology are accredited by the American Psychological Association. Also the school operates an APA approved continuing education program for psychologists.
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Message from the President

Now approaching its quarter century mark, Nova University continues as a mission-oriented, independent institution, poised for the twenty-first century. A blend of the conventional and the nontraditional, Nova attempts to deliver education to students in an innovative and responsive way, following the human life cycle. Through the use of modern technology, individuals now have the opportunity of studying in their homes as well as in clusters.

The School of Psychology has been able to blend compatibly the professional Psy.D. (Doctor of Psychology) and the Ph.D. (Doctor of Philosophy) in clinical psychology. Both are fully accredited by the American Psychological Association, as are the Nova clinics. Students working in the clinics make contributions to the local community and at the same time gain experience in their professional fields. Students in their 4th year are receiving A.P.A. approved clinical internships throughout the United States. Nova University is proud of the accomplishments of the School of Psychology and grateful to its dedicated faculty.

ABRAHAM S. FISCHLER
President, Nova University
Message from the Dean

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.

FRANK DePIANO, Ph.D.
Dean, School of Psychology
School of Psychology

The Center for Psychological Studies, or the School of Psychology as it is commonly referred to, offers education and training to mental health professionals, a variety of high quality mental health services and provides opportunities for the advancement of knowledge about human behavior.

The School of Psychology is committed to providing quality educational experiences and training in psychology to a variety of individuals with varying professional needs. Philosophically, the school maintains that educational needs of society are best supported through offering a wide range of points of view within psychology; therefore, while many “schools of thought” are represented within the school, no particular position or point of view dominates it.

Furthermore, the school seeks to provide for a variety of professional needs simultaneously. There is a strong commitment to the advancement of psychological knowledge. Faculty are encouraged to remain active in their research pursuits, and the clinical Ph.D. program provides training for doctoral candidates pursuing careers as applied researchers. Equally strong is the commitment to provide training for the practitioner oriented psychologist. The Psy.D. program in clinical psychology provides quality training for doctoral candidates committed to the practice of psychology. The master of science (M.S.) program in counseling psychology is designed to provide education and continued professional development to persons who currently serve or who will serve in a variety of counseling capacities.

Finally, the school is committed to providing educational experiences for the professional community. Respecialization training for nonclinical psychologists is available. Advanced training in psychoanalytic techniques is offered through the Post-Doctoral Institute of Psychoanalysis and Psychotherapy. Continued educational experiences are provided to licensed mental health professionals through the Continuing Education Program.

The school supports the view that each individual can best serve both the profession of psychology and society as a whole through an educational experience that encourages critical thinking, creative analysis, and an openness to new ideas and positions.

Training Programs

The School of Psychology provides programs leading to the Ph.D. in clinical psychology, the Psy.D. in clinical psychology, and the M.S. in counseling psychology.
Doctoral Programs

As evidenced by the offering of both 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 are committed to the development of strong collegial relationships with doctoral students. The development of such relationships facilitates the instructional process directed to research and clinical endeavors, maximizing the support available to students as they strive for scholarship and mastery of the roles of the clinical psychologist.

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 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 model. 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 specialities is contingent upon the individuals' educational concentrations and training exposures, as well as their career aspirations.
Master of Science Program

The M.S. degree is offered in counseling psychology and is intended to provide education and training for those who will seek employment in such diverse settings as social agencies, mental health clinics, hospitals, and personnel offices. The program is not intended to prepare students for the independent practice of psychology.

In addition, this program provides students with graduate experience that may enhance their academic credentials for application to doctoral studies. The counseling psychology program's curriculum meets the current State of Florida educational requirements for licensure for the title "Mental Health Counselor."

FIELD-BASED PROGRAM: MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY. The master's program in counseling psychology is offered either on campus in the semester format or at one of the field-based locations in the weekend format. At the present time, there are field-based programs offered in Florida at Coral Springs, West Palm Beach, Melbourne, Orlando, Fort Myers, Clearwater, Gainesville, and Jacksonville. The development of a new location in Miami is anticipated. Specific information may be obtained by writing to Field-Based Master of Science Programs in Psychology, Graduate Admissions Office, Nova University, 3301 College Avenue, Fort Lauderdale, Florida 33314.

Respecialization Training Program

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

Postdoctoral Institute of Psychotherapy and Psychoanalysis.

The institute offers formal training and intensive psychotherapy for mental health professionals with earned doctorates. There are both a two-year and a four-year program, each consisting of training in didactic work, personal analysis, and supervised case analysis. The format of the programs permits the working professional to complete the required activities with minimal interference in his/her professional activities. The four-year program leads to Certification in Psychoanalysis while the two-year program leads to Certification in Psychodynamic Psychotherapy.

Continuing Education Program

The school provides the community with a series of continuing education workshops each year featuring nationally renowned presenters. The school is approved by the American Psychological Association to offer continuing education units (CEUs) to attendees. These continuing education units can be used to meet state CEU requirements for relicensure.
The Academic Calendar 1988-1989

The on-campus academic programs are offered during an academic year that is divided into two semesters of 15 weeks each. Additionally, there are two summer sessions, each seven and a half weeks long. The following calendar of 1988-89 applies to all programs offered through the Center except the field-based program.

<table>
<thead>
<tr>
<th>FALL 1988</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon., Aug. 15-29</td>
<td><strong>Registration and Advisement for on-campus Master’s Programs.</strong></td>
</tr>
<tr>
<td>Wed., Aug. 24-29</td>
<td><strong>Registration for Doctoral Programs.</strong></td>
</tr>
<tr>
<td>Tues., Aug. 23</td>
<td>Orientation for new doctoral students.</td>
</tr>
<tr>
<td>Mon. Aug. 29</td>
<td>Classes begin. Last day for regular registration. Late registration fee of $30.00 will be charged after this date.</td>
</tr>
<tr>
<td>Mon., Sept. 5</td>
<td>Labor Day, University offices closed.</td>
</tr>
<tr>
<td>Tues., Sept. 6</td>
<td>Last day for completing late registration.</td>
</tr>
<tr>
<td>Fri., Sept. 9</td>
<td>Last day for adding classes.</td>
</tr>
<tr>
<td>Mon., Sept. 12</td>
<td>Rosh Hashanah, University closed</td>
</tr>
<tr>
<td>Tues., Sept. 13</td>
<td>End of 80% refund.</td>
</tr>
<tr>
<td>Mon., Sept. 19</td>
<td>End of 60% refund.</td>
</tr>
<tr>
<td>Wed., Sept. 21</td>
<td>Yom Kippur, University closed</td>
</tr>
<tr>
<td>Mon., Sept. 26</td>
<td>End of 40% refund.</td>
</tr>
<tr>
<td>Mon., Oct. 3</td>
<td>End of 20% refund. Last day for dropping classes.</td>
</tr>
<tr>
<td>Mon., Oct. 24</td>
<td><strong>Preregistration for Doctoral Programs for Spring, 1989.</strong></td>
</tr>
<tr>
<td>Thurs., Nov. 24-25</td>
<td>Thanksgiving, University closed.</td>
</tr>
<tr>
<td>Fri., Dec. 16</td>
<td>Fall semester ends.</td>
</tr>
<tr>
<td>Fri., Dec. 23</td>
<td>Final grades due in Academic Affairs Office.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPRING, 1989</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues., Jan. 3-9</td>
<td><strong>Registration and Advisement for on-campus Master’s Programs.</strong></td>
</tr>
<tr>
<td>Wed., Jan. 4-9</td>
<td><strong>Registration for Doctoral Programs.</strong></td>
</tr>
<tr>
<td>Mon., Jan. 9</td>
<td>Classes begin. Last day for completing regular registration. Late registration fee of $30.00 will be charged after this date.</td>
</tr>
<tr>
<td>Mon., Jan. 16</td>
<td>Last day for completing late registration.</td>
</tr>
<tr>
<td>Fri., Jan. 20</td>
<td>Last day for adding classes; end of 80% refund.</td>
</tr>
<tr>
<td>Fri., Jan. 27</td>
<td>End of 60% refund.</td>
</tr>
<tr>
<td>Fri., Feb. 3</td>
<td>End of 40% refund.</td>
</tr>
<tr>
<td>Fri., Feb. 10</td>
<td>End of 20% refund; last day for dropping courses.</td>
</tr>
<tr>
<td>Mon., Mar. 6-10</td>
<td>Spring Break.</td>
</tr>
<tr>
<td>Mon., Apr. 3</td>
<td><strong>Preregistration for Doctoral Programs for Summer, '89.</strong></td>
</tr>
<tr>
<td>Fri., Apr. 28</td>
<td>Spring semester ends.</td>
</tr>
<tr>
<td>Fri., May 5</td>
<td>Final grades due in Academic Affairs Office.</td>
</tr>
</tbody>
</table>
## SUMMER, 1989 – TERM I

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri., Apr. 28-May 8</td>
<td>Registration and Advisement for on-campus Master's Programs.</td>
</tr>
<tr>
<td>Mon., May 1-8</td>
<td>Registration for Doctoral Programs.</td>
</tr>
<tr>
<td>Mon., May 8</td>
<td>Classes begin. Last day for completing regular registration. Late registration fee of $30.00 will be charged after this date.</td>
</tr>
<tr>
<td>Fri., May 12</td>
<td>Last day for completing late registration; end of 75% refund period.</td>
</tr>
<tr>
<td>Fri., May 19</td>
<td>Last day for adding classes; end of 50% refund period.</td>
</tr>
<tr>
<td>Fri., May 26</td>
<td>Last day for dropping classes; end of 25% refund period.</td>
</tr>
<tr>
<td>Mon., May 29</td>
<td>Memorial Day, University offices closed.</td>
</tr>
<tr>
<td>Fri., June 29</td>
<td>Summer session ends.</td>
</tr>
<tr>
<td>Fri., July 7</td>
<td>Final grades due in Academic Affairs Office.</td>
</tr>
</tbody>
</table>

## SUMMER, 1989 – TERM II

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs., Jun. 22-July 3</td>
<td>Registration and Advisement for on-campus Master's Programs.</td>
</tr>
<tr>
<td>Mon., July 3</td>
<td>Classes begin. Last day for completing regular registration. Late registration fee of $30.00 will be charged after this date.</td>
</tr>
<tr>
<td>Fri., July 7</td>
<td>Last day for completing late registration; end of 75% refund period.</td>
</tr>
<tr>
<td>Fri., July 14</td>
<td>Last day for adding classes; end of 50% refund period.</td>
</tr>
<tr>
<td>Fri., July 21</td>
<td>Last day for dropping classes; end of 25% refund period.</td>
</tr>
<tr>
<td>Fri., Aug. 25</td>
<td>Summer session ends.</td>
</tr>
<tr>
<td>Fri., Sept. 1</td>
<td>Final grades due in Academic Affairs Office.</td>
</tr>
</tbody>
</table>

All University Offices are Closed on the Following Days:

<table>
<thead>
<tr>
<th>1988</th>
<th>1989</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 1</td>
<td>Good Friday</td>
</tr>
<tr>
<td>May 30</td>
<td>Memorial Day</td>
</tr>
<tr>
<td>July 4</td>
<td>Independence Day</td>
</tr>
<tr>
<td>September 5</td>
<td>Labor Day</td>
</tr>
<tr>
<td>September 12</td>
<td>Rosh Hashanah</td>
</tr>
<tr>
<td>September 21</td>
<td>Yom Kippur</td>
</tr>
<tr>
<td>November 24-25</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td>December 23 Noon</td>
<td>Christmas</td>
</tr>
<tr>
<td>December 26</td>
<td>New Year's Day</td>
</tr>
<tr>
<td>December 30 Noon</td>
<td>New Year's Day</td>
</tr>
</tbody>
</table>
Academic Policies and Student Life

Graduate Study in the School of Psychology

The following sections describe the general policies and procedures for applicants and students wishing to pursue graduate work in the School of Psychology. Various degree programs have certain unique policies and procedures that are outlined in the specific program sections. Applicants for graduate study and currently enrolled students should consult this general section and the specific sections that describe the program in which they are interested.

General Admissions Policy Statement

Graduate work is not considered merely a continuation of undergraduate study. Graduate work demands that students have the capacity and motivation to perform at a competitive academic level. It emphasizes research and special creativity and it requires student initiative and responsibility.

As a general prerequisite to graduate study in a major field of concentration, a student must meet the general requirement of Nova University, which calls for an undergraduate major or minor in that field (or its equivalent). While each graduate program has admission requirements specific to that field of study as described elsewhere in this catalog, the following are minimum requirements for admission to all programs:

1. A baccalaureate degree, granted by a regionally accredited institution, representing completion of study that fulfills prerequisites for graduate work in the area desired, 2. Evidence of a professional purpose that the School may promote and, 3. a broad and thorough undergraduate preparation that indicates probable success for graduate study and for research. An applicant must recognize that faculty, facilities, and other resources are limited; and therefore it is not always possible to admit every qualified student. Because the demand for admission is greater in some academic areas than in others, some areas will be more selective in admitting students.

Enrollment Procedures

Application forms for admission to graduate study should be requested from the School of Psychology, Office of Graduate Admissions, Room 230, Mailman Hollywood Building, Nova University, Fort Lauderdale, Florida 33314. Application forms must be completed and returned to that office with a nonrefundable application fee of $30.00. All information and supporting documents pertaining to admission to graduate study should be addressed to the Office of Graduate Admissions.

It is the responsibility of the applicant to obtain the supporting documents necessary for application and to insure that all information is received by the admissions deadline. The applicant’s official transcript must be submitted directly from the degree granting institution.

Registration

The Office of Registration and Records, Graduate Division, is located in the Parker Building. All on-campus graduate registration and schedule changes are completed in that office. Field-based program registration information and procedures are provided to students at the appropriate time. A student must have made formal application for admission to a program in the School of Psychology prior to registering for classes in order to receive graduate credit. If the student has been admitted to a degree program, the registration form must be signed by the assigned advisor prior to each registration.
Grading Policy

The following policies apply to all academic programs in the school. Individual programs may have additional requirements.

All degree programs in the School of Psychology assign grades to course work according to the following system:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>ACHIEVEMENT RATING</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Satisfactory</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Marginal Pass</td>
<td>2</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>—</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>—</td>
</tr>
<tr>
<td>PR</td>
<td>In progress (used for practicums, dissertations and internships only)</td>
<td>—</td>
</tr>
<tr>
<td>W</td>
<td>Withdraw</td>
<td>—</td>
</tr>
</tbody>
</table>

In most courses, a grade of A, B, C, or F will be assigned based upon the instructor's assessment and evaluation of the student's work. Some courses (for example, some research courses, the dissertation in the Ph.D. program, and the professional research project in the Psy.D. program) are graded Pass ("P") or Fail ("F").

A "W" grade is assigned when a student withdraws from a course after the last day to drop courses indicated in the academic calendar and prior to the eleventh scheduled class (for main campus students). Field-based students should consult their program literature for information and schedules on withdrawals. Prior to and including the last day to drop courses, dropped courses will be deleted from the student's record. After the eleventh session on the main campus and the start of the second weekend of class in the field-based program, a grade will be assigned.

An "I" (incomplete) indicates that the student has not completed the course requirements and that the instructor has approved additional time to do so. In other than research courses, a grade of "I" is assigned only when serious exigencies prevent completion of the course requirements. It is a prerogative of the course instructor to authorize an incomplete for a student. A student may not, by choice, take an incomplete in a course merely by failing to complete the course requirements. Grades normally are based on what has been achieved in the regular time period of a course.

When the instructor agrees that a serious exigency exists and agrees to assign an incomplete, a contract form is to be completed and signed by both the instructor and the student and the original kept on record in the office of the appropriate administrative office. The contract must specify the following:

1. The requirements to be completed by the student to remove the incomplete.
2. The time period within which the student must satisfy the incomplete. The time limit is to be specified by the instructor, but must not exceed 10 weeks.
3. The grade the student will receive if the incomplete is not satisfied by the conclusion of the specified time period.

Should the instructor choose not to assign an incomplete, the grade assigned will then be based upon the quality and quantity of work completed.

A student will not be permitted to register for a sequential course when a grade of "I" or "F" has been received in a prerequisite course.

Progress Records

The School of Psychology, as well as the University, maintains up-to-date progress records on each student. Students are provided with a grade report at the end of each evaluation period. (This working transcript shows current status of grades completed and/or attempted, plus grades for courses in which the student is currently enrolled.) A copy of the report will be placed in the student's permanent file maintained by the school.
Privacy of Records

Nova University maintains a system of records which include application forms, letters of recommendation, admission test scores, and transcripts of students' previous academic records and performance while in residence. These records are available for review by present and former students upon written request to the registrar's office. However, the registrar's office will not release transcripts of students' academic records until all their accounts, both academic and nonacademic, have been paid.

The law limits access by and disclosure to a third party. Such access is given only upon consent of the student or if required by law, except for the following information which may be released as directory information: a) student's name; b) dates of attendance; c) degree and awards received. Requests for such information must be submitted in writing to the registrar. 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 Registrar in writing prior to September 1st of the relevant school year.

A person does not have the right of access to educational records until he or she has been admitted to and has actually begun attending Nova 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 United States Department of Education.

The Nova University general policies on student relations are on file in the Office of the Registrar.
Academic Standing

The grading policy for all graduate programs in the school requires the student to maintain a minimum cumulative grade point average of 3.0. In addition, other minimum requirements exist. Failure to meet minimum requirements will result either in academic probation or dismissal as detailed below.

PROBATION. 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 assigned
3. The student has three concurrent incomplete grades (“I”). (Research and clinical practicum courses are excluded)

The student is allowed one year (two semesters excluding summer sessions) to remove probationary status.

No student on probation will be permitted to apply for internship or dissertation credit. Additionally, in doctoral programs a student receiving a grade of “F” in any course must repeat the course in the next semester in which that course is offered. Also, any course that is a prerequisite for practicum, in which the student receives a grade of “C-” or less, must be repeated before beginning practicum.

DISMISSAL. Automatic dismissal from graduate programs in the school will occur when any of the following conditions exists:
1. Academic probation extends beyond one year
2. A student is assigned three grades below “B”
3. A student is assigned two or more grades of “F”
4. A grade of “C-” or lower is received for Internship
5. A student fails the Clinical Competency Examination a second time

CONDITIONS FOR REENTRANCE AFTER ACADEMIC DISMISSAL. A student who is dismissed for academic reasons must reapply to the program. If the student reapplies to the program, the Admissions Committee will consider the reasons for academic dismissal while reviewing the application.

GRADE APPEALS. The procedure for grade appeals is identical to that to be followed for any other grievance. Steps in the procedure for resolving student grievances are listed in Section Four of the University Policies on Student Relations in this catalog.

Academic Advisement

When on-campus students are admitted to a degree program in the School of Psychology they are initially assigned to an advisor who counsels them regarding the academic program. When doctoral students have become familiar with faculty and faculty interests, they are free to select a new advisor. This is done through the Director of Academic Affairs. Master’s students receive advisement from the program administrators or by designated faculty.

In planning their program of courses, students should select elective courses that permit them to pursue their own interests and to develop independence of thought and method.

Degree Requirements and Candidacy

Admission to enroll in graduate courses does not imply admission to candidacy for a particular degree program. In the Master of Science programs, the students are admitted to graduate study and must complete four graduate courses at Nova University with a 3.0 grade point average or better to become eligible for admission as a candidate for the degree program.
Attendance Policy
Students are expected to attend all scheduled learning activities including classes, lectures, and seminars. Anticipated absences should be cleared with the instructor in advance. Excessive absences may result in a lower grade at the instructor's discretion.

Transfer of Credits
The school permits the transfer of up to six credits of relevant graduate study from a regionally accredited college or university for the Master of Science degree programs, subject to the approval of the program advisor. The transfer of credit policy for the doctoral programs is different in that students must petition to be admitted to advanced standing if they have completed doctoral level coursework equivalent to that offered within the program. Among other criteria, students must have earned a grade of B or better in courses selected for transfer. Transfer credits will not be taken into account when computing the student's grade point average.

Time Limitations
A candidate for a master's degree is required to complete the program within four years from the first registration, while a candidate for a doctoral degree is required to complete the program within eight years. The University recognizes that individual programs require differing time limits for the completion of academic studies leading to a degree. Therefore, the time frame is a matter within the discretion of each academic program.

Graduation Procedures
One semester prior to the estimated time of completion of the degree program, students must file graduation forms with the Registrar's Office and pay the graduation fee of $30. Students may graduate at the end of any semester, but degrees will be conferred formally only at the commencement following graduation. It is the student's responsibility to become familiar with the requirements and regulations of the University.

Summary of procedures for a degree candidate:
1. Filing of graduation form with the Registrar's Office at the time of registration for the student's final term of coursework
2. Clearance with the library
3. Clearance with the Comptroller
4. Clearance with the Registrar's Office
5. Clearance from the program

Candidates for the doctor of philosophy and doctor of psychology degrees should familiarize themselves with the additional graduation procedures of those programs.

University Policy on Student Relations
Nova University, hereinafter referred to as Nova, has established specific policies, procedures, and guidelines defining its relationship with its students. The term student as used herein means the student, or it means parents of the student if the student qualifies as a dependent under the provisions of the Internal Revenue Code.

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

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

Educational Records and Policy

Nova maintains a system of student records that includes, but is not limited to, application forms, letters of recommendation, transcripts of prior academic achievement, standardized tests scores, evidence of professional standing, and other admissions credentials, as well as progress records (transcripts) of students' studies at Nova.

Nova requires written consent of the student to disclose any personally identifiable information. Said consent shall specify the record to be released and to whom and for what purpose.

Nova shall release records or components thereof without the written consent of the student only:

1. For purposes of audit and evaluations of Federal and State programs
2. To authorized representatives of:
   a. The Comptroller General of the United States
   b. The Secretary of the U.S. Department of Education
   c. State educational authorities
3. To Nova personnel deemed to have a legitimate educational interest
4. To persons or organizations providing financial aid or determining financial aid decisions concerning eligibility, amount, condition, and enforcement of said aid
5. To accrediting organizations in carrying out their functions
6. To parents of students who have established the student as a dependent according to the provisions of the Internal Revenue Code
7. To persons in compliance with a judicial order or lawfully issued subpoena
8. To persons in an emergency, if the knowledge of the information, in fact, is necessary to protect the health or safety of the student or other persons

Nova may release without written consent information that it may deem as directory information for currently enrolled students provided:

1. The student is notified of the categories designated as directory information
2. The student is given the opportunity to refuse disclosure of any or all of the categories
3. The student is given a reasonable period of time in which to submit said refusals in writing.

Nova may release, without written consent, the student information expressly limited to the fact that the student is or is not currently enrolled.

Nova may release without written consent information that it may deem as directory information for students no longer enrolled.

Nova shall not provide access to the student any of his/her admission records unless and until that student shall be enrolled at the University.

Nova shall provide the opportunity for the student to seek correction of the information contained in the student records and to add explanatory or rebuttal information.

Nova shall advise any party provided with identifiable student information that such information is not permitted to be disclosed without the prior written consent of the student.
Code of Student Rights and Responsibilities

Section One: Title
This code shall be cited as Nova University School of Psychology Code of Student Rights and Responsibility.

Section Two: Definitions
When used in this code:
1. The term “school” means Nova University School of Psychology.
2. The term “student” means any person registered for enrollment in any school course; or any person on the premises or school-related premises for any purpose related to registration for enrollment.

Section Three: Prescribed Conduct
A student who is found guilty of academic misconduct shall be subject to the maximum sanction of dismissal or any lesser sanction. Academic misconduct includes all forms of student academic misconduct, wherever committed, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. All work submitted by students must be their own work project. Where the language of another is set forth, quotation marks must so indicate; and appropriate credit must be given when the language, ideas, expressions, and writings of another are used. In addition to academic standards, the student must maintain behavior appropriate to professional standards.

A student should not interfere with the rights of other students seeking their education at the University. Accordingly, theft, vandalism, or any other disruptive behaviors are unacceptable.

When circumstances are such as to place a student in a position of power over University personnel, inside or outside the institution, the student should avoid any reasonable suspicion that he/she has used that power for personal benefit or in a capricious manner.

Section Four: Student Grievances
The purpose of the Student Grievance Procedure is to provide for the orderly resolution of problems arising out of a student complaint concerning a policy, procedure, or administrative action of Nova University.

Prior to initiating a grievance procedure, the student must first meet with the particular faculty member or administrator and attempt to resolve the matter. If this does not result in an acceptable resolution, the student shall bring the matter to the attention of the appropriate administrative office where an informal resolution will be attempted. This must be done within thirty days following the occurrence of the situation causing the grievance. Should this process fail to bring about an acceptable resolution of the problem the student must next request intervention through the dean of the school by initiating the formal Grievance Procedure.

GRIEVANCE PROCEDURE
1. The student shall file a written grievance with the dean of the School of Psychology. This written grievance should be submitted to the dean within five working days after the appropriate administrative officer has informed the student that an informal resolution of the problem is not possible. This document should contain a concise statement of all relevant facts including the particular manner in which a student believes he/she was mistreated.
2. Upon receipt of a written grievance, the dean shall review the grievance to determine whether the grievance presents a complaint upon which action should be taken. The dean will take action within ten working days upon receipt of the grievance petition.
   a. If the dean decides that no action should be taken, the grievance procedure will be terminated and a brief written explanation will be submitted to the student.
b. If the dean decides that an administrative error may have occurred that resulted in inappropriate action being taken against the student, the matter will be brought before the School Administration Committee, which by majority may render a decision to override the original decision.

c. If the dean decides that a hearing should occur to determine whether the grievance allegations conduct that should result in some action concerning the complaint, then the dean shall begin the process of establishing a Grievance Committee.

**Formation of Grievance Committee**

1. The Grievance Committee shall consist of three members of the faculty of the School of Psychology. One member shall be appointed by the dean, one member will be requested by the grieving party, and one member shall be chosen by the first two members.

2. The committee will elect a chair who will be responsible for scheduling a meeting. All parties will be notified of this meeting and will attend. At the time of this hearing, both parties shall submit their evidence and arguments concerning the matter. The committee will establish a procedure for conducting the hearing. All hearings shall be conducted on the main campus during normal working hours (Monday-Friday, 8:30 A.M.-5:00 P.M.). There will be no meeting of the committee unless an active appeal has been filed in accordance with this procedure.

3. The hearing shall be recorded by the chair of the Grievance Committee.

**Charge of the Committee**

1. The committee will render a decision regarding the allegations as specifically charged by the student. The committee will either act to reaffirm the original decision or rule that the original decision is not to be upheld. If the original decision is overturned the student will be returned to his/her status at the time immediately prior to the decision. The Grievance Committee is not authorized to make any additional decisions regarding the disposition of the case. The committee, however, is encouraged to make specific recommendations regarding the manner in which the grievend part should be treated.

2. The Grievance Committee's decision as well as any specific recommendations will be presented in writing to the dean within ten working days of the time of the final formal hearing.

3. The committee shall have no right to modify, add to, or subtract from this procedure.

4. The committee's decision shall be final. However, either party shall have the right to contest any final decision made by the committee by contesting before a Broward County Court of Competence Jurisdiction that such a decision was arbitrary or capricious.

5. The committee will function in a manner to render its decision in as expeditious a manner as possible.

Any suit filed pursuant to this procedure shall be filed in Broward County, Florida, and the laws of Florida shall control.

**Reservation of Power**

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

Tuition rates vary somewhat depending on the nature and requirements of individual programs. For current tuition rates, applicants should refer to the specific program in which they are interested. Tuition rates are subject to change. Students are expected to pay tuition in full at the time of registration and may not register for additional courses if there is an outstanding balance against previous tuition.

Limited tuition refunds are made to students who must withdraw because of illness or some other satisfactory reason. Students wishing to withdraw must notify the Director of Academic Affairs in writing. Adjustment will be computed from the date on which written notice is received at the Registrar's Office. Since the schedule of refunds varies as a function of the academic calendar, the latter should be consulted for refund policies. The academic calendar is located at the beginning of this catalog.

Other Expenses

In addition to tuition, additional fees are charged for application, registration, graduation, and as applicable, for computer laboratory, practicums, and materials for testing.
Student Financial Aid

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

The primary responsibility to pay for education rests with the student and his or her family. Need-based financial aid is available to “fill the gap” between the cost of education and the amount that the family can reasonably be expected to contribute. The family’s ability to pay is determined by performing a needs analysis based on the family’s income and asset information. Other types of aid, which are not need-based, are also available.

With the exception of academic scholarships, students must meet the following criteria in order to be eligible to apply for aid: be a U.S. citizen or be in the U.S. for other than a temporary purpose; be accepted into an academic program; and be enrolled on at least a half-time basis. Students who meet these criteria and need assistance to meet college expenses may apply for student aid. The following is a list of the student aid programs available at Nova:

State Supported Scholarships

SEMINOLE AND MICCOSUKEE INDIAN SCHOLARSHIPS Grants of up to $2000 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.

Institutional Scholarships

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

Loans

GUARANTEED STUDENT LOANS The Guaranteed Student Loan program provides low-interest, long-term educational loans through participating banks, credit unions, and other financial institutions. The interest rate is 8%. Graduate students are eligible to borrow up to $7500 per year. Repayment begins six months after the student leaves school.

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

SUPPLEMENTAL LOAN FOR STUDENTS The SLS loan program provides non-need-based loans to independent students. The annual maximum loan limit is $4000. Repayment begins 30 to 60 days after the loan is disbursed; however, principal payments may be deferred while the student is enrolled full time. The interest rate is variable but will not exceed 12%.

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

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

NOVA STUDENT EMPLOYMENT Part-time employment is available in many departments on campus. Several positions are open to students regardless of financial need.

Assistantships

Various assistantships are available through the School of Psychology. These include clinical positions within the various clinics, teaching assistantships, and research assistantships. Contact the Office of the Dean for information regarding the availability of assistantships.

Other Sources of Assistance

Many employers offer tuition reimbursement plans to their employees and employee dependents. Numerous scholarships and grants are available through outside agencies, community organizations, and private donors.

How to Apply For Aid

Students who wish to be considered for financial aid must complete and submit the following forms to the University Office of Student Financial Planning and Resources:
- College Scholarship Service Financial Aid Form (FAF)
- Nova Graduate Financial Aid Application
- Financial Aid Transcripts from all previous postsecondary schools (whether aid was received or not)

Separate application forms are required for the GSL, SLS, and HEAL loan programs. Application packets are available from the Office of Student Financial Planning and Resources.

Application Deadlines

Applications for campus-based aid that are received in the Office of Student Financial Planning and Resources by April 1, 1988, will be given priority consideration for funds for the 1988-89 year.

Applications received after April 1, 1988, will be considered on a funds available basis only for the 1988-89 year. The last date to apply for aid for the 88-89 academic year is March 15, 1989.

Notification of Awards

Students who have applied before April 1, 1988, and are awarded aid by the University, should receive notification by June 15, 1988.

The application process normally takes six to eight weeks, and possibly up to twelve weeks. It is important that applicants respond promptly to all inquiries in order to prevent delays in processing.

Renewal of Awards

Awards made by the University are not automatically renewed. All students must reapply for aid each academic year. All awards are contingent upon available funding and satisfactory academic progress by the student.

For more information and application forms

Contact the Nova University Office of Student Financial Planning and Resources, 3301 College Avenue, Parker Bldg., Room 348, Ft. Lauderdale, Florida 33314. Phone (305) 475-7411 or 475-7410. Miami line 940-7940 ext. 7410, or toll free 1-800-541-NOVA, ext. 7410.
Veterans Benefits

The Office of the Registrar oversees the processing of veterans’ benefits. The degree programs offered through the School of Psychology are approved for veterans’ training. For additional information concerning veterans’ benefits, the Veterans Administrator may be contacted at:

Veterans Affairs  
Office of the Registrar  
Nova University  
3301 College Avenue  
Ft. Lauderdale, FL 33314  
(305) 475-7413

Housing

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

Office of Student Housing  
Nova University  
3301 College Avenue  
Ft. Lauderdale, Florida 33314

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

Academic Programs

The School of Psychology is committed to providing quality educational experiences and training in psychology to a variety of individuals with varying needs. There is a strong commitment to the advancement of psychological knowledge and an equally strong commitment to providing training for the practitioner in psychology. The school provides education at the baccalaureate, master’s, doctoral, and postdoctoral levels. The specific programs offered are the following:

• Baccalaureate (offered through undergraduate programs)  
• Master of Science  
  Counseling Psychology  
  Counseling Psychology with certification in School Guidance  
• Doctor of Psychology  
  Clinical Psychology (APA accredited)  
• Doctor of Philosophy  
  Clinical Psychology (APA accredited)  
• Respecialization in Clinical Psychology  
• Postdoctoral Training in Psychotherapy  
• Continuing Education

The faculty of the school teach undergraduate psychology courses at Nova College.
Master of Science Programs

The School of Psychology is committed to providing education and continued professional development to persons who presently serve or will serve their community in a variety of counseling capacities. The school offers programs leading to the Master of Science (M.S.) degree in counseling psychology. The program's focus is on various components of the psychological foundations of human behavior. The program provides education and training for persons who will seek employment in such diverse settings as social agencies, mental health clinics, hospitals, schools, and personnel offices. Additionally, the program permits students the opportunity to gain graduate experiences, and in so doing to enhance their academic credentials for possible admission to doctoral studies. While the counseling psychology program is not designed to train individuals for the independent practice of psychology, it does meet current State of Florida educational requirements for licensure for the title “Mental Health Counselor.” The Master of Science programs are offered either on campus or off campus in a field-based format. The field-based format was designed to meet the needs of the working professional and returning adult students by structuring classtime during weekends.

REQUIREMENTS FOR ADMISSION TO GRADUATE STUDY Admission to graduate study does not imply admission to a specific program or to candidacy for a degree. An applicant for admission to graduate study at the master's level in psychology must meet the following minimum requirements.

1. A baccalaureate degree granted by a regionally accredited institution, representing completion of a course of study that fulfills prerequisites for graduate work in psychology.
2. An academic record that indicates ability to pursue advanced study and research. The applicant's official transcript must be submitted directly from the institution that conferred the bachelor's degree.
3. Letters of recommendation.
4. Statement of goals (2 pages).
5. Measurements of aptitude may be required for purposes of counseling and screening.

It is the responsibility of the applicant to obtain the supporting documents necessary for application.

REQUIREMENTS FOR ADMISSION TO A MASTER'S DEGREE PROGRAM After completing four graduate courses in the School of Psychology at Nova University, with a 3.0 grade point average or better, the student becomes eligible for admission as a candidate for the master's degree. The student must file a master's matriculation form (which is reviewed by an advisor) with the program office. This form lists the entire program that the student will complete.

The transfer of up to a maximum of six credits will be allowed, without fee, only upon approval of the administrator of the master of science programs in psychology. Courses for transfer will be considered only if they apply to the area of counseling psychology, have been completed within the past five years of the student's request for transfer, have been taken at a regionally accredited institution, and have been graded A or B. Courses completed at other institutions after the student has enrolled in the M.S. program will be considered only if there has been prior approval by the administrator of the master of science programs in psychology. Typically, such transfer credit is granted only under special circumstances. These credits will not be taken into account when computing the student's grade point average.

MASTER'S DEGREE REQUIREMENTS A student must complete all required courses for the degree chosen with a grade point average of at least 3.0. Master of science degree programs require a minimum of 45 semester hours of graduate credit. There is no thesis research requirement for students enrolled in the master's degree program. All students (on campus or field-based) who complete four or more courses in the field-based program(s) will be required to pass the comprehensive final examination as part of their degree requirements.
A candidate is expected to complete coursework and practicum requirements in four years. The University reserves the right to withdraw the matriculation status of a student who does not fulfill this requirement, and it also reserves the right to withdraw the privilege of enrollment from a student whose grade point average falls below 3.0.

PROBATION POLICY Students failing to achieve a minimum of a 3.0 (B) grade point average upon completion of the first four courses are not eligible for admission as candidates for the master's degree.

Those students who achieve a grade point average of 2.5 or lower for the first four courses are no longer permitted to take graduate level courses in the School of Psychology program.

Students with a grade point average greater than 2.5 but less than 3.0 for the first four courses are placed on academic probation. Such students are counseled as to the number of courses they may take in order to facilitate the raising of their averages. No more than four additional courses may be taken without achieving an overall grade point average of 3.0.

Should a student's grade point average fall below 3.0 after matriculation, he or she is placed on probation. The student is allowed one academic year to bring the grade point average up to the 3.0 minimum. Failure to achieve the minimum at that time results in dismissal from the program.

Students dismissed from the program may petition for readmission after one academic year. Such students will have their records examined by the administrator of the master of science programs in psychology and the school's Curriculum Committee. Upon approval of the committee, the student will be readmitted to the program. Only those courses with grades of B or better will be applied toward the master's degree.

EXPENSES FOR THE MASTER'S PROGRAMS Most courses for the master's degree programs carry three semester hours of credit. Expenses are based on each credit hour of instruction with additional fees for application, registration, computer laboratory, materials for testing, practicums, and graduation.

Application Fee (nonrefundable) .................................. $ 30
Registration Fee for on campus students (per semester) ........ . .... $ 30
Registration Fee for field-based students (per course) ........ . .... $ 10
Tuition Fee (per credit hour) ......................................... $190
Credit by Proficiency Examination ................................. $ 15
(per credit hour)
Graduation Fee (includes diploma) .................................. $ 30

The cost of books and other instructional materials will vary from course to course, but a typical range is from $40 to $75 per course. Occasionally courses may require books that are more expensive. On-campus students should purchase required texts prior to the first class. Fees are subject to change without notice.
## CURRICULUM REQUIREMENTS FOR
### MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY

<table>
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<tr>
<th>Required Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CG501 - Counseling Psychology</td>
<td>3</td>
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<tr>
<td>PSY 505 - Educational and Psychological Measurement I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 510 - Learning Process</td>
<td>3</td>
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<tr>
<td>PSY 515 - Educational and Psychological Measurement II</td>
<td>3</td>
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<tr>
<td>CG 520 - Marriage and Family Counseling</td>
<td>3</td>
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<tr>
<td>PSY 550 - Group Process</td>
<td>3</td>
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<tr>
<td>PSY 565 - Personality and Psychotherapy</td>
<td>3</td>
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<tr>
<td>PSY 570 - Behavior Modification</td>
<td>3</td>
</tr>
<tr>
<td>PSY 580 - Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 660 - Theories of Personality (Campus-based program only)</td>
<td>3</td>
</tr>
<tr>
<td>CG 588 - Counseling Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>CG 589 - Counseling Practicum II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>

### ELECTIVE COURSES
The balance of the program (12 credit hours) may be selected from other courses offered at the graduate level, including:

<table>
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<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>CG510 - Career Development</td>
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<tr>
<td>CG515 - Principles of Counseling and Guidance</td>
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<td>PSY 520 - Psychological Testing</td>
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<td>PSY 522 - Psychology of Women</td>
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<td>PSY 540 - Aging I</td>
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<tr>
<td>PSY 544 - Aging II</td>
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<tr>
<td>PSY 545 - Independent Study I</td>
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<tr>
<td>PSY 546 - Independent Study II</td>
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<tr>
<td>PSY 560 - Substance Abuse</td>
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<tr>
<td>PSY 562 - Social and Cultural Factors in Aging</td>
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<tr>
<td>CG 580 - Counseling Skills</td>
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<tr>
<td>PSY 582 - Human Sexuality</td>
</tr>
<tr>
<td>PSY 604 - Child and Adolescent Psychopathology</td>
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<td>PSY 670 - Community Psychology</td>
</tr>
</tbody>
</table>

### CERTIFICATION IN SCHOOL GUIDANCE
Students with an appropriate background (e.g., Florida teaching certificate) may, as part of the master of science degree in counseling psychology, choose to include courses that lead to State of Florida certification in school guidance. Under the present 45-hour curriculum, students would use three of four electives to fulfill necessary requirements.

Students who hold a master's or doctoral degree in other than guidance or counseling may also seek certification in school guidance. In these cases, the student's transcript must be evaluated by the State of Florida Department of Education. At least eighteen semester hours must be taken through the Nova University School of Psychology to meet these requirements. Additional courses in education for teaching certification may also be required.

Students interested in school guidance certification should arrange to discuss their particular situation with the program director of the M.S. program in psychology.
Doctoral Programs

Both the doctor of philosophy (Ph.D.) and the doctor of psychology (Psy.D.) are full-time, on-campus programs with a three-year residency requirement. The clinical programs typically require a minimum of four years of postbaccalaureate study including the completion of a dissertation (Ph.D.) or research project (Psy.D.) and a 2000-hour predoctoral clinical internship. In a few instances students may be admitted with advanced standing, but in all cases the three-year residency requirement must be met in not less than six semesters; enrollment in the summer sessions does not count toward the residency requirement.

While it is possible to complete the programs in four years, it is unlikely that many students will do so. Most students will find that they need additional time. A student must complete the program within eight years of the date of admission.

A full-time graduate student, for purposes of classification for tuition, financial aid, or veterans benefits, is defined as a student registered for nine or more hours per semester. The typical semester course load of students in the doctoral program is about 12 credit hours. Enrollment in more than 16 credit hours in any one semester must have the approval of the director of academic affairs. Students having one or more incompletes in courses (other than research courses) are not permitted to register for more than 14 credit hours in any one semester. Summer session registration in the programs is limited to a maximum of three courses, not to exceed nine credit hours per session.

The minimum credit hour requirement is specified in the curriculum of each program. It is likely, however, that a number of students will choose to take additional electives either because these electives are required for a specialization, because of a special interest, or because of the unique and changing licensing requirements that they may choose to meet. Satisfactory completion of the predoctoral clinical internship also is required.

The language requirement for the Ph.D. program is FORTRAN, a computer programming language. There is no language requirement for the Psy.D. program. If the faculty considers that the student’s major area of research requires knowledge of a foreign language, the student will be expected to demonstrate competence in that language.

Prior to applying for the required predoctoral clinical internship, doctoral students must take and pass a clinical competency examination. The degree will be awarded on the satisfactory completion of all required course work, the final acceptance of the dissertation by the dissertation committee, and satisfactory completion of the internship.

ADMISSIONS To be considered for admission to a doctoral program in psychology the applicant is required to present evidence that he/she has 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 Experimental Design or Research Methods; 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.

In addition to the above, all students are expected to have undergraduate knowledge in personality, learning, developmental (child), and abnormal psychology. If courses have not been taken in these areas, individual readings are sufficient preparation. Applicants to the Ph.D. program must have a course in intermediate statistics, which is prerequisite to the quantitative and methodology courses in the curriculum. If these courses are not part of the student’s academic record he/she may take the course(s) at Nova University.
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, and the applicant's personal statement. Personal interviews may be required. Completed applications and all supporting documents must be received by the admissions office by January 15 of the calendar year for which admission is desired.

In occasional cases in which an applicant for the clinical program does not meet the minimum admission criteria, a psychology faculty member who perceives an applicant to be exceptional may present the applicant's qualifications to the admissions and financial aid committee. This applicant then will be considered for possible admission on the same basis as all other applicants who meet the admission criteria.

In exceptional cases, applicants who meet all qualifications for admission but who have not successfully completed one or more of the required psychology courses may be offered a provisional acceptance with the stipulation that these courses will be successfully completed prior to the opening of the school year. These courses may be completed at any regionally accredited institution of higher learning.

NONMATRICULATED GRADUATE STUDENTS The School of Psychology admits a limited number of students to doctoral courses without their being formally admitted to a program. Such students may not meet the specific admission requirements of either program, or may not be eligible to take coursework in the department for other reasons. Nevertheless, they may take certain designated courses as nonmatriculated students.

The taking of these courses does not in any way ensure that such students subsequently will be admitted to one of the school's programs. However, the taking of courses as a nonmatriculated student does permit the faculty to be exposed to the student in order best to evaluate that individual's potential for successful graduate training within the department.

APPLICATION Forms for admission to the program may be requested from the Office of Graduate Admission, Room 229, Mailman-Hollywood Building, School of Psychology, Nova University, Fort Lauderdale, Florida 33314. Applications must be completed and returned to that office with the payment of a $30 nonrefundable application fee. All information pertaining to admission to graduate study should be addressed to that office.

It is the responsibility of the applicant to obtain and submit the supporting documents required to complete the application. Transcripts of all college, university, or professional school coursework must be submitted directly from each academic institution.

The Graduate Record Examination is administered by the Educational Testing Service (ETS), P.O. Box 955, Princeton, New Jersey 08540 and applicant scores must be sent directly to the Office of Admissions from ETS. At least three letters of recommendation indicating the potential for doctoral level study in clinical psychology should be sent from individuals in professional or academic settings who are familiar with the applicant's work.

Notification of acceptance into the program will begin during the first week of April. Generally, all students will be notified whether they have been accepted into the program by the first week of June. Applicants interested in securing financial aid and/or on-campus housing should apply directly to the Office of Student Financial Planning and Resources and the Housing Office.

STUDENT EVALUATION PROCEDURES Students in the doctoral programs are evaluated on a number of occasions in each course in which they are enrolled. In addition to course evaluations, and the clinical competency examination, each February and June a formal evaluation of students is coordinated by the director of academic affairs. The purpose of this evaluation is to provide students with relevant and timely feedback concerning their overall performance in the program and to serve as a screening procedure in order to ensure high standards for the profession of psychology. Relevant data includes academic achievements, clinical practicum evaluations, and research evaluations.
More general evaluation comments from the faculty also are obtained through a survey format. If, following these procedures, the director of academic affairs has any reason to question the satisfactory progress of a student in the program, that student is brought to the attention of the entire faculty for additional review and comment. This faculty review procedure may also be utilized at any time by a faculty member who has serious concerns about the progress of a student and wishes to raise these concerns before the entire faculty. The evaluative data collected on all students is communicated to each faculty advisor who then provides feedback to his or her advisees regarding the nature of their progress in the program.

TUITION Tuition is charged for full-time students at a rate of $305 per credit hour for the 1988-89 academic year. Tuition rates are subject to change without notice.

ESTIMATED EXPENSES FOR DOCTORAL PROGRAMS Based on an academic year involving two full-time semesters of 15 hours each, approximate expenses are:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition for Academic Year</td>
<td>$9,150</td>
</tr>
<tr>
<td>Registration Fee</td>
<td>$60</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>$600</td>
</tr>
<tr>
<td>Housing (on campus)</td>
<td>$3,450-4,350</td>
</tr>
<tr>
<td>Living Expenses*</td>
<td>$4,000</td>
</tr>
</tbody>
</table>

FINANCIAL AID In addition to the kinds of financial assistance listed in the opening section of this catalog, the school awards a limited number of fellowships and grants in the form of tuition waivers on the basis of need and merit. Applications for financial aid are included in the application materials. Students are also provided financial assistance through various funded research and clinical service programs and through teaching assistantships. Typically these sources of support are not available to first year doctoral students.

ACADEMIC CODE All doctoral students are required to abide by the ethical standards of the American Psychological Association as well as the University policies governing student behavior and relations.

INTERRUPTION OF STUDIES A leave of absence may be granted to a student who must interrupt his or her studies for an adequate reason, such as sustained illness. Leave should be for a stated period of time and may not exceed one year. Students desiring leave should discuss the matter with their academic advisor and, thereafter, should apply in writing to the director of academic affairs. Time during approved leaves of absence does not apply toward the eight year limit for completing the program.

Students who are required to be away from the University but who do not qualify for a leave of absence may be granted permission to register in absentia. If registration in absentia is granted, the student must register and pay a fee equivalent to tuition for one credit hour per semester.

Students who interrupt their studies without a leave of absence or registering in absentia will be assumed to have terminated their studies. Such students must reapply for admission if they wish to continue the program at a later time.

*This figure is based on the average single student's expenditures for food, household items, clothing, medical bills, and recreation.

Expenses outlined above are to be considered general estimates. They will vary depending on individual circumstances. Additional fees for materials are charged in some courses.
GENERAL CURRICULUM The curriculum of each of the doctoral programs is designed to provide the knowledge and training necessary for the student to develop as a clinical psychologist. The curriculums were developed by the faculty to provide both depth and breadth in psychology to the extent feasible within the time in span of a graduate program. Both curriculums also meet all of the curricular requirements of the American Psychological Association and enable the graduate to be eligible for licensure in Florida and other states. However, it is recommended that students examine the licensure requirements of the state to which they wish to make licensure application to ensure that the curricular requirements of that state are met.

The curriculum of each program is presented below in a model course sequence. The courses will typically be offered in the sequences shown. However, exceptions do occur and the student should not regard the sequences as inviolable. To assist the student in completing the program, some courses are offered during the summer sessions. Students are free to plan individualized course sequences with their advisors that best meet their educational goals and timetables. In doing so however, care should be exercised to ensure that all prerequisites and corequisites are met.
**Psy.D./Ph.D. Model Course Sequence.**

The Ph.D. program requires a minimum of 110 credit hours while the Psy.D. program requires a minimum of 107 credits. The required courses, arranged in a model sequence, are presented on the following pages.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall Semester</th>
<th>Credits</th>
<th>PsyD/PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
<td>Course Name</td>
<td>Credits</td>
<td>PsyD/PhD</td>
</tr>
<tr>
<td>PSY1401</td>
<td>History &amp; Systems of Personality Theory</td>
<td>3/3</td>
<td></td>
</tr>
<tr>
<td>PSY1403</td>
<td>Adult Psychopathology</td>
<td>3/3</td>
<td></td>
</tr>
<tr>
<td>PSY1501</td>
<td>Assessment I: Interviewing</td>
<td>2/2</td>
<td></td>
</tr>
<tr>
<td>PSY1503</td>
<td>Assessment II: Intellectual (with lab)</td>
<td>2/2</td>
<td></td>
</tr>
<tr>
<td>PSY1601</td>
<td>Analysis of Psychotherapeutic Intervention</td>
<td>3/3</td>
<td></td>
</tr>
<tr>
<td>PSY1701</td>
<td>Clinical Observation I</td>
<td>1/1</td>
<td></td>
</tr>
<tr>
<td>PSY1803</td>
<td>Research Practicum I (PhD)</td>
<td>-/1</td>
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</tr>
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<td><strong>TOTAL</strong></td>
<td></td>
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<thead>
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<th>Year 1</th>
<th>Spring Semester</th>
<th>Credits</th>
<th>PsyD/PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #</td>
<td>Course Name</td>
<td>Credits</td>
<td>PsyD/PhD</td>
</tr>
<tr>
<td>PSY1402</td>
<td>Social Cognitive Bases of Behavior</td>
<td>3/3</td>
<td></td>
</tr>
<tr>
<td>PSY1404</td>
<td>Developmental Psychopathology &amp; Interventions</td>
<td>3/3</td>
<td></td>
</tr>
<tr>
<td>PSY1406</td>
<td>Professional Issues &amp; Ethics</td>
<td>1/1</td>
<td></td>
</tr>
<tr>
<td>PSY1504</td>
<td>Assessment III: Personality &amp; Behavioral</td>
<td>3/3</td>
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<tr>
<td>PSY1602</td>
<td>Therapy Approaches I: Major Orientations</td>
<td>3/3</td>
<td></td>
</tr>
<tr>
<td>PSY1702</td>
<td>Clinical Observation II</td>
<td>1/1</td>
<td></td>
</tr>
<tr>
<td>PSY1804</td>
<td>Research Practicum II (PhD)</td>
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<thead>
<tr>
<th>Year 2</th>
<th>Fall Semester</th>
<th>Credits</th>
<th>PsyD/PhD</th>
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<tbody>
<tr>
<td>Course #</td>
<td>Course Name</td>
<td>Credits</td>
<td>PsyD/PhD</td>
</tr>
<tr>
<td>PSY2401</td>
<td>Colloquium Series on Special Populations</td>
<td>1/1</td>
<td></td>
</tr>
<tr>
<td>PSY2501</td>
<td>Assessment IV: Rorschach &amp; Full Battery</td>
<td>3/3</td>
<td></td>
</tr>
<tr>
<td>PSY2601</td>
<td>Therapy Approaches II: Multiple Clients</td>
<td>3/3</td>
<td></td>
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<tr>
<td>PSY2701</td>
<td>Clinical Practicum I</td>
<td>3/3</td>
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<tr>
<td>PSY2703</td>
<td>Supervision I</td>
<td>1/1</td>
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<tr>
<td>PSY2801</td>
<td>Intermediate Statistics (PsyD)</td>
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<tr>
<td>PSY2803</td>
<td>Research Practicum III (PhD)</td>
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<tr>
<td>PSY2805</td>
<td>Multivariate Statistics (with computer lab) (PhD)</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>14/16</strong></td>
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<th>PsyD/PhD</th>
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<tbody>
<tr>
<td>Course #</td>
<td>Course Name</td>
<td>Credits</td>
<td>PsyD/PhD</td>
</tr>
<tr>
<td>PSY2404</td>
<td>Psychobiology &amp; Psychopharmacology (with lab)</td>
<td>4/4</td>
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<tr>
<td>PSY2502</td>
<td>Advanced Full Battery (PsyD)</td>
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<tr>
<td>PSY2702</td>
<td>Clinical Practicum II</td>
<td>3/3</td>
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<td>PSY2704</td>
<td>Supervision II</td>
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<tr>
<td>PSY2802</td>
<td>Intermediate Research Design (PsyD)</td>
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<td>PSY2804</td>
<td>Research Practicum IV (PhD)</td>
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<tr>
<td>PSY2806</td>
<td>Advanced Tests &amp; Measurement (PhD)</td>
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<tr>
<td>PSY2808</td>
<td>Advanced Correlational Techniques (with computer lab) (PhD)</td>
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<td><strong>TOTAL</strong></td>
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### Year 3

#### Fall Semester

<table>
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<tr>
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<th>Course Name</th>
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<tbody>
<tr>
<td></td>
<td>Professional Development</td>
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<tr>
<td>PSY 3701</td>
<td>Clinical Practicum III</td>
<td>3/3</td>
</tr>
<tr>
<td>PSY 3703</td>
<td>Supervision III</td>
<td>1/1</td>
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<tr>
<td>PSY 3801</td>
<td>Advanced Research Design (PhD)</td>
<td>→/3</td>
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<tr>
<td>PSY 3803</td>
<td>Major Paper (PhD)</td>
<td>→/3</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
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<tr>
<td></td>
<td>Elective (PsyD)</td>
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<tr>
<td></td>
<td>Elective (PsyD)</td>
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</tr>
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#### Spring Semester

<table>
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<tbody>
<tr>
<td></td>
<td>Elective</td>
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<tr>
<td></td>
<td>Elective</td>
<td>3/3</td>
</tr>
<tr>
<td>PSY 3702</td>
<td>Clinical Practicum IV</td>
<td>3/3</td>
</tr>
<tr>
<td>PSY 3704</td>
<td>Supervision IV</td>
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<tr>
<td>PSY 3804</td>
<td>Research Seminar (PhD)</td>
<td>→/3</td>
</tr>
<tr>
<td>PSY 5800</td>
<td>Research Project I (PsyD)</td>
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<tr>
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<td>13/13</td>
</tr>
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</table>

**NOTE ABOUT ELECTIVES:**
Ph.D. Program includes 2 therapy electives and 3 free electives.
Psy.D. Program includes 1 assessment elective, 4 therapy electives, and 6 free electives.

### Year 4

#### Fall Semester

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elective</td>
<td>3/3</td>
</tr>
<tr>
<td></td>
<td>Elective (PsyD)</td>
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<tr>
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<td>3/-</td>
</tr>
<tr>
<td>PSY 5800</td>
<td>Research Project II (PsyD)</td>
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</tr>
<tr>
<td>PSY 5850</td>
<td>Dissertation I (PhD)</td>
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#### Spring Semester

<table>
<thead>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Elective</td>
<td>3/3</td>
</tr>
<tr>
<td></td>
<td>Elective (PsyD)</td>
<td>3/-</td>
</tr>
<tr>
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<td>PSY 5850</td>
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### Year 5

#### Fall Semester

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<tbody>
<tr>
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<td>Internship</td>
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Year 5

Spring Semester

<table>
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<tbody>
<tr>
<td>PSY 5700</td>
<td>Internship</td>
<td>1/1</td>
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</table>

**TOTAL** 1/1

Required Prerequisites (these apply to both Ph.D. and Psy.D. unless specifically indicated).

<table>
<thead>
<tr>
<th>Course #</th>
<th>Prerequisite(s)</th>
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<tr>
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<td>1601</td>
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<tr>
<td>1702</td>
<td>1701</td>
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<tr>
<td>1804</td>
<td>1801 (Ph.D.), 1803 (Ph.D.)</td>
</tr>
<tr>
<td>2501</td>
<td>1501, 1503, 1504</td>
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<tr>
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<td>2703</td>
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<tr>
<td>2801</td>
<td>1801 (Psy.D.)</td>
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<tr>
<td>2802</td>
<td>2801 (Psy.D.)</td>
</tr>
<tr>
<td>2803</td>
<td>1804 (Ph.D.)</td>
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<tr>
<td>2804</td>
<td>2803 (Ph.D.)</td>
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<td>2805</td>
<td>1801 (Ph.D.), 2801 or equivalent (Ph.D.)</td>
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<td>2808</td>
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<td>3701, Intervention Elective</td>
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<tr>
<td>3704</td>
<td>3703</td>
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<tr>
<td>3801</td>
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<td>2804 (Ph.D.)</td>
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<td>3804</td>
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<tr>
<td>5850</td>
<td>3804 (Ph.D.)</td>
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En route Master of Science in Psychology. Students enrolled in the Ph.D. or Psy.D. programs in clinical psychology may earn, as an intermediate degree, the master of science in psychology. The curriculum for this degree consists of 45 hours of courses that are normally taken during the first two years of the doctoral program. The required courses for both Ph.D. and Psy.D. students are PSY 1501, PSY 1401, PSY 1403, PSY 1601, PSY 1801, PSY 1701, PSY 1503, PSY 1402, PSY 1404, PSY 1602, PSY 1406, PSY 1702, PSY 1504, PSY 2601, and PSY 2404. Additional required courses for Ph.D. students are PSY 1803, PSY 1804, and PSY 2805. Additional required courses for Psy.D. students are PSY 2801 and PSY 2802. Graduates with this degree will not be certifiable or licensable as psychologists and should not expect to provide psychological services at an independent practitioner level. Rather, this degree will be utilized by the Ph.D. or Psy.D. student to demonstrate master's level achievement.
ELECTIVES Each of the doctoral curriculums allows for the student to take elective courses in order to meet individual special interests and to enrich the educational experiences. Note that in each curriculum a certain number of electives is specified that must be taken in the therapy and/or assessment area. With the consent of their advisors, students may choose electives from any of the graduate offerings of the School of Psychology. In some cases, course offerings in other academic centers at the University such as business, education, law, or computer science may also be taken as electives. Possible electives include, but are not limited to the following courses:

**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 (Prereq. 1402)
- PSY 4406 Seminar in Addictive Behavior
- PSY 4407 Seminar in Social and Clinical Psychology
- PSY 4408 Teaching Practicum
- PSY 4420 Behavior Medicine I: Overview
- PSY 4421 Behavior Medicine II: Methodology

### ASSESSMENT
- PSY 4501 Advanced Clinical Neuropsychology
- PSY 4502 Advanced Projective Techniques
- PSY 4511 Developmental Assessment
- PSY 4512 Language Development and Pathology

### INTERVENTION
- PSY 4601 Advanced Child Interventions
- PSY 4602 Advanced Behavioral Therapy
- PSY 4603 Advanced Behavior Modification
- PSY 4604 Advanced Experiential Therapy
- PSY 4605 Advanced Psychodynamic Therapy I
- PSY 4606 Advanced Psychodynamic Therapy II
- PSY 4607 Human Sexuality and Sex Therapy
- PSY 4608 Hypnotherapy
- PSY 4609 Developmental Disability and Treatment
- PSY 4620 Behavioral Intervention in Disease Processes I
- PSY 4621 Behavioral Intervention in Disease Processes II
- PSY 4630 Advanced Marital and Family Therapy
- PSY 4631 Advanced Group Therapy

### PRACTICUM
- PSY 4701 Clinical Practicum V
- PSY 4702 Clinical Practicum VI

### Postdoctoral Respecialization Program

The School of Psychology offers a clinical certification program for psychologists wishing to change their specialty to clinical psychology. This clinical certificate program is individually tailored and is developed specifically to take into account the background preparation of the postdoctoral student seeking respecialization.

At the completion of the clinical certificate program (which must include an internship placement), the School of Psychology will attest that the postdoctoral student has met all of the clinical degree requirements for the doctorate in clinical psychology. Such requirements meet the guidelines of most psychology licensing boards throughout the United States. In those states where additional specialty requirements are imposed by the state licensing authorities, students may take additional elective coursework within the certificate program in order to also meet these special requirements.
The postdoctoral clinical certificate program is a small program, typically taking not more than three to four students per year. Application materials are available through the Office of the Director of Academic Affairs, to which completed applications should be forwarded. Applications for admission to the postdoctoral clinical certificate program are accepted only once yearly. The deadline for application is April 15 in the year for which a fall semester admission is to be sought.

The cost of coursework for postdoctoral students in the respecialization program is identical to that charged to students in the doctoral programs in clinical psychology. The cost of application, however, which includes a detailed examination of the prior transcript, training, and history of the applicant, is set at $100.00. While the cost of this program is substantial, the school has frequently been able to provide partial financial support to postdoctoral students in the form of teaching and/or clinical stipends.

Continuing Education Program

The school operates a continuing education program approved by the American Psychological Association. The program features several major presentations by leading mental health professionals each year. These presentations are open to psychologists, psychiatrists, and other professionals including Nova faculty and graduate students.
Course Descriptions

CG 501 COUNSELING PSYCHOLOGY (3 CR) The course surveys the counseling movement considering the various definitions and approaches, their philosophical and theoretical backgrounds, the research evidence, and current issues.

PSY 505 EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT I (3 CR) This course covers the basic principles of measurement and evaluation, including the concepts of validity, reliability, and test norms. The basic descriptive statistics necessary for understanding psychometric properties of tests are introduced.

CG 510 CAREER DEVELOPMENT (3 CR) Theories of occupational choice, career development, and social mobility are reviewed within the context of national, state, or regional economic development. Occupational information is considered from the point of view of the individual as well as from the standpoint of manpower needs for industrial and economic development.

CG 515 PRINCIPLES OF COUNSELING AND GUIDANCE (3 CR) This course covers the philosophy, functions, management, and operation of a counseling and guidance program in elementary and secondary schools.

CG 520 MARRIAGE AND FAMILY COUNSELING (3 CR) This course presents several specific intervention procedures for dealing with parents, families, and strategies as well as practical experience in each area. Prerequisite: CG 501

CG 588 COUNSELING PRACTICUM I (3 CR) Prerequisite: CG501, PSY 550, PSY 565, PSY 570, PSY 580

CG 589 COUNSELING PRACTICUM II (3 CR) Individual assignments are arranged for students by the instructor. Course may be taken one or two semesters for three or six semester hours credit. Prerequisite: CG 588.

PSY 510 THE LEARNING PROCESS (3 CR) The emphasis of this course is on the psychology of learning. Terminology, processes, theories, and research in learning are covered.

PSY 515 EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT II (3 CR) This course covers test construction and includes teacher made tests and standardized tests of achievement, attitude, and personality interests. Prerequisite: PSY 505.

PSY 520 PSYCHOLOGICAL TESTING (3 CR) Content and practicum experience are combined in surveying the major types of intelligence, achievement, personality, interest, and aptitude tests. Content, purpose, standardization procedures, manuals, validity, reliability, administrative problems, and scoring procedures for several tests are compared and evaluated. Prerequisite: PSY 505.

PSY 540 AGING I (3 CR) This course acquaints the student with the processes of normal aging. Genetic, physical, physiological, social and environmental components of aging are examined.

PSY 544 AGING II (3 CR) Emotional disturbances common to the aging population are researched: the neuroses, especially depressive reaction, and the psychoses, especially organic brain syndrome. Treatment models are presented.

PSY 545 INDEPENDENT STUDY I (3 CR) This course provides students with research and independent study experiences. The course may involve: working with faculty on their research projects, being supervised by faculty in student generated research, or independent study of topics not currently offered.
PSY 546 INDEPENDENT STUDY II (3 CR) Continuation of PSY 545

PSY 550 GROUP PROCESSES (3 CR) The primary focus of this course is the application of group processes. Consideration is given to organizational change, marriage and family counseling, traditional group therapy, and the encounter group movement. Prerequisite: CG 501.

PSY 560 SUBSTANCE ABUSE (3 CR) This course investigates the etiology of alcoholism and drug dependency. Attention is given to assessment and treatment in both individual and family therapy approaches.

PSY 562 SOCIAL AND CULTURAL FACTORS IN AGING (3 CR) The restoration of life-economy systems for the vastly expanding geriatric population is the focus of this course. Reapproachment of the aged with society, advocacy, and improved national outlook, and new treatment modes are studied.

PSY 565 PERSONALITY AND PSYCHOTHERAPY (3 CR) A survey of the major approaches to understanding personality is made with emphasis upon practical applications in the form of therapy. Prerequisite: CG 501.

PSY 570 BEHAVIOR MODIFICATION (3 CR) This course is an introduction to operant conditioning and behavior therapy with an emphasis on the application of these approaches. Prerequisite: PSY 510.

PSY 580 ABNORMAL PSYCHOLOGY (3 CR) This course is an introduction to deviant behavior and covers such disorders as neuroses, psychoses, organic conditions, etc. The focus is on etiology, symptomatology, and treatment as appropriate to each disorder.

PSY 582 HUMAN SEXUALITY (3 CR) This course is an overview of the basics of sexual anatomy, physiology, and development. The student will acquire an understanding of human sexual response, concepts of sex therapies, and human sexual dysfunction. Also included are methods of contraception, sex and family planning, variations of sexual behavior, and the importance of the counselor in the role of the educator.

PSY 622 PSYCHOLOGY OF WOMEN (3 CR) This course focuses on studies related to women and how women relate to the world as a result of their socialization. Research on sex differences related to physical and emotional factors is discussed. The course provides students with the opportunity to understand the current issues within the community and within the women's movement.

PSY 660 THEORIES OF PERSONALITY (3 CR) This course focuses on the major theories of personality in the psychodynamic, humanistic, existential, and learning traditions. Readings cover selected primary sources. A comparative analysis across theories emphasizes issues in theory construction and basic phenomena in psychology. The current status of personality theories is included.

PSY 670 COMMUNITY PSYCHOLOGY (3 CR) This course is intended to expose students to the concept of community psychology. The brief history of community psychology is reviewed with a focus on those events which led to the development of a "community point of view." The course also acquaints students with the various approaches (i.e., preventative model, consultative role, etc.) and techniques (i.e., needs assessment, program evaluation) used by community psychologists. Distinctions between traditional clinical interventions and community interventions are highlighted.

PSY 1401 HISTORY AND 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 AND INTERVENTIONS (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 AND ETHICS (1 CR) This course is presented in a lecture/seminar format and includes 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 on the ethical concerns of the practitioner/scientist.

PSY 1501 ASSESSMENT I: INTELLECTUAL (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, communication of findings, and conducting Mental Status Examinations.

PSY 1503 ASSESSMENT II: INTERVIEWING (WITH LAB) (2 CR) This course is designed to explore the theoretical and practical aspects of assessing intellectual functioning. The administration, interpretation, and communication of results of major intelligence tests are also covered in depth.

PSY 1504 ASSESSMENT III: PERSONALITY AND BEHAVIORAL (3 CR) The 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 drawings, and sentence completion techniques are studied.

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 in modular format an introduction to the major forces in psychotherapy. Each module is taught by a professor whose experience and work is reflective of the particular orientation. The modules currently include: (1) Behavioral, (2) Dynamic, and (3) Experiential.

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) This course will focus on the development of crisis intervention skills and on additional exposure to client populations and therapeutic contexts.
PSY 1803, 1804, 2803, 2804 RESEARCH PRACTICUM I-IV (1 CR EACH) Practicums require students to participate in ongoing research activity with a faculty member. Objectives across the four practicum experiences 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, test stated hypotheses, to implement research methodology, to analyze and interpret data, and to write research results in APA style.

PSY 2401 COLLOQUIUM SERIES ON SPECIAL POPULATIONS (1 CR) The colloquium series involves a sequence of topics presented to increase students' social awareness about under-represented and underprivileged groups. Particular emphasis is placed on the relevance of underprivileged or under-represented status to the development, maintenance and treatment of social-psychological problems.

PSY 2404 PSYCHOBIOLOGY AND PSYCHOPHARMACOLOGY (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 2501 ASSESSMENT IV: RORSCHACH AND FULL BATTERY (3 CR) This course deals with the 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.

PSY 2502 ADVANCED FULL BATTERY (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.

PSY 2601 THERAPY APPROACHES II: MULTIPLE CLIENT (3 CR) This course presents in modular format an introduction to three multiple client interventions. The modules to be presented include: (1) Group, (2) Marital, and (3) Family.

PSY 2701, 2702, 3701, 3702 CLINICAL PRACTICUM I-IV (3 CR EACH) The student is required to spend a minimum of 10 hours per week at a selected agency. In this course the student is to acquire competency in the areas of interview and assessment, psychological testing, and psychotherapy.

PSY 2703, 2704, 3703, 3704 SUPERVISION I-IV (1 CR EACH) The student is required to spend a minimum of one hour face-to-face with a faculty member in an individual or small group format. The student is required to present taped case material and be prepared to discuss cases each week.

PSY 2801 INTERMEDIATE STATISTICS (WITH LAB) (4 CR) This course covers basic inferential and descriptive statistics to proficiency. Multivariate statistics are taught from a consumer perspective. A computer lab is included.

PSY 2802 INTERMEDIATE RESEARCH DESIGN (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, i.e., formulating research questions, developing an appropriate research design, data analytic procedures.
PSY 2805 MULTIVARIATE STATISTICS (4 CR) This course focuses on commonly used multivariate procedures, including multivariate analysis of variance (MANOVA) and multivariate analysis of covariance (MANCOVA). It includes a computer lab which focuses on use of SPSS-X to perform these analyses.

PSY 2806 ADVANCED TESTS AND MEASUREMENT (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.

PSY 2808 ADVANCED CORRELATIONAL TECHNIQUES (4 CR) This course covers advanced correlational procedures, including path analysis, clustering procedures, multiple regression, multiple correlation, and factor analysis. It includes a computer lab which focuses on the use of SPSS-X to perform these analyses.

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.

PSY 3801 ADVANCED RESEARCH DESIGN (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.

PSY 3803 MAJOR PAPER (3 CR) This course requires the student to design and implement an original research project. It requires a written final research report of results.

PSY 3804 RESEARCH SEMINAR (3 CR) This course focuses on integrating research and methodological skills acquired in research practicums and in methodology and statistics courses. Course requirements include generating a detailed research proposal.

PSY 4401 CLINICAL NEUropsychology (3 CR) The primary focus of this course is to provide students with an in-depth familiarization with administration and interpretation of the Halstead-Reitan Neuropsychology Battery. Additional topics include neuroanatomy, neuropathology, neurological assessment procedures, brain-behavior relationships, and the Luria-Nebraska Neuropsychological Examination. The course format consists of practicum, seminar, and lecture presentations. Prerequisites: Experience and formal coursework in the area of standardized assessment or permission of the instructor.

PSY 4402 COMMUNITY PSYCHOLOGY (3 CR) This course is intended to expose students to the concept of community psychology. The brief history of community psychology is reviewed with a focus on those events which led to the development of a "community point of view." The course also acquaints students with the various approaches (i.e., preventative model, consultative role, etc.) and techniques (i.e., needs assessment, program evaluation) used by community psychologists. Distinctions between traditional clinical interventions and community interventions are highlighted.

PSY 4405 SEMINAR IN SOCIAL PSYCHOLOGY (3 CR) This course covers current research in personality and social psychology of particular interest to clinical psychology. Sample topics include social and clinical judgment, stereotyping, self-presentation, attitude change, attributions, close relationships, and social support. Students are expected to review a topic and propose a study on it.
PSY 4406 SEMINAR IN ADDICTIVE BEHAVIOR (3 CR) This course is offered in a seminar format. It presents a general review of literature dealing with the addictive behaviors and focuses on certain specific, and in some respects, controversial issues. Topics include models of human control, the interrelationships of the addictive behaviors, assessment procedures, treatment outcome evaluation, residential and community programs, and presentation strategies.

PSY 4408 TEACHING PRACTICUM (3 CR) This practicum covers the methods, issues, and research related to postsecondary teaching. It also involves the supervised preparation and teaching of a college course. Prerequisite: 18 hours in the Ph.D. program and consent of the instructor.

PSY 4420 BEHAVIORAL MEDICINE I: OVERVIEW (3 CR) This course reviews the major aspects of the field in terms of the social psychology of medicine, the role of psychologists in the field, the major findings of research examining the behavioral components of the etiology of disease, the applications of psychological methods to disease interventions and treatments, and the use of psychological methods in rehabilitation.

PSY 4421 BEHAVIORAL MEDICINE II: METHODOLOGY (3 CR) This course emphasizes the methodology of behavioral medicine and teaches skills in behavioral assessment, the use of new testing methods with medical application, and the application of specific methods of intervention that are relevant to medical settings.

PSY 4511 DEVELOPMENTAL ASSESSMENT (3 CR) This course focuses on assessment and remediation strategies in the infant period. Students are given an overview of developmental disabilities and acquainted with the factors that place an infant at risk. In the course of the semester students are familiarized with a variety of instruments, checklists, developmental scales, and inventories or interview protocols. In the laboratory, students are taught how to administer the Bayley Scales of infant development and to work with families of developmentally at risk children enrolled in Family Center programs.
PSY 4607 HUMAN SEXUALITY AND SEX THERAPY (3 CR) This course is an intensive investigation of the principles and practices of sex therapy. Significant areas of study include sexual anatomy and physiology, sexual responses, taking a sex history, the psychological and organic causes of dysfunction, and related treatment procedures.

PSY 4608 HYPNOTHERAPY (3 CR) This course covers historical background, definitions, and theories of hypnosis. Hypnosis as one mode of psychotherapy and principles of hypnototherapeutic techniques also are examined. Emphasis is placed on students doing hypnosis with subjects.

PSY 4620 BEHAVIORAL INTERVENTION IN DISEASE PROCESS I (3 CR) This course is taught in a medical setting to develop experiences in understanding the presentations of diseases in a hospital setting. Specific diseases focused on include neuromuscular abnormalities as manifested in stroke, spinal cord injury, back pain, chronic pain, neurological disorders, and diabetes.

PSY 4621 BEHAVIORAL INTERVENTION IN DISEASE PROCESS II (3 CR) A sequel to PSY 4620, this course is conducted in a medical setting. Disease processes that are reviewed include cardiovascular diseases, cancer, burn, and death and dying.

PSY 5700 INTERNSHIP (2 CR TOTAL) The student is required to spend a 50-week period of 2,000 hours in an internship placement. The internship site must be accredited by the American Psychological Association or be a member of the Association of Psychology Internship Centers.

PSY 5800 RESEARCH PROJECT I, II (3 CR EACH) 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 product. The approved written report of the project must be submitted to the school.

PSY 5850 DISSERTATION I, II (6 CR EACH) 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 resulting in colloquium format is also required following the final dissertation defense. Bound copies of the approved dissertation must be submitted to the School and University library.

The following courses can be taken only by students who have been admitted to the Postdoctoral Institute.

PD 901 PSYCHOANALYSIS AND PSYCHOTHERAPY (3 CR) Freud's early and middle writings. Early psychoanalysis. This course is designed to offer the student a conceptual background in Freudian theory. A basic course in technique and theory based on examination of early psychoanalytic writings.

PD 902 PSYCHOANALYSIS AND PSYCHOTHERAPY II (3 CR) Freud's writings-Technique papers. The course is designed to integrate Freud's metapsychology and structural papers with his later work emphasizing clinical applications of theory.

PD 903 PSYCHOANALYTIC TECHNIQUES (3 CR) Transference and countertransference. This course is designed as a continuation of PD 901 covering the therapeutic relationship, the role of the analyst, and a broad examination of the process of treatment.

PD 904 EGO PSYCHOLOGY I (3 CR) Sigmund Freud, Anna Freud. The influence of ego psychology on the theory and practice of psychoanalysis, development psychology, and psychopathology is examined in this course.

PD 905 EGO PSYCHOLOGY II (3 CR) Kris, Hartman, Mahler, Spitz. The technique and the development of the Ego Psychologists is examined.
PD 906 OBJECT RELATIONS I (3 CR) M. Klein, Bowlby, Riviere, Balint, Bion. The theory and techniques of Melanie Klein and her followers are reviewed. The contributions of the British psychoanalysts are discussed.

PD 907 OBJECT RELATIONS II (3 CR) Fairbairn, Jacobson, Guntrip, Kernberg, Winnicott. This course goes beyond the nuclear family.

PD 908 THEORY OF DREAM INTERPRETATION (3 CR) The course examines dream theory and dream interpretation and includes Freud's classical dream interpretation.

PD 909 THEORY OF DREAM INTERPRETATION II (3 CR) The preliminary course is continued, with clinical case material. Comparisons are drawn between the utilization of dreams in psychoanalysis and dynamic psychotherapy by various theoreticians.

PD 910 NEO-FREUDIANS I (3 CR) The works of Sullivan, Fromm, and Horney are examined with emphasis on their contrast with Freudians and ego psychological schools.

PD 911 NEO-FREUDIANS II (3 CR) Erikson, Fromm, Reichmsan, Horney, Lang, Searles. This course includes analyses of the contributions to current psychoanalytic concepts of the interpersonal and culturalist theoreticians. Emphasis on transference neurosis, resistances and defenses, confrontations between the therapist and patient, on working through to personal growth through ego integration.

PD 912 SELF PSYCHOLOGY (3 CR) The contributions of Kohut and Kernberg are examined extensively. Consideration is given to narcissism and character states and an examination of the borderline personality is made.

PD 913 PSYCHOANALYSIS: TECHNIQUE (3 CR) Psychoanalytic techniques in psychotherapy are studied intensively. Freud's technical papers; clinical case material; and psychoanalytic treatment of primitive states, character disorders and borderline disturbances are included.

PD 914 PSYCHOANALYSIS CLINICAL ISSUES (3 CR) Current literature is surveyed. Analyses of current issues in psychoanalysis are undertaken.

PD 915 PSYCHOTHERAPY CLINICAL ISSUES II (3 CR) Current literature on this subject is surveyed with analysis of current issues in various dynamic psychotherapies.

PD 916 COMPARATIVE PSYCHOANALYSIS (3 CR) This is an intensive study of factors involved in diagnosis, prognosis, and analyzability of patients.

PD 917 CASE CONFERENCE I (3 CR) Case presentations are made by students with emphasis on the initial stages of psychoanalytic psychotherapy.

PD 918 CASE CONFERENCE II (3 CR) Continuous case presentation of the psychoanalytic patient is pursued in detail by the instructor and students.

PD 919 CASE CONFERENCE III (3 CR) This is a continuation of Case Conferences I and II. Selected case material from students' cases are used.

PD 920 CASE CONFERENCE IV (3 CR) Issues relating to termination of therapy are emphasized through this advanced clinical conference.

PD 921 CHILD DEVELOPMENT (3 CR) The course provides a basic understanding of human development from the beginning of self-differentiation in early infancy, through the psychosexual stages of childhood, up to and including the final separation of the individual.
Institutes and Clinics

The Anna and Maxwell Maltz Institute

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

Postdoctoral Institute of Psychoanalysis and Psychotherapy

The program of the postdoctoral institute is tripartite in structure. It consists of 300 hours of personal analysis, 200 hours of supervised case analysis, and four years of didactic course work in psychoanalysis and psychodynamic psychotherapy. At the successful conclusion of this program a certificate in psychoanalytic psychotherapy will be awarded.

Candidates for this program are limited to individuals who have already earned their doctorates in psychology, psychiatry, or social work, and are duly licensed to practice their professions in Florida.

Each year the institute offers various colloquia on selected psychodynamic topics and a workshop staffed by invited faculty. Guest faculty are chosen on the basis of their contributions, theoretical and applied, in the field. The institute's own faculty consists of practitioners with psychoanalytical credentials in clinical psychology and psychiatry.

The institute is cosponsored by the Postgraduate Center for Mental Health in New York City. The center provides visiting faculty and offers exchange-student opportunities at its school and clinical facility in New York.

Nova University Community Mental Health Clinic

The Nova University Community Mental Health Clinic is a University based, publicly funded mental health treatment center funded through public and private dollars. It is organized to provide excellent professional clinical training to future psychologists within a broad-based clinical service delivery system. The clinic's training is consistent with the school's overall mission of providing research and service opportunities through the close organizational relationship with the academic program of the School of Psychology and through its contracted responsibilities with state and local governments which purchase community mental health services for the residents of western Broward County, Florida. The resulting environment is one that is highly unique in that it offers—

(1) a community mental health treatment program that is entirely dominated and managed by professional psychologists, all of whom have faculty status in the School of Psychology;
(2) a “real world” outpatient clinical setting that draws from a large culturally diverse and clinically rich population of adult, children, and geriatric clients;
(3) an internship program with strong organizational and philosophical ties to an APA approved School of Psychology; and
(4) a research laboratory directed to the exploration of applied, clinical problems.

The clinic maintains three facilities located across western Broward County. One branch is located on the campus of Nova University, facilitating the close relationship between the clinic system and the academic program. Each branch provides a full array of outpatient services organized into three major units: outpatient, admissions/crisis, and aftercare. The first unit offers traditional treatment and evaluation services including a specialized program for the victims of family violence; the second unit provides information, referral, screening, and crisis intervention; and the third unit provides ongoing case management and psychiatric treatment to severely mentally ill clients.
Interns and practicum students complement the full-time staff and become fully integrated into the staff of the clinic facility in which they are placed. Such integration enhances the student's training through cross-fertilization from diverse professional viewpoints and provides the opportunity for ongoing collaboration with different disciplines so necessary in professional practice.

THE HEALTH PSYCHOLOGY UNIT of the Nova University Community Mental Health Clinic is located in the campus clinic. The Health Psychology Unit is a new and innovative resource, designed to train clinical health psychologists, to provide community service, and to provide a setting for research aimed at furthering knowledge about the linkages between biological, psychological, and social processes. This unit provides neuropsychological evaluations, cognitive rehabilitation services, and biofeedback services. Intervention efforts will focus on treating physical disorders with a psychological etiology/contribution/consequence; stress related disorders of problem behaviors; and pain management. Specialized services will be provided for all age groups.
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Ph.D. University of Iowa (1946)

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Ph.D. New York University

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M.S. Nova University

LEE DAY
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Community Mental Health Clinic

VICTORIA DELLAPORTE
Clinical Social Worker/Family Violence Program
Community Mental Health Clinic

B.S.W. LaSalle University
M.S.W. Tulane University
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Education</th>
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<tbody>
<tr>
<td>WILLIAM I. DORFMAN</td>
<td>Executive Director</td>
<td>B.S. University of Scranton</td>
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<td>Community Mental Health Clinic</td>
<td>M.A. Ohio State University</td>
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<td>Ph.D. Ohio State University</td>
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<tr>
<td>ANGEL ESTEVÉZ</td>
<td>Staff Psychiatrist</td>
<td>Community Mental Health Clinic</td>
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<td>M.D. University of Havana</td>
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<tr>
<td>BETH FOWLER</td>
<td>Case Manager</td>
<td>B.S.W. Florida Atlantic University</td>
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<td>HANNELORE GLENN</td>
<td>Crisis Clinician</td>
<td>Community Mental Health Clinic</td>
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<td>FERNANDO GONZALEZ</td>
<td>Staff Psychiatrist</td>
<td>Community Mental Health Clinic</td>
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<td>KAREN S. GROSBY</td>
<td>Program Administrator, Field-Based Master's</td>
<td>B.S. University of Delaware</td>
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<td>ANNE HERSHMAN</td>
<td>Licensed Clinical Social Worker</td>
<td>Community Mental Health Clinic</td>
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<td>MICHAEL HERSHORN</td>
<td>Clinical Supervisor</td>
<td>Community Mental Health Clinic</td>
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<td>PATRICIA KELLY</td>
<td>Coordinator of Children and Youth Services</td>
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<td>ALAN J. KENT</td>
<td>Director of Clinical Services and Training</td>
<td>Community Mental Health Clinic</td>
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<td>JAMES OTIS MCFADDEN</td>
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<td>YOLANDA MITCHELL</td>
<td>Intake Coordinator/Crisis Counselor</td>
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<td>TIMOTHY MORAGNE</td>
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<td>VICKY NEWSOM</td>
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<td>MARY ANN RAFFERTY</td>
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<td>JOYCE H. SILVERMAN</td>
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<td>JOHN TRAPP</td>
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<td>ILEEN WACHS</td>
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<td>LYNDIA WILLIAMS</td>
<td>Coordinator of Aftercare Services</td>
<td>Community Mental Health Clinic</td>
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<td>M.S.W. Barry University</td>
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</table>
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Member, School Board Broward County

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ARNOLD LEIBOWITZ, Ph.D.
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LEO SHATIN, Ph.D.
Licensed Psychologist

ELIZABETH SHULMAN, Ph.D.
Licensed Psychologist

ROBERT WEITZ, Ph.D.
Licensed Psychologist
About Nova University

Chartered by the State of Florida in 1964, Nova University is an independent university – nonsectarian, not-for-profit, and racially nondiscriminatory. Numerous graduate programs offer master’s and doctoral programs and postgraduate education. Nova College offers undergraduate education, and The University School, a demonstration school, serves children from preschool 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.

The Nova University campus is located on a 200-acre site west of Fort Lauderdale, Florida, at 3301 College Avenue in the town of Davie.
## Nova University Degree Offerings

### Master's Degrees
- Master of Accounting (M.Ac.)
- Executive Master of Business Administration in Banking (M.B.A.-Ex.)
- Master of Business Administration (M.B.A.)
- Master of International Business Administration (M.I.B.A.)
- Master of Public Administration (M.P.A.)
- Master of Science (M.S.) in:
  - Child and Youth Care Administration
  - Coastal Zone Management
  - Computer Applications
  - Computer Education
  - Computer-Based Learning
  - Computer Science
  - Computer Studies
  - Counseling Psychology
  - Criminal Justice
  - Education (23 majors)
  - Health Education
  - Health Services Administration
  - Human Resource Management
  - Human Services
  - International Economics and Finance
  - Learning Resources
  - Marine Biology
  - Microcomputer Applications in Management
  - School Guidance
  - Speech and Language Pathology
  - Telecommunications Management
  - Training and Learning

### Bachelor's Degrees
- Bachelor of Science (B.S.) in:
  - Accounting
  - Administrative Studies
  - Business Administration
  - Community Psychology
  - Computer Engineering
  - Computer Information Systems
  - Computer Science
  - Computer Systems
  - Elementary Education
  - General Psychology
  - Legal Studies
  - Professional Management
  - Secondary Education

### Doctoral and Professional Degrees
- Doctor of Arts (D.A.) in:
  - Information Science (D.A.I.S.)
  - Information Systems (D.I.S.)
  - Training and Learning Technology (D.A.T.L.)
- Doctor of Business Administration (D.B.A.) in:
  - Business Administration
  - Human Resource Management (D.B.A.-H.R.M.) in:
  - International Business Management
- Doctor of Education (Ed.D.) in:
  - Computer Education
  - Early and Middle Childhood
  - Higher Education
  - Leadership in Adult Education
  - School Administration
  - Vocational, Technical, Occupational Education
- Juris Doctor (J.D.) in:
  - Law
- Doctor of Philosophy (Ph.D.) in:
  - Child Clinical Applied Developmental Psychology
  - Clinical Psychology
  - Oceanography
- Doctor of Psychology (Psy.D.) in:
  - Clinical Psychology
- Doctor of Public Administration (D.P.A.)
- Doctor of Science (D.Sc.) in:
  - Computer Science
  - Human Resource Management

### Specialist Degrees
- Educational Specialist (Ed.S.) in:
  - Computer Applications
  - Computer Education
  - Computer-Based Learning
  - Computer Studies
  - Education (23 majors)
The provisions set forth in this bulletin are not to be regarded as an irrevocable contract between the student and Nova University. The regulations and requirements herein, including tuition and fees, are necessarily subject to change without notice at any time at the discretion of the administration. The University further reserves the right to require a student to withdraw at any time, as well as the right to impose probation on any student whose conduct is unsatisfactory. Any admission on the basis of false statements or documents is void upon the discovery of the fraud, and the student is not entitled to any credit for work which he may have done at the University. Upon dismissal or suspension from the University for cause, there will be no refund of tuition and fees. The balance due Nova University will be considered receivable and will be collected.

A transcript of a student’s academic record cannot be released until all his/her accounts, academic and non-academic, are paid.

Any Nova University student has the right to inspect and review his/her educational record. The policy of the University is not to disclose personally identifiable information contained in a student’s educational record without prior written consent from the student, except: to University officials, to officials of another school in which the student seeks enrollment, to authorized representatives of federal or state agencies, to accrediting organizations, to parents of dependent students, under judicial order, to parties in a health or safety emergency, or when verifying graduation with a particular degree.

A student also has the right to petition Nova University to amend or correct any part of his/her educational record which he/she believes to be inaccurate, misleading, or in violation of the privacy or other rights of students. If the University decides it will not amend or correct a student’s record, the student has a right to a hearing to present evidence that the record is inaccurate, misleading, or in violation of the privacy or other rights of students.

If these rights are violated, a student may file a complaint with the Department of Education. A student may obtain a copy of the Educational Privacy Act policy by requesting it in writing from the Director of Student Services, Nova University, Parker Building, Room 360, 3301 College Avenue, Fort Lauderdale, Florida 33314. A schedule of fees and a listing of the types and locations of educational records is contained in this policy.

Nova University does not discriminate on the basis of handicap, sex, race, religion, 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 non-discrimination. Nova University programs are approved by the coordinator for Veterans Approval, State of Florida, Department of Education, for veterans’ educational benefits.

The school is authorized under Federal Law to enroll non-immigrant alien students.

The Nova University general policies on Student Relations are on file in the office of the registrar.