Center for Psychological Studies 1991-1992 Bulletin

Nova University

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CENTER FOR PSYCHOLOGICAL STUDIES
1991-1992 BULLETIN

NOVA UNIVERSITY
Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. The University is chartered by the State of Florida. The Center for Psychological Studies doctoral and internship programs are accredited by the American Psychological Association. Nova University admits students of any race, sex, age, color, nondisqualifying handicap, religion, or national or ethnic origin.

The information contained in this bulletin is current through June 30, 1992. The administration reserves the right to change at any time the requirements for admission and graduation; modify the curriculum; adjust tuition or fees; and change regulations affecting the study body.
I want to teach my students how
To live this life on earth
To face its struggles and its strife
And to improve their worth
Not just the lesson in a book
Or how the rivers flow
But how to choose the proper path
Wherever they may go
To understand eternal truth And know
the right from wrong
And gather all the beauty of A flower
and a song For if
I help the world to grow In Wisdom
and in grace
Then I shall feel that I have won
And I have filled my place
And so I ask Your Guidance, God
That I may do my part
For character and confidence
and happiness of Heart.
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President’s Message

Nova University is a blend of the conventional as well as the nontraditional—an institution positioned to provide education utilizing modern technology, a university ready for the 21st century.

The Center for Psychological Studies, well into its second decade, has made great strides. Affiliated with a University accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, the doctoral and internship programs are fully accredited by the American Psychological Association. Teaching as well as research and community service is stressed. Nova is proud of the accomplishments of the Center for Psychological Studies, of the dedication of its faculty, and of the contributions its graduates are making in all fields associated with psychology.

Abraham Fischler, Ed.D.
President, Nova University
Dean’s Message

The Center for Psychological Studies 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 tripartite mission of the Center -- Training, Research, and Service -- is well integrated so that training in research and service delivery is of the highest quality and socially relevant. Likewise, the research activities within the Center focus upon pressing social and community problems. Services provided to the community are offered through nationally recognized authorities and are the most current and sophisticated treatments available.

The Center is unique in that it offers two APA-accredited programs in Clinical Psychology, two master’s programs, and manages a comprehensive Community Mental Health Center. The Psy.D. (Doctor of Psychology) program provides greater emphasis on service, while the Ph.D. (Doctor of Philosophy) provides greater emphasis on research. These programs educate students to provide a range of psychological services to a wide spectrum of people in need -- from pediatric to gerontological, from individuals with acute problems in living to people who are seriously disturbed.

These programs are uniquely organized so that one faculty serves all programs. In the doctoral 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.

Through the Community Mental Health Center, related training opportunities are provided for both research and practice. Students and faculty are actively involved with the mental health center attempting to better understand contemporary problems while providing a high quality of service to the community.

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

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

Nova University’s main campus is located in Broward County on a 200-acre site southwest of Fort Lauderdale, Florida, in the town of Davie, with additional locations in downtown Fort Lauderdale, Coral Springs, and Port Everglades.

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

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

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

The City

Fort Lauderdale -- "Venice of America"

Fort Lauderdale is an exciting place in which to live and work. The city retains its small-town feeling within a county of almost 1.2 million people. Fort Lauderdale is world renowned for its beautiful beaches and fine restaurants and for being the winter home of the New York Yankees. Fort Lauderdale has more sunny days than any other city in the country.

Known as the "Venice of America" because of its miles of canals off the Intracoastal Waterway, Fort Lauderdale enjoys a subtropical climate. Vacationers are attracted by the swimming, boating, sailing, and fantastic fishing. Miami is a half-hour’s drive, and the Everglades National Park is only an hour away.
The Center for Psychological Studies, organized in 1967, is committed to providing the highest quality educational experiences to today's and tomorrow's psychologists and mental health and counseling professionals. These training experiences provide individuals with a sophisticated understanding of psychological research and the delivery of the highest quality mental health care.

The Center's commitment to training in the area of psychological research and treatment for emotional and psychological problems confronts one of the greatest challenges facing modern man. No problems demand our wisdom, creativity, and expertise more than those associated with human adjustment to our ever-changing world. To this end, our programs educate students to provide a range of psychological services to a wide spectrum of people in need -- from pediatric to gerontological, from individuals with normal problems in living to those who are seriously disturbed.

The Center, also referred to as the School of Psychology, is uniquely organized so that one faculty, full-time and adjunct, serves all programs. Access to all of the specialty interests and clinical skills of the 25 full-time faculty members is available to all students in the School. Nova University's Center for Psychological Studies seeks to create the advances in clinical training, research, and service for the psychology of tomorrow.
Academic Programs

Doctoral Programs in Clinical Psychology

The Center offers two doctoral programs in clinical psychology, both accredited by the American Psychological Association. Each program prepares students for the practice of clinical psychology. The Ph.D. also provides preparation for academic and research activities. Both the doctor of philosophy (Ph.D.) and the doctor of psychology (Psy.D.) programs are full-time, on-campus programs with a three-year residency requirement. These doctoral 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 2,000-hour predoctoral clinical internship.

Master of Science Programs

The master's degree in Mental Health Counseling is intended to provide education and training for those who will seek employment in such diverse settings as social agencies, mental health clinics, hospitals, personnel offices, and schools. In addition, the program provides students with graduate experience that may enhance their academic credentials for application to doctoral studies. This master's program 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, Miami, West Palm Beach, Melbourne, Orlando, Fort Myers, Clearwater, Gainesville, and Jacksonville.

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

Respecialization Training Program

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

Internship Program

The Center’s Community Mental Health Center is approved by the American Psychological Association as a predoctoral internship site. Three full-time interns are selected each year from a large pool of applicants to participate in supervised clinical experience, training meetings and seminars, and special areas of concentration.
Postdoctoral Institute of Psychotherapy and Psychoanalysis

The Institute offers formal training in intensive psychotherapy for mental health professionals with earned doctorates. The program consists of training in didactic work, personal analysis, and supervised case analysis. The format of the program permits the working professional to complete the required activities with minimal interference in his or her professional activities.

Continuing Education Program

The Center 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 and the Florida Board of Clinical Social Work, Mental Health Counseling and Marriage and Family Therapy to offer continuing education credit to participants. These continuing education credits can be used to meet Florida requirements for relicensure and are often accepted by other state licensing boards.

Research

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

- Anxiety disorders, school phobia
- Applied behavioral analysis
- Child-clinical psychology
- Clinical biofeedback
- Community psychology
- Developmental disabilities
- Family violence
- Geriatric mental health
- Health psychology
- Hypnosis
- Marital and family systems
- Minorities and AIDS
- Neuropsychology
- Pediatric psychology
- Personnel and police psychology
- Psychoanalytic therapy
- Self-regulation, biofeedback
- Sexual assault and post-traumatic stress disorder
- Social cognition
- Sports psychology

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

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

Nova University Community Mental Health Center

Outpatient Services

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

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

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

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

Special Clinical Services

Clinical Biofeedback. Located at all clinic sites, this unit was established to provide treatment to individuals with a variety of somatic and tension-related disorders. Treatment is applicable to a broad spectrum of complaints including tension and migraine headaches, TMJ, anxiety, phobias, bruxism, chronic and acute pain, Raynaud's disorder, and essential hypertension. The equipment utilized is computer-based, state-of-the-art physiological monitoring systems. Biofeedback-facilitated relaxation training is often used as an adjunctive technique to other conventional therapies. Training on these techniques is offered to students through courses, practicums and research opportunities.
Child and Adolescent Anxiety Disorder Clinic (CAADC). This clinic, located at the Coral Springs site, offers assessment and treatment services to school-aged children (5-18 years) with anxiety disorders, such as separation anxiety, phobias, and obsessive-compulsive disorder. The School Phobia Program is a specialized program within the CAADC that focuses on the behavioral treatment of children who suffer from anxiety-based school refusal. Pharmacological intervention, as an adjunct to behavioral treatment, also is offered when indicated. Students can participate in both clinical service delivery (through practicum placement) and research.

Family Violence Clinical Research Program. The Family Violence Clinical Program is a specialized program providing high-level service through the Nova University clinic system. The program provides clinical training experience to doctoral students in the area of family violence, primarily spouse abuse. Clinical requirements of practicum students include conducting standardized assessment procedures and providing crisis, short-term, and longer-term intervention. Other requirements include maintaining client records and participation in supervision and other training experiences. Although the practicum experience focuses on the problem of family violence, intervention procedures address a broad base of individual, couple, and family clinical issues. Up to nine practicum students are placed within the program each year. The Family Violence Program also maintains a clinical research component.

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

Pediatric Psychology Specialty Clinic (PPSC). PPSC provides pediatric patients and their families with specialized psychological services such as (1) to children with acute, chronic, and/or genetic medical disorders who are exhibiting a psychological reaction directly related to the medical group; (2) to children and adolescents who have physical symptoms as a function of behavioral and psychological problems; and (3) to children who are experiencing psychological problems and physical complaints due to suffering some trauma. Psychological assessment and treatment services for their patients include pain and fear management procedures; depression and anxiety treatment; adjustment disorders therapy; medical noncompliance treatment; elimination disorders programs; eating disorders treatment; and pain complaints and psychosomatic illness therapy. Students can participate in both clinical service delivery (through practicum placement) and research.
**Personnel Psychology Program.** This specialty clinic provides psychological services to organizations, seeks to develop research-based innovations, and offers training opportunities for students. In addition to its general mission of serving mental-health needs in organizations, it has a special mission in police and public safety psychology. Program services include psychological evaluation (pre-employment, promotional, and fitness-for-duty), early identification of and intervention with psychologically distressed or at-risk employees, cooperation with Employee Assistance Programs, and training workshops. Students’ involvement in services and in research prepares them to provide for the mental-health needs of organizations in the future.

**Sport Psychology Program.** This program is the first such program in the United States that is in a university psychology department and that offers an outreach program to the athletic community in the area. The Sport Psychology curriculum provides coursework and practical experience designed to prepare the clinician to treat the special and often serious problems faced by athletes. Students will have the opportunity to work with athletes; this supervised work will enable students to gain practical experience to augment their academic training. In addition, students will have the opportunity to participate in sport psychological research. Areas of particular interest to the program include the study of slumps and momentum in sports, the use of hypnosis and mental imagery to enhance athletic performance, and the prevention and treatment of eating disorders and substance abuse in sports.

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

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

This program within Nova University's Community Mental Health Center is publicly funded by the Florida Department of Health and Rehabilitative Services and the United States Department of Housing and Urban Development. It provides comprehensive services to people 55 years of age or older who have a mental or emotional illness or concurrent psychiatric and substance abuse problems (dually diagnosed).

The Geriatric Institute, a 62-bed facility, offers a continuum of inpatient/residential services that are available depending on the needs of the client. All the residences are designed and operated to provide a warm, family atmosphere where daily living and interpersonal skills are learned and practiced. The Day Treatment/Social Rehabilitation program serves more than 200 clients annually. Here, clients participate in groups and classes including: art, music and movement therapy, current events, coping and self-esteem skills, and adult living skills geared to their individual needs. The Family Support Group meets each month and offers support, counseling, and information to families and friends of our members.
Academic Regulations

Student Handbooks

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

Reservation of Power

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

Nondiscrimination

Nova University fully subscribes to and practices a policy of nondiscrimination in admissions and enrollment. No applicant or enrolled student shall be discriminated against because of 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.

Code of Student Conduct and Academic Responsibility

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

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

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

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

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

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

**Appeals and Grievances.** The purpose of the Student Appeal and Grievance Procedure is to provide for the orderly resolution of problems arising out of a student complaint concerning a policy, procedure, or administrative action of Nova University. The student must first meet with the particular faculty member or administrator and attempt to resolve the matter informally. If this does not result in an acceptable resolution, the student shall bring the matter to the attention of the appropriate administrative office where an attempt at informal resolution will be continued. This must be done within 30 days following the occurrence of the situation causing the appeal/grievance. Should this process fail to bring about an acceptable resolution of the problem, the student must next request intervention through the Dean of the Center for Psychological Studies.

**Grading and Academic Standing**

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

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

Privacy of Records

The University follows the regulations stipulated in Individual and Institutional Responsibilities: The Family Education Rights and Privacy Act - Student Records and Privacy. The student has the right to seek access to his or her departmental files (e.g., admission, academic, clinical training records, practicum evaluation, and letters of recommendation) unless he or she have signed a waiver relinquishing such rights. This request must be made in writing. The full text of this policy appears in the student handbook.

Direct Payment to Faculty

Direct student payment to faculty for educational or professional services is not permissible. That is, no student is to make private arrangements to reimburse any faculty member for psychotherapy, tutoring, supervision, or other educational assistance. Students are encouraged to seek whatever educational help they need from faculty members and to seek professional services (such as psychotherapy) outside of the program.

Student Services

Financial Aid

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

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

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

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.

Seminole and Miccosukee Indian Scholarships. Grants of up to $2,000 per year are available to qualified members of the Seminole or Miccosukee Indian tribes. Applications are available from the Higher Education Committee of either tribe.

Loans

Guaranteed Student Loans. The Guaranteed Student Loan program provides low-interest, long-term educational loans through participating banks, credit unions, and other financial institutions. The interest rate is 8%. Graduate students are eligible to borrow up to $7,500 per year. Repayment begins six months after the student leaves school.

The Perkins (NDSL) Loan. The NDSL loan program offers long-term educational loans to students enrolled at least half time. Eligibility is based on financial need. Repayment begins 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 $4,000. Repayment begins 30 to 60 days after the loan is disbursed; however, principal payments may be deferred while the student is enrolled full time. The interest rate is variable, but will not exceed 12%.

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

Employment

Assistantships. Assistantships are available through the Center for Psychological Studies. Included are clinical positions within the various clinics, teaching assistantships, and research assistantships. Contact the Office of the Dean for information regarding the availability of assistantships. These are typically limited to advanced students selected by faculty members.

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

Student Employment. Part-time employment is available in many departments on campus. Several positions are open to students regardless of financial need. In addition, part-time clinical positions in the community are developed and made available to doctoral students through the
Center for Psychological Studies. Several of the clinical position salaries are enhanced by tuition waivers.

**Additional Information**

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

For more information and application forms contact:

Nova University  
Office of Student Financial Planning and Resources  
3301 College Avenue  
Parker Building, Room 348  
Fort Lauderdale, Florida 33314  
(305) 475-7411, 475-7410, or toll-free (800) 541-6682, Ext. 7410

**Veterans’ Benefits**

The degree programs offered by Nova University are approved for the training of veterans and other eligible persons by the Bureau of the State Approval for Veterans’ Training, State of Florida Department of Veterans’ Affairs. Eligible veterans and veterans’ dependents should contact:

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

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

**International Students**

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

The American Culture and Language Institute provides students from non-English-language backgrounds with English language proficiency through one of two curricular emphases: college preparatory or career preparatory. It also provides intensive instruction in other languages.

The college preparatory curriculum provides students with the necessary English language skills to enable them to function in American colleges and universities. This curriculum prepares students for successful university study in English, as well as provides TOEFL (Test of English as a Foreign Language) preparation.

The career preparatory curriculum provides students with the English language skills to enable them to function in career and professional situations requiring English proficiency.

For further information, students may contact the American Culture and Language Institute at (305) 475-7430 or toll-free at (800) 541-6682 Ext. 7430.

Housing

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

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

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

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

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

Fall 1991

<table>
<thead>
<tr>
<th>Day</th>
<th>Dates</th>
<th>Event</th>
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<tbody>
<tr>
<td>Wed.</td>
<td>Aug. 21-Aug. 30</td>
<td>Registration for master's students.</td>
</tr>
<tr>
<td>Tue.</td>
<td>Aug. 27</td>
<td>Orientation and registration for new doctoral students.</td>
</tr>
<tr>
<td>Wed.</td>
<td>Aug. 28-Sept. 3</td>
<td>Registration for doctoral students.</td>
</tr>
<tr>
<td>Mon.</td>
<td>Sept. 2</td>
<td>Labor Day, University offices closed.</td>
</tr>
<tr>
<td>Tues.</td>
<td>Sept. 3</td>
<td>Classes begin.</td>
</tr>
<tr>
<td>Mon.</td>
<td>Sept. 9</td>
<td>Rosh Hashanah, University offices closed.</td>
</tr>
<tr>
<td>Wed.</td>
<td>Sept. 18</td>
<td>Yom Kippur, University offices closed.</td>
</tr>
<tr>
<td>Thurs.</td>
<td>Nov. 28-29</td>
<td>Thanksgiving, University closed.</td>
</tr>
<tr>
<td>Wed.</td>
<td>Dec. 4-Dec. 13</td>
<td>Winter Session registration for master's students.</td>
</tr>
<tr>
<td>Mon.</td>
<td>Dec. 16</td>
<td>Fall semester ends.</td>
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Winter 1992

<table>
<thead>
<tr>
<th>Day</th>
<th>Dates</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Mon.</td>
<td>Jan. 6</td>
<td>Classes begin. Last day for completing regular registration.</td>
</tr>
<tr>
<td>Mon.-Fri.</td>
<td>March 2-6</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>Fri.</td>
<td>April 17</td>
<td>Good Friday, University offices closed.</td>
</tr>
<tr>
<td>Fri.</td>
<td>April 24</td>
<td>Winter semester ends.</td>
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Summer 1992 - Term I

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<thead>
<tr>
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<th>Dates</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Mon.</td>
<td>May 4</td>
<td>Classes begin.</td>
</tr>
<tr>
<td>Mon.</td>
<td>May 25</td>
<td>Memorial Day, University offices closed.</td>
</tr>
<tr>
<td>Fri.</td>
<td>June 26</td>
<td>Summer session ends.*</td>
</tr>
<tr>
<td>Fri.</td>
<td>July 3</td>
<td>Independence Day observed, University offices closed.</td>
</tr>
</tbody>
</table>

Summer 1992 - Term II

<table>
<thead>
<tr>
<th>Day</th>
<th>Dates</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.</td>
<td>June 29</td>
<td>Classes begin.</td>
</tr>
<tr>
<td>Fri.</td>
<td>July 3</td>
<td>Independence Day observed, University offices closed.</td>
</tr>
<tr>
<td>Fri.</td>
<td>Aug. 21</td>
<td>Summer session ends.</td>
</tr>
</tbody>
</table>

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

The field-based master's programs are offered during two academic semesters -- August-December and January-June. No classes are scheduled on holidays. Fall orientation and registration for official University new master's students will be held on August 10, 1991. Class schedules can be found as an insert to this publication.
Doctoral Programs
Doctoral Programs

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

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

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

Psy.D. Program

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

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

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

Graduates of the program are providing psychological services in a number of settings. Some have chosen to work in academic settings, others in medical schools and institutions, and still others as clinicians and agency administrators.
Doctoral Academic Policies

Registration

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

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

It is the policy of the Center for Psychological Studies that doctoral students in clinical psychology should preselect either the Psy.D. or the Ph.D. program prior to making application for admission. The programs are distinctive in focus, and it is hoped that student applicants will be able to discriminate between them and make an appropriate choice.

From time to time, situations occur in which doctoral students in one or the other program may decide that they have chosen the wrong program and believe they would function better in the other one. While not encouraging interprogram transfers, the School recognizes that such transfers must sometimes be considered.

Time Limits

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

In the event that a student does not complete all requirements within the eight-year time limit, he or she must enroll in the Center (minimum 9 credits) and must:

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

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

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

Doctoral Curricula

Doctoral students must complete a minimum of 107 (Psy.D.) and 109 (Ph.D.) credits, including a one-year internship, to be eligible for the degree. Courses are taken in general psychology, assessment, intervention, and methodology. Some coursework have specific prerequisite requirements that students must meet. Please check with the course descriptions to ensure compliance with requirements. In addition, there are required practicum, intern, and research experiences. The following pages outline in detail the Psy.D. and Ph.D. curricula, presented in a model five-year sequence.
# REQUIRED COURSES FOR THE PSY.D. PROGRAM

## First Year Fall Semester
- PSY1401: History & Systems of Personality Theory 3 CR
- PSY1403: Adult Psychopathology 3 CR
- PSY1501: Assessment I: Intellectual 2 CR
- PSY1503: Assessment II: Interviewing with Lab 2 CR
- PSY1603: Psychotherapy I: Theories, App. & Research 3 CR
- PSY1701: Clinical Observation I 1 CR

**Total:** 14 CR

## First Year Winter Semester
- PSY1402: Social Cognitive Bases of Behavior 3 CR
- PSY1404: Developmental Psychopathology and Intervention 3 CR
- PSY1406: Professional Issues and Ethics 1 CR
- PSY1504: Assessment III: Personality & Behavioral 3 CR
- PSY1604: Psychotherapy II: Case Conceptualization and Implementation 3 CR
- PSY1702: Clinical Observation II 1 CR

**Total:** 14 CR

## Second Year Fall Semester
- PSY2401: Colloquium Series on Special Populations 1 CR
- PSY2501: Assessment IV: Rorschach & Full Battery 3 CR
- PSY2701: Clinical Practicum I 3 CR
- PSY2703: Supervision I 1 CR
- PSY2801: Intermediate Statistics with Lab Elective (Intervention) 3 CR

**Total:** 15 CR

## Second Year Winter Semester
- PSY2402: Psychobiology & Psychopharmacology with Lab 4 CR
- PSY2502: Advanced Full Battery 3 CR
- PSY2702: Clinical Practicum II 3 CR
- PSY2704: Supervision II 1 CR
- PSY2802: Intermediate Research Design 3 CR

**Total:** 14 CR

## Third Year Fall Semester
- PSY3401: Professional Development 1 CR
- PSY3701: Clinical Practicum III 3 CR

## Third Year Winter Semester
- PSY3702: Clinical Practicum IV 3 CR
- PSY3704: Supervision IV 1 CR
- PSY5800: Research Project 3 CR

## Fourth Year Fall Semester
- PSY5800: Research Project 3 CR

## Fourth Year Winter Semester
- Elective 3 CR
- Elective 3 CR
- Elective 3 CR

## Fifth Year
- PSY5700: Internship (1 credit per semester - Fall and Winter) 2 CR

**Total:** 2 CR

**Total Degree Credits:** 107 CR

Psy.D. Students are required to take electives in the following areas:

- 5 Intervention Electives (PSY46XX); one must be in Multi-Client
- 1 Assessment Elective (PSY45XX)
- 6 Any Area

Please refer to course descriptions for necessary prerequisites.
## NOVA UNIVERSITY SCHOOL OF PSYCHOLOGY
### REQUIRED COURSES FOR THE PH.D. PROGRAM

<table>
<thead>
<tr>
<th>First Year Fall Semester</th>
<th>CR</th>
<th>Third Year Fall Semester</th>
<th>CR</th>
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<tr>
<td>PSY1401 History &amp; Systems of Personality Theory</td>
<td>3</td>
<td>PSY3401 Professional Development</td>
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<tr>
<td>PSY1403 Adult Psychopathology</td>
<td>3</td>
<td>PSY3701 Clinical Practicum III</td>
<td>3</td>
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<tr>
<td>PSY1501 Assessment I: Intellectual</td>
<td>2</td>
<td>PSY3703 Supervision III</td>
<td>1</td>
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<tr>
<td>PSY1503 Assessment II: Interviewing with Lab</td>
<td>2</td>
<td>PSY3803 Major Paper</td>
<td>3</td>
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<tr>
<td>PSY1603 Psychotherapy I: Theories, Application and Research</td>
<td>3</td>
<td>PSY3805 Multivariate Statistical Methods II</td>
<td>4</td>
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<tr>
<td>PSY1701 Clinical Observation I</td>
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<td>Elective (Intervention)</td>
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<tr>
<td>PSY 1803 Research Practicum</td>
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<th>First Year Winter Semester</th>
<th>CR</th>
<th>Third Year Winter Semester</th>
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<tbody>
<tr>
<td>PSY1402 Social Cognitive Bases of Behavior</td>
<td>3</td>
<td>PSY3702 Clinical Practicum IV</td>
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<tr>
<td>PSY1404 Developmental Psychopathology and Intervention</td>
<td>3</td>
<td>PSY3704 Supervision IV</td>
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<tr>
<td>PSY1406 Professional Issues and Ethics</td>
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<td>PSY3808 Advanced Tests and Measurements</td>
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<td>PSY1504 Assessment III: Personality &amp; Behavioral</td>
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<td>PSY1604 Psychotherapy II: Case Conceptualization and Implementation</td>
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<td>PSY1702 Clinical Observation II</td>
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<td>PSY1804 Research Practicum II</td>
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<td>PSY5850 Dissertation</td>
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<td>PSY2501 Assessment IV: Rorschach &amp; Full Battery</td>
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<td>PSY2701 Clinical Practicum I</td>
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<td>PSY2703 Supervision I</td>
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<td>PSY2803 Research Practicum III</td>
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<td>PSY2702 Clinical Practicum II</td>
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<td>Elective</td>
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### Fifth Year

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

3 Intervention Electives (PSY46XX); one must be in Multi-Client Any Area

Please refer to course descriptions for necessary prerequisites.
Doctoral Course Descriptions

General

PSY1401 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, phenomenology, humanism, existentialism, and constructive-developmentalism. Their historical roots and philosophical assumptions are explored.

PSY1402 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.

PSY1403 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.

PSY1404 Developmental Psychopathology and Intervention (3 cr.)
This course provides an overview of child clinical psychology. Drawing on current theory and research, it compares normal and abnormal development in childhood and adolescence. It covers DSM-III’s diagnostic approach to childhood disorders and reviews currently used interventions for them.

PSY1406 Professional Issues and Ethics (1 cr.)
This course covers topics that are directly related to the American Psychological Association’s Ethical Principles of Psychologists and Standards for Providers of Psychological Services. Focus is directed to the ethical concerns of the practitioner/scientist.

PSY2401 Colloquium Series on Special Populations (1 cr.)
This colloquium series is a sequence of topics presented to increase students’ social awareness about underrepresented and underprivileged groups. Particular emphasis is placed on the relevance of underprivileged or underrepresented status to the development, maintenance, and treatment of social-psychological problems.

PSY2402 Psychobiology and Psychopharmacology with Lab (4 cr.)
This course covers theory, research, and applications for the following topics: structure, function, and disorders of the central nervous system; physiological mechanisms and disorders in vegetative and intellectual functions; clinical psychopharmacology; and psychophysiological methods and technology. The course includes laboratory experiences in neuropsychology and psychophysiological methods.
PSY3401  Professional Development (1 cr.)
This course provides the student with information regarding the structure and function of major professional organizations, current professional issues and concerns, and the essentials of establishing a practice. Prerequisites: PSY1406

Assessment

PSY1501 Assessment I: Intellectual (2 cr.)
The administration, interpretation, and communication of results of major intelligence tests is the focus of this course. Emphasis is placed on the many aspects of interpretation, assessment of thought disorders, effects of medication, and report writing.

PSY1503 Assessment II: Interviewing with Lab (2 cr.)
This course is designed to explore the theoretical and practical aspects of interviewing. Emphasis is placed on developing the student's skills of observation, forming hypotheses, gathering and synthesizing information, rapport building, communication of findings, and conducting a Mental Status Examination.

PSY1504 Assessment III: Behavioral and Personality (3 cr.)
This course examines theoretical, conceptual, and methodological issues in behavioral assessment. In addition, the administration and interpretation of objective personality assessment instruments, the Thematic Apperception Test, House-Tree-Person drawing, and sentence completion techniques are studied. Prerequisites: PSY1501, PSY1503

PSY2501 Assessment IV: Rorschach and Full Battery (3 cr.)
This is an in-depth study of the theory, administration, scoring, interpretation, and research findings regarding the Rorschach inkblot technique. The course also aids the student in developing the skills necessary to integrate assessment information and write comprehensive psychological reports. Prerequisites: PSY1501, PSY1503, PSY1504

PSY2502 Advanced Full Battery (Psy.D., 3 cr.)
This course examines aspects of Rorschach interpretation at an advanced level and seeks to provide the student with additional sophistication and practice in the writing of comprehensive psychological reports. Prerequisites: PSY1501, PSY1503, PSY1504, PSY2501

Intervention

PSY1603 Psychotherapy I: Theories, Application and Research (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.

PSY1604 Psychotherapy II: Case Conceptualization and Intervention (3 cr.)
This course presents an introduction to some of the major forces in psychotherapy. Prerequisites: PSY1603
Practicum and Internship

PSY1701 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.

PSY1702 Clinical Observation II (1 cr.)
Continuation of PSY1701, Clinical Observation I. Prerequisites: PSY1701

PSY2701 Clinical Practicum I (3 cr.)
The student is required to spend a minimum of 10 hours per week for 11 months at a selected agency(s). In this course the student is to acquire competency in the areas of interview and assessment, psychological testing, and psychotherapy. Prerequisites: PSY1403, PSY1404, PSY1406, PSY1501, PSY1503, PSY1504, PSY1603, PSY1604, PSY1702

PSY2702 Clinical Practicum II (3 cr.)
Continuation of PSY2701, Clinical Practicum I.

PSY2703 Supervision I (1 cr.)
The student is required to spend approximately one hour face-to-face with a faculty member in an individual or small group format. The student is expected to present case material and be prepared to discuss cases each week. Tapes of therapy sessions may be required.

PSY2704 Supervision II (1 cr.)
Continuation of PSY2703, Supervision I.

PSY3701 Clinical Practicum III (3 cr.)
The student is required to spend a minimum of 15 hours per week for 11 months at a selected agency(s). Prerequisites: PSY2501, PSY2702, PSY 2704, Intervention Elective

PSY3702 Clinical Practicum IV (3 cr.)
Continuation of PSY3701, Clinical Practicum III. Prerequisites: PSY3701, PSY3703, Intervention Elective

PSY3703 Supervision III (1 cr.)
Continuation of PSY2704, Supervision II.

PSY3704 Supervision IV (1 cr.)
Continuation of PSY3703, Supervision III.

PSY5700 Internship (2 cr.)
The student is required to complete an internship, covering a 50-week period of 2,000 hours. This internship site must be accredited by the American Psychological Association or be a member of the Association of Psychology Internship Centers. Prerequisites: All coursework
Methodology, Research, and Dissertation

**PSY1803 Research Practicum I (Ph.D., 1 cr.)**
Practicums require students to participate in ongoing research activity with a faculty member. Objectives include ability to critically review literature, to abstract salient points from literature and present them cogently, to summarize conceptual and methodological issues in the literature, to formulate a research problem derived from the literature, to derive research hypotheses from a research question, to develop a research methodology, to test stated hypotheses, to implement research methodology, to analyze and interpret data, and to write research in APA style.

**PSY1804 Research Practicum II (Ph.D., 1 cr.)**
Continuation of PSY1803, Research Practicum I.

**PSY2801 Intermediate Statistics with Lab (Psy.D., 4 cr.)**
This course covers basic inferential and descriptive statistics to proficiency. Multivariate statistics is taught from a consumer perspective. A computer lab is included.

**PSY2802 Intermediate Research Design (Psy.D., 3 cr.)**
This course covers single-subject, experimental, and quasi-experimental designs, as well as research ethics. Emphasis is on the integration of research methodology, from formulating research questions to developing an appropriate research design to data analytic procedures. **Prerequisites:** PSY2801

**PSY2803 Research Practicum III (Ph.D., 1 cr.)**
Continuation of PSY1804, Research Practicum II.

**PSY2804 Research Practicum IV (Ph.D., 1 cr.)**
Continuation of PSY2803, Research Practicum III.

**PSY2805 Advanced Research Design (Ph.D., 3 cr.)**
This course covers advanced single-subject, experimental, and quasi-experimental designs; program evaluation designs; and multidimensional scaling. Particular focus is placed on designs relevant to applied clinical research. **Prerequisites:** PSY2801 or equivalent

**PSY2806 Multivariate Statistical Methods I (Ph.D., 4 cr.)**
This course focuses on multivariate statistical analyses through a detailed exploration of bivariate and multivariate regression and correlation. Other multivariate procedures such as canonical correlation will also be introduced. The course includes a computer lab that focuses on the use of statistical package(s) to perform these analyses. **Prerequisites:** PSY2805

**PSY3803 Major Paper (Ph.D., 3 cr.)**
This course requires the student to design and implement an original research project. It requires a written final research report of results. **Prerequisites:** PSY2804
PSY3805 Multivariate Statistical Methods II (Ph.D., 4 cr.)
This course is a continuation of the content of Multivariate Statistical Methods I and will include such topics as MANOVA and MANCOVA, classification and discrimination, and factor analytic methodology. The course includes a computer lab that focuses on the use of statistical package(s) to perform these analyses. Prerequisites: PSY2806

PSY3808 Advanced Tests and Measurements (Ph.D., 3 cr.)
This course covers theory, technique, and statistics of behavioral measurement, including psychometrics. Topics covered include fundamental measurement, the role of variance and covariance in science, basic statistical indices, theory of measurement error, types of validity, methods of assessing reliability, multiple prediction, and factor analytic techniques. Prerequisites: PSY3805

PSY5800 Research Project (Psy.D., 3 cr.)
In this project the student must demonstrate sophistication in the use and conceptualization of research. The project can involve data collection, a prospective case study, or a scholarly review of the literature. The student must orally defend the proposal and final project. The approved written report of the project must be submitted to the School. Registration is minimally for two semesters. Prerequisites: PSY2802

PSY5801 Research Project - Continuing (Psy.D., 1 cr.)
Continuation of PSY5800, Research Project.

PSY5850 Dissertation (Ph.D., 6 cr.)
The dissertation requires the design and implementation of an original significant research project. The student must orally defend the proposal and final product. A public presentation of research results in colloquium format is also required following the final dissertation defense. Bound copies of the approved dissertation must be submitted to the School and the University Library. Registration is minimally for two semesters.

PSY5851 Dissertation - Continuing (Ph.D., 1 cr.)
Continuation of PSY5850, Dissertation.

Partial Listing of Doctoral Electives

General

PSY4401 Clinical Neuropsychology
PSY4403 Neuroanatomy
PSY4405 Clinical Approaches: Applied Psychophysiology and Biofeedback
PSY4406 Seminar in Addictive Behavior
PSY4407 Seminar in Social and Clinical Psychology
PSY4408 Seminar in Anxiety Disorders
PSY4409 Pediatric Psychology
PSY4410 Psychology in Fiction
PSY4411 Clinical Sport Psychology
PSY4418 Forensic Psychology: Criminal Law
PSY4419 Forensic Psychology: Family Law
PSY4420 Introduction to Law and Psychology
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### Information on 1991-1992 Academic Year

#### 1991-1992 Doctoral Applicants and Entering Class

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1990-1992 Doctoral Internship Site Placements

Sites approved by the American Psychological Association:

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

Sites approved by the Association of Psychology Internship Centers:

Center for Group Counseling, Boca Raton, Florida
Mailman Center, Miami, Florida
Metro-Dade County Department of Youth and Family Services, Miami, Florida
Miami Children’s Hospital, Miami, Florida
Estimated Expenses, Doctoral Programs (1991-92)

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

- Tuition (per credit hour) $405
- Application Fee $30
- Seat Deposit $200
- Registration Fee (per semester) $25
- Late Registration Penalty $30
- Student Association Fee (per term) $5
- Insurance Fee (per term) $5
- Transcript Fee $3
- Graduation Fee $30

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

Doctoral Admissions

Requirements

To be considered for admission to a doctoral program in psychology the applicant is required to present evidence of scholastic ability, significant interest in the area of psychology for which admission is sought, personal stability, and sound moral character. Minimum requirements include a baccalaureate degree from a regionally accredited institution, a 3.0 undergraduate grade point average or a 3.5 postbaccalaureate grade point average (minimum 18 credits), 18 hours of psychology including statistics and a course in an area of experimental psychology and Graduate Record Examination (GRE) scores (aptitude and the subject test in advanced psychology), which indicate a potential to perform satisfactorily at the doctoral level.

Achievement of the above minimum requirements does not ensure admission to a doctoral program. Other factors considered in assessing an applicant’s potential to do doctoral-level work in psychology include letters of recommendation, previous clinical and/or research experience, the applicant’s personal statement, and evidence of interest in psychology. Personal interviews are required. Completed applications and all supporting documents (as listed below) must be received by the admission’s office by January 15 of the calendar year for which admission is sought.
1. Application form and fee;
2. Official transcripts of all accredited college or university work;
3. Three letters of recommendation;
4. Official GRE scores mailed directly from E.T.S., (aptitude and psychology subject test); and
5. A statement of your professional experiences, including a description of your clinical experience, your research experience, and those aspects of psychology in which you have the greatest interest. Additionally, briefly describe your professional goals.

Transfer of Credits

Newly admitted students requesting advanced standing must make an appointment and meet with the Director of Academic Affairs who is responsible for awarding these credits. Requests for transfer of credit for first-semester courses must be done during the summer through the mail or by making an appointment with the Director of Academic Affairs.

At that time, sufficient documentation should be presented to allow for evaluation of the student’s previous coursework, which may include course notes, syllabi, and other supporting material. Only coursework taken at the doctoral level will be considered for transfer into one of the doctoral programs. It is the responsibility of the student to satisfactorily demonstrate the equivalence of the course(s) proposed in order for credits to be awarded.

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

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

1. It is a doctoral-level course taken at an accredited college, university, or APA-approved professional school as a postbaccalaureate student. A doctoral-level course is defined as one that would be credited toward a doctoral degree at the institution where the course was taken. This must be verified in the school’s bulletin or a letter from the Chair of the Department.
2. It was completed no longer than five years prior to first registration in this program.
3. A grade of "B" or higher was received. A grade of "P" (Pass) or "CR" (Credit) or other such grades cannot be accepted as equivalent to "B" unless it can be officially verified as such.
4. It is a course that is evaluated as equivalent to one in the program’s required curriculum. Credits will not be awarded for electives.
5. The student must demonstrate competence before credits for assessment courses are awarded.

No transfer credits may be applied to Clinical Observation, Practicums, or Internship.
Doctoral Programs

Application Packet
1991-92
Admissions Application
Doctoral Programs

Application Deadline: January 15, 1992

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

Please print in ink or type. Expected Start Date: __________________________

Soc. Sec. No. ____________________ Sex: ( ) Male ( ) Female Date of Birth: ____________________

Last Name: __________ First Name: __________ Middle Initial: __________ Maiden Name: __________

Legal/Permanent Address: Street and Number ____________________ Apartment Number ____________________

City: __________ State: __________ Zip Code: __________ Home Telephone: __________ Business Telephone: __________

Mailing Address: __________ City: __________ State: __________ Zip Code: __________

EMERGENCY CONTACT:

Name: ____________________ Relationship: ____________________

Address: ____________________ Home Telephone: ____________________ Business Telephone: ____________________

ACADEMIC GOAL:

_____ Psy.D. (Clinical Psychology)
_____ Ph.D. (Clinical Psychology)

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

Nova University
Center for Psychological Studies
Graduate Admissions
3301 College Avenue
Fort Lauderdale, Florida 33314

<table>
<thead>
<tr>
<th>Name of College/University</th>
<th>Date Started</th>
<th>Date Ended</th>
<th>Major Field</th>
<th>Degree (Mo/Yr)</th>
<th>G.P.A.</th>
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Graduate Record Exam (must have been taken in last 5 years):
Date Taken: ___________________ Date Advanced Psychology Test Taken: ___________________
(Please have the scores sent directly to above address, as this is a requirement for admission.)

Have you ever been dismissed from an educational institution?  __ No  __ Yes
If yes, explain: ________________________________________________________________

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

Citizenship Status:
__ U.S. Citizen
__ Nonresident Alien
__ Resident Alien

Do you require an I-20?  __ No  __ Yes
If you have a visa, indicate status code _________________________________________
Country of Citizenship: ________________________________________________________
Native Language: ______________________________________________________________

Ethnic Origin Data (This information is requested for reporting purposes only.)
Check one of the following:
__ Hispanic origin
__ White (not of Hispanic origin)
__ American Indian or native Alaskan
__ Asian or Pacific Islander
__ Black (not of Hispanic origin)

Applicant Status at Time of Application:
First time attending Nova University?  __ No  __ Yes
List articles, books or any other material published or paper presentations:

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<tr>
<th>Title</th>
<th>Where Published or Presented</th>
<th>Date</th>
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List academic honors, prizes, or scholarships you have received and professional organizations or honor societies in which you hold membership:

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Mental health/human services employment experience or volunteer activities:

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<th>Employer or Organization</th>
<th>Dates of Service</th>
<th>Description of Position</th>
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Are there any special provisions or considerations that you require?

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Computer proficiency: What is your proficiency level?

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With what computer languages are you familiar?

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List names of three academic references or professional supervisors who will submit letters of recommendation. Letters are to be sent directly to address on application.

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Please provide a statement of your professional experiences. This should include a description of your clinical experience, your research experience, and those aspects of psychology in which you have the greatest interest. Additionally, briefly describe your professional goals.

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If you require housing accommodations, please contact the housing office, (305) 475-7052.

Financial aid: (305) 475-7410

Have you applied for financial aid? __ Yes __ No

Have you filed a College Scholarship Service Financial Aid Form (F.A.F.)? __ Yes

If yes, when was the F.A.F. sent to Princeton, New Jersey? ________________

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

Applicant’s Signature ___________________________ Date __________

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor’s, master’s, educational specialist, and doctoral degrees. Nova University practices a policy of nondiscrimination in employment and admission. Nova University does not discriminate on the basis of race, color, age, sex, religion or creed, national or ethnic origin, or handicap.
NOVA UNIVERSITY
Center for Psychological Studies
Graduate Admissions
3301 College Avenue
Fort Lauderdale, Florida 33314

RECOMMENDATION FOR DOCTORAL STUDY

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<th>Program:</th>
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<th>Entry Date:</th>
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Social Security Number

Name of Reference

Applicant’s Name

TO THE APPLICANT: This form should be given to professors and/or employment supervisors who are able to comment on your qualifications for graduate study in clinical psychology. For the convenience of the person completing this form, you should include a stamped envelope addressed to:

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To be acceptable, this form must have the appropriate phrase below marked and your signature.

___ I waive my right to review this recommendation.
___ I do not waive my right to review this recommendation.

Date __________________________ Applicant’s Signature __________________________

TO THE EVALUATOR: The above named is applying for admission to a doctoral program in psychology at Nova University and would appreciate your evaluation of his or her academic/professional work on the enclosed form.

Please include a letter of recommendation written on your letterhead. We are particularly interested in your opinion regarding the following:

1. The applicant’s ability to profit from a doctoral program
2. The applicant’s maturity and emotional stability
3. The applicant’s oral and written communication skills
4. The applicant’s empathy with or sensitivity to others
5. The applicant’s potential for being an effective professional psychologist.

(OVER)
I have known the applicant for ____ years ____ months.
I have known the applicant: slightly fairly well very well.
I have known the applicant: as an undergraduate student as a teaching assistant
as a graduate student as an employment supervisee

Indicate the population with which the applicant is being compared in this rating:
undergraduate students I have taught or known
master's students I have taught or known
doctoral students I have taught or known
colleagues with whom I have worked.

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

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My overall recommendation of this candidate:
_____ not recommended
_____ recommended
_____ recommended with some reservations
_____ highly recommended

Signature of person completing this form

Name (print) ____________________________ Title ____________________________

Institution or affiliation

THANK YOU FOR COMPLETING THIS FORM.
RECOMMENDATION FOR DOCTORAL STUDY

Program: ___ Psy.D. ___ Ph.D. 

Entry Date: ________________________

Social Security Number ________________________ Name of Reference ________________________

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I have known the applicant: ______ as an undergraduate student ______ as a graduate student ______ as a teaching assistant ______ as an employment supervisee ______ other

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______ master's students I have taught or known.
______ doctoral students I have taught or known.
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My overall recommendation of this candidate:
______ not recommended ______ recommended ______ recommended with some reservations ______ highly recommended

Signature of person completing this form

Name (print) _______________ Title _______________

Institution or affiliation ____________________

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Graduate Admissions
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RECOMMENDATION FOR DOCTORAL STUDY

Program: ___ Psy.D. ___ Ph.D. Entry Date: ____________________________

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My overall recommendation of this candidate:
____ not recommended
____ recommended
____ recommended with some reservations
____ highly recommended

Signature of person completing this form

Name (print) ____________
Title ____________

Institution or affiliation ____________

THANK YOU FOR COMPLETING THIS FORM.
Master’s Programs
Master’s Programs

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

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

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

Main Campus Format

All courses meet weekly for a three-hour period. The Fall and Winter semesters run for 16 weeks. The Summer semester is half that length with the exception of practicums that span a 12-week period. Classes meet once per week during the Fall and Winter semesters and twice per week during the Summer semester. Courses are typically offered either 4:00 p.m. - 7:00 p.m. or 7:00 p.m. - 10:00 p.m., Monday through Thursday.
Field-Based Format

Each individual course spans an 8-week period with class time concentrated into two full weekends. Courses for a given cluster of students are offered one at a time (except during practicums*) and are scheduled from August through June. Each course is offered once for each cluster during the course of the 2-1/2 year program.

Students register and prepare for a course approximately 1 month prior to the first class meeting. Class meetings (except the practicums) are scheduled on Fridays (6:00 p.m. - 10:00 p.m.), Saturdays (8:30 a.m. - 6:00 p.m.) and on Sundays (8:30 a.m. - 5:30 p.m.). A total of 45 contact hours are required for each course. Following the first weekend of class, there are 3 more weeks of study time before the second weekend of class. During the second weekend, students register and receive materials and assignments for the next course, which begins approximately 4 weeks later.

Schedules will be affected by major holiday weekends, such as Labor Day, Thanksgiving, etc. When such conflicts occur, the schedule will be adjusted accordingly.

*Important: See description of Master’s Practicum Information in this bulletin.
Master’s Program

Field-Based Site Information

<table>
<thead>
<tr>
<th>SITE</th>
<th>LOCATION</th>
</tr>
</thead>
</table>
| Clearwater            | St. Paul’s School  
1600 St. Paul’s Drive  
Clearwater, Florida 33546-6493 |
| Coral Springs         | University School  
3251 NW 101st Avenue  
Coral Springs, Florida 33065 |
| Fort Myers            | Bayshore Elementary School  
17050 Williams Road  
North Fort Myers, Florida 33917 |
| Gainesville           | Gainesville High School  
1900 NW 13th Street  
Gainesville, Florida 32501 |
| Jacksonville          | Memorial Hospital  
3625 East University Boulevard  
Jacksonville, Florida 32216 |
| Melbourne             | Brevard Community College  
3865 North Wickham Road  
Melbourne, Florida 32936 |
| Miami                 | Miami-Dade Community College  
South Campus  
11011 SW 104th Street  
Miami, Florida 33176 |
| Ocala*                | TBA                                                                      |
| Orlando               | Southern College  
5600 Lake Underhill Road  
Orlando, Florida 32870 |
| West Palm Beach*      | Palm Beach Community College  
Edward M. Eissey Campus  
3160 PGA Boulevard  
Palm Beach Gardens, Florida 33410 |

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

*Current locations of master’s program in School Guidance and Counseling; other locations may be announced.
Master's Program

Site Locations*

*Additional sites may be announced. Sites may also be program specific.
Master's Academic Policies

Registration

All enrolled students are to be in continuous registration until they receive their degree unless prior approval is received from the Program Office.

Time Limits

Students must complete their program within 5 years from the date of first registration. This means that students are expected to complete the master's degree within this time period. In the event that a matriculated student who has been in continuous enrollment does not complete all requirements within the 5-year time limit, he or she must enroll in the master's program and:

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

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

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

Evaluation of Master’s Students

Each student is evaluated on an ongoing basis while enrolled in the program. In addition, there are course evaluations, matriculation, and evaluation of readiness for practicum. The purpose of evaluation is to provide students with relevant feedback concerning their performance and to serve as a screening process in order to ensure high standards for the professions of counseling. Relevant information including practicum evaluations is coordinated through the Program Office.

Degree Requirements

A student must complete all required courses for the degree chosen with a grade point average of at least 3.0. The Master of Science in Mental Health Counseling degree program requires 48 semester hours of graduate credit. The Master of Science in School Guidance and Counseling degree program requires 36 semester hours of graduate credit. All students will be required to pass the comprehensive final examination as part of their degree requirements. A candidate is expected to complete coursework and practicum requirements in 5 years.
State of Florida Licensure for Mental Health Counselors

On October 1, 1987, the State of Florida enacted new legislation (Chapter 491, Florida Statutes) that governs licensure requirements for Mental Health Counselors. Applicants interested in licensure should request in writing a copy of licensure requirements from the:

Department of Professional Regulation
Northwood Centre
1940 North Monroe Street
Tallahassee, Florida 32399-0750
(904) 487-2520

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

State of Florida Certification in Guidance and Counseling

The Master’s Program in School Guidance and Counseling was designed for the continued professional development of persons seeking positions in School Guidance. For State of Florida certification in Guidance and Counseling (Pre-K through 12). Coursework in the Master’s in School Guidance and Counseling is approved by the Florida Department of Education under Plan 2, Rule 64-4.0181, Florida Statutes. Applicants are responsible for verifying requirements for certification in guidance and counseling with their local school board certification office or with the Department of Education. State of Florida approval for certification does not necessarily apply to certification requirements in other states.
Master’s Degree in Mental Health Counseling Curriculum

There are 48 semester hour credits required for the master’s degree in Mental Health Counseling. Each course carries three semester hours of credit. These hours are distributed as follows:

**Required Courses**
- CGPY502 Counseling Theories and Practice
- CGPY504 Counseling Skills Lab I
- CGPY507 Research and Evaluation for Counselors
- PSY509 Personality Theories
- PSY512 Human Development and Learning
- CGPY570 Ethical, Legal, and Professional Issues for Counselors
- PSY580 Abnormal Psychology
- PSY582 Human Sexuality
- PSY608 Psychological Testing for Individual Evaluation
- CGPY625 Counseling Strategies for Individuals
- CGPY635 Group Theory and Practice
- CGPY670 Counseling Skills Lab II
- CGPY680 Counseling Practicum I
- CGPY681 Counseling Practicum II

**Elective Courses** Two courses will be selected from the following:
- CGPY510 Career Development
- CGPY515 Principles of Counseling and Guidance
- PSY535 Clinical Biofeedback
- PSY540 Aging I
- PSY544 Aging II
- PSY562 Social and Cultural Factors in Aging
- SGPY588 School Guidance Practicum
- PSY602 Behavioral Counseling
- CGPY610 Marriage and Family Counseling
- PSY612 Substance Abuse
- PSY622 Psychology of Women
- CGPY630 Counseling the Culturally Different Student
- PSY670 Community Mental Health

* Refer to Practicum Information section for more information.
**Additional electives may become available.
Master’s in Mental Health Counseling
Course Descriptions

Required Courses

CGPY502 Counseling Theories and Practice (3 cr.)
This course surveys the field of counseling. It considers the various theories of counseling and issues in the practice of mental health counseling.

CGPY504 Counseling Skills Lab I (3 cr.)
This small-lab course focuses on the development of basic interviewing and other assessment skills, with an emphasis on therapeutic listening skills. Stress will also be placed upon the acquisition of skills related to empathy, the counselor-counselee relationship, and the establishment of a therapeutic alliance in the context of cultural diversity. Teaching methods will include modeling and role-playing, along with didactic presentations and readings. **Prerequisite: CGPY502.**

CGPY507 Research and Evaluation for Counselors (3 cr.)
This course seeks to prepare counselors to be informed consumers of research and evaluation. It covers basic statistics, basic research designs, and program evaluation. It provides experience in reading research and evaluation reports.

PSY509 Personality Theories (3 cr.)
This course provides basic coverage of theories of personality in the psychodynamic, humanistic, and learning traditions. Of particular interest are theories' explanations of how normal and abnormal personalities develop and how they can change. Theories are critiqued and compared.

PSY512 Human Development and Learning (3 cr.)
This course covers how developmental maturation and social learning shape personality, both in childhood and adulthood. Theory and research in social development and learning are covered on topics such as attachment, aggression, sexuality, morality, and self-regulation, and self-concept.

CGPY570 Ethical, Legal, and Professional Issues for Counselors (3 cr.)
This course covers standards for professional conduct in counseling. It considers ethical and legal decisions that counselors must make, such as scope of professional competence, confidentiality, duty to warn and protect, and value differences with clients. Case examples, current statutes, and counseling culturally diverse clients are discussed.

PSY580 Abnormal Psychology (3 cr.)
This course is an introduction to various approaches to the definition and study of abnormal or maladaptive behavior. The major diagnostic categories of DSM III-R will be reviewed with emphasis on descriptive features, theories of etiology, and common treatment approaches.
PSY582 Human Sexuality (3 cr.)
This course is an overview of the basics of sexual anatomy, physiology, and development. The student will acquire an understanding of human sexual response, concepts of sex therapies, and human sexual dysfunction. Also included are methods of contraception, sex and family planning, variations of sexual behavior, and the importance of the counselor in the role of the educator.

PSY608 Psychological Testing for Individual Evaluation (3 cr.)
This course surveys frequently used tests of aptitude, interest, and personality. Test content, purpose, psychometric properties, administration, and scoring procedures are compared and evaluated. Issues of test use with culturally diverse populations are addressed. Prerequisite: CGPY507 or consent of instructor.

CGPY625 Counseling Strategies for Individuals (3 cr.)
This course is designed to provide the student with an in-depth exposure to up to five approaches to individual psychotherapy. The approaches presented will include at least one from each of the areas of behavior therapy, psychodynamic therapy, and humanistic therapy. The student is expected to acquire both theoretical and practical knowledge of each of the approaches covered. CGPY504, PSY580, or consent of instructor.

CGPY635 Group Theory and Practice (3 cr.)
This course overviews various group therapy. Topics covered include group therapy as a laboratory for interpersonal learning, therapist facilitative techniques, group dynamics, the development and role of group cohesiveness, selection and composition of groups, and stages of group therapy. Prerequisite: CGPY504.

CGPY670 Counseling Skills Lab II (3 cr.)
This course is an extension of Counseling Skills Lab I and an integration of counseling strategies. It will cover training in advanced interviewing strategies, therapeutic communication, session- structuring, goal-setting, and basic, widely applicable intervention skills. This course is prerequisite to entry into practicum. Prerequisite: CGPY625.

CGPY680 Counseling Practicum I (3 cr.)
The student is required to spend a specified number of hours per week at a selected agency working under supervision with clients. During that time, the student is expected to increase his or her competence in the areas of basic interviewing, assessment, and counseling skills. Furthermore, the student will be made more aware of the ethical legal, and professional issues inherent in the counseling process. Prerequisite: CGPY670 and consent of adviser.

CGPY681 Counseling Practicum II (3 cr.)
This practicum is a continuation of Practicum I. The student will be expected to develop more advanced skills in interviewing, assessment, and intervention. Simultaneously, continued emphasis will be placed upon ethical, legal, and professional issues. Prerequisite: CGPY680 and consent of adviser.
Elective Courses

CGPY510 Career Development (3 cr.)
Theories of occupational choice, career development, and social mobility are reviewed within the context of national, state, or regional economic development. Occupational information is considered from the point of view of the individual as well as from the standpoint of manpower needs for industrial and economic development.

CGPY515 Principles of Counseling and Guidance (3 cr.)
This course covers the philosophy, functions, management, and operation of a counseling and guidance program in elementary and secondary schools.

CGPY610 Marriage and Family Counseling (3 cr.)
This course provides a survey of current approaches in family and marital counseling with an emphasis on various systemic models of family functioning and therapeutic intervention. Prerequisite: CGPY504 or consent of instructor.

CGPY630 Counseling the Culturally Different Student (3 cr.)
This course covers issues involved in the assessment and placement of minority students, and overviews issues in the selection of techniques for counseling. An essential goal is to affect the awareness, knowledge-base, and application of techniques. Methods used include group interaction, self-disclosure, in-depth examination of attitudes and prejudices, case studies, and role-playing.

PSY535 Clinical Biofeedback (3 cr.)
This course provides a review of the areas of clinical application of biofeedback techniques. Emphasis will be placed on integrating biofeedback with general psychotherapeutic processes for children and adults. Biofeedback as a technique for preventive medicine and health will also be discussed. The course includes laboratory experiences.

PSY540 Aging I (3 cr.)
This course acquaints the student with the processes of normal aging. Genetic, physical, physiological, social, and environmental components of aging are examined.

PSY544 Aging II (3 cr.)
Emotional disturbances common to the aging population are researched: the neuroses, especially depressive reaction, and the psychoses, especially organic brain syndrome. Treatment models are presented.

PSY562 Social and Cultural Factors in Aging (3 cr.)
The restoration of life-economy systems for the vastly expanding geriatric population is the focus of this course. Reapproachment of the aged with society, advocacy, and improved national outlook, and new treatment modes are studied.
PSY602 Behavioral Counseling (3 cr.)
This course is an introduction to operant conditioning and behavior therapy with an emphasis on the application of these approaches. Prerequisite: CGPY625 or consent of instructor.

PSY604 Child and Adolescent Psychopathology (3 cr.)
This course is an introduction to the study of child and adolescent psychopathology. Changes in behavior from birth to adulthood are examined from a developmental point of view. Major theories and pertinent research findings are critically reviewed, particularly as they contribute to greater understanding of the various factors associated with or responsible for deviations from normal, healthy development.

PSY612 Substance Abuse (3 cr.)
This course investigates the etiology of alcoholism and drug dependency. Attention is given to assessment and treatment in both individual and family therapy approaches. Prerequisite: CGPY625 or consent of instructor.

PSY622 Psychology of Women (3 cr.)
This course focuses on studies related to women and how women relate to the world as a result of their socialization. Research on sex differences related to physical and emotional factors is discussed. The course provides students with the opportunity to understand the current issues within the community and within the women’s movement. Prerequisite: CGPY625 or consent of instructor.

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

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

Practicum is conceived to be that phase of the master's program in which a counselor-trainee is able to crystallize his or her educational experiences by actually translating theoretical constructs into practice. This type of supervised practice in counseling is generally viewed as an experience which assists the prospective counselor to function effectively in a future employment situation. It serves as a bridge between the theoretical and the real. It is the first opportunity for the counselor-trainee to apply what he or she has learned from the more didactic portion of the curriculum.

Two semesters of practicums are required in the master’s programs to afford students the opportunity of working with a variety of client populations over time. Admitted students will receive a *Handbook of Practicum Experiences* and specific details on practicums at the appropriate time in their program. Practicums are scheduled so that most individuals, if their schedule and employment permit, can continue their employment. Some students may wish to take a leave of absence or reduce their workload during this portion of the program.

**Main Campus Format**

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

**Field-Based Format**

Each practicum spans a 16-week period. The student will spend a specified number of hours in a community agency setting along with the regularly scheduled practicum seminar classes. Seminar classes will be scheduled during weekday evenings and/or on Saturdays. Each site has a local practicum coordinator who assists in all arrangements for site placements. Practicums constitute a departure from the weekend format. Please be advised that, during practicums, students may also be enrolled in regularly scheduled weekend classes.

**Professional Liability Insurance**

Students entering practicum will be charged a nominal fee for liability insurance coverage provided under the Center for Psychological Studies’ group policy. All students are required to abide by the *Ethical Standards of the American Association for Counseling and Development*, the ethical standards of their respective professions, the policies and procedures of the Center for Psychological Studies, and agency placement rules and regulations.
# Master's Program in School Guidance and Counseling Curriculum

## Required Courses

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

Required Courses

CGPY Counseling Theories and Practice (3 cr.)
This course surveys the field of counseling. It considers the various theories of counseling and issues in the practice of counseling in various settings.

CGPY 504 Counseling Skills Lab I (3 cr.)
This small-lab course focuses on the development of basic interviewing and other assessment skills, with an emphasis on therapeutic listening skills. Stress will also be placed upon the acquisition of skills related to empathy, the counselor-counselee relationship, and the establishment of a therapeutic alliance in the context of cultural diversity. Teaching methods will include modeling and role-playing, along with didactic presentations and readings. Prerequisite: CGPY 502.

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

PSY 512 Human Development and Learning (3 cr.)
This course covers how developmental maturation and social learning shape personality, both in childhood and adulthood. Theory and research in social development and learning are covered in topics such as attachment, aggression, sexuality, morality and self-regulation, and self-concept.

CGPY 515 Principles of Counseling and Guidance (3 cr.)
This course covers the philosophy, functions, management, and operation of a counseling and guidance program in elementary and secondary schools.

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

PSY 585 Psychology of Exceptional and At-Risk Children (3 cr.)
This course covers the etiology and characteristics of exceptionalities and children at risk for underachievement and dropping out. Also covered is the role of the guidance counselor in identifying such problems, drawing on available resources, and making appropriate referrals.
CGPY 630 Counseling the Culturally Different Student (3 cr.)
This course covers issues involved in the assessment and placement of minority students, and overviews issues in the selection of techniques for counseling. An essential goal is to affect the awareness, knowledge-base, and application of techniques. Methods used include group interaction, self-disclosure, in-depth examination of attitudes and prejudices, case studies, and role-playing.

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

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

CGPY 688 Practicum: School Guidance (3 cr.)
Supervised guidance practicum in an elementary, middle, or secondary school setting. Prerequisite: Consent of an adviser.
### 1991-1992 Master's Program Estimated Expenses

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

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<th>Description</th>
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<td>Application Fee (nonrefundable)</td>
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<tr>
<td>Registration Fee</td>
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<td>Late Registration Penalty</td>
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<tr>
<td>Practicum Insurance (per practicum)</td>
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<tr>
<td>Transcript Fee</td>
<td>$3</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$30</td>
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</tbody>
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*Please note that all above fees are subject to change without notice.*
Master’s Admissions

Requirements

To be considered for admission to graduate study in the master’s programs, the applicant is required to present evidence of scholastic ability, interest in the area of psychology and counseling, personal stability, and strong character. Minimum requirements include a baccalaureate degree from a regionally accredited institution. Applicants must also submit the following materials:

Degree-Seeking Students

1. Application form and fee;
2. Official transcripts sent directly from all colleges and/or universities attended as an undergraduate. If requesting transfer credits, also submit appropriate graduate transcript(s);
3. Two letters of recommendation;
4. A 500- to 1,000-word typed professional statement of goals including information about experience in the field of counseling, personal interests, and career goals; and
5. Copy of teaching certificate (School Guidance and Counseling applicants only).*

*Applicants may request waiver of this requirement by contacting the Office of Graduate Admissions (305-475-7099).

Special Students (non-degree-seeking)

1. Application form and fee;
2. A letter specifying desired coursework;
3. Official transcripts sent directly from colleges and/or universities where bachelor and master’s degrees were conferred;
4. Two letters of recommendation; and
5. Copy of teaching certificate (School Guidance and Counseling applicants only).

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

Application Deadlines

Students may be admitted to main campus programs for Fall, Winter, or Summer sessions. Field-based cluster admissions will vary. Specific applications information related to site are included as a separate handout.
Admission of Master's Students to Doctoral Programs

Acceptance to or completion of the Center of Psychological Studies master's program does not imply automatic admission to doctoral programs nor transfer of credit to the doctoral program. Applicants may apply to both programs, but must do so via separate application procedures. Potential master's applicants considering applying for doctoral program admission should seek advisement at the earliest possible date.

Matriculation

Mental Health Counseling Program. Students who are admitted into graduate study at the Master's level are reviewed for degree candidacy (matriculation) after completion of the designated four courses (12 credits) which must be completed within the first 6 courses (18 credits) for which the student is enrolled.

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

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

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

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

Students with a grade point average greater than 2.5 but less than 3.0 for the four designated courses will be maintained in a non-matriculated status. No more than 4 additional courses may be taken without achieving an overall grade point average of 3.0 and a satisfactory evaluation from the faculty.

School Guidance and Counseling Program. Students who are admitted into graduate study at the Master's level are reviewed for degree candidacy (matriculation) after the completion of the first four courses (12 credits) for which the student is enrolled.

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

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

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

**Transfer of Credits**

The transfer of up to a maximum of six semester hours will be allowed upon approval of the Administrator of the Master’s Programs. For consideration for transfer, the course being evaluated must meet all the following criteria:

1. It is a graduate-level course equivalent in content to a required course or related in content to elective courses in the curriculum;

2. It was taken at a regionally accredited institution;

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

4. A grade of "B" or higher was received.

A request for approval of transfer credits should be submitted to the Program Office with the following minimum information:

1. An official transcript from the institution where the course was taken; and

2. A course description as listed in the institution’s catalog.

It is the responsibility of the student to satisfactorily demonstrate the equivalence of the course(s) proposed in order for credits to be awarded.

Under certain circumstances a student may be asked to submit additional documentation, including but not limited to a course syllabus.

Courses completed at other institutions after the student has enrolled in the Master’s program will be considered only if there has been prior approval by the Administrator of the Master’s Program. Typically, such transfer credit is granted only under special circumstances. Transfer credits are not taken into account when computing the student’s grade point average.

*No transfer of credits may be applied to practicums.*
Master’s Programs
Application Packet
Directions to Applicants: This application must be accompanied by a nonrefundable fee of $30.00. The following materials must be sent to complete your application: at least two letters of recommendation from professors, professional supervisors, or other references are able to assess your qualifications for graduate study; official transcripts from all colleges or universities attended (if the initial transcript will not show your final grades and degree, ask the registrar of your college to send a supplementary transcript when the latest grades are available); and 500- to 1,000-word typed professional statement of goals.

Please print in ink or type.

Expected Start Date: ______________________

Soc. Sec. No. ____________________________ Sex: ( ) Male ( ) Female Date of Birth: ______________________

Location: _____ Main Campus _____ Field-Based Site (specify) ______________________

Last Name First Name Middle Initial Maiden Name

Legal/Permanent Address: Street and Number Apartment Number

City State Zip Code Home Telephone Business Telephone

Mailing Address City State Zip Code

EMERGENCY CONTACT:

Name ____________________________ Relationship ____________________________

Address ____________________________ Home Telephone Business Telephone

ACADEMIC GOAL:

_____ M.S. in Mental Health Counseling
_____ M.S. in School Guidance and Counseling
_____ Special Student (non-degree-seeking)
Please list all colleges and universities attended. Official transcripts mailed directly from each institution attended, as well as name of the institution where the bachelor's degree was conferred, are required. Send them to:

Nova University
Center for Psychological Studies
Graduate Admissions
3301 College Avenue
Fort Lauderdale, Florida 33314

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<th>Name of College/University</th>
<th>State</th>
<th>Date Started</th>
<th>Date Ended</th>
<th>Major Field</th>
<th>Degree (Mo/Yr)</th>
<th>G.P.A.</th>
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Do you intend to transfer any graduate-level credits toward your master's degree?  Yes  No
If yes, list the course number, title, institution and dates.

Contact the program office or see application instructions for procedures for transfer credit approval.

Citizenship Status:

__ U.S. Citizen  Do you require an I-20?  No  Yes
__ Nonresident Alien
__ Resident Alien  If you have a visa, indicate status code _______________________

Country of Citizenship _______________________

Native Language _______________________

Additional procedures are required for admission of nonresident alien students. Contact the International Student Adviser at (305) 475-7413. Nonresident alien students are not eligible for admission to the field-based programs.

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

Check one of the following:  Hispanic origin

__ White (not of Hispanic origin)  Asian or Pacific Islander
__ Black (not of Hispanic origin)  American Indian or native Alaskan

Applicant Status at Time of Application:

First time attending Nova University?  No  Yes
Employment Status:

__ Full-Time  __ Unemployed  __ Part-Time  Job Title

Employer Name

Employer Address: Street and Number

City  State  Zip

Telephone and Extension

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

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<th>Employer or Organization</th>
<th>Dates of Service</th>
<th>Description of Position</th>
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List academic honors, prizes, or scholarships you have received and professional organizations or honor societies in which you hold membership:

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List names of two academic references, professional supervisors, or other professional references able to assess your qualifications for graduate study. References should submit recommendation forms directly to the address on the front of the application unless otherwise instructed.

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Applicants must provide a two-page statement on one of the following topics: (a) description of your individual goals and career aspirations as they relate to a professional degree in Counseling at the master's level or (b) description of how your past background and experience have prepared you for graduate-level work in Counseling.
If you require housing accommodations, please contact the housing office, (305) 475-7052.

Financial aid: (305) 475-7410

Have you applied for financial aid?  ___ Yes ___ No

Have you filed a College Scholarship Service Financial Aid Form (F.A.F.)?  ___ Yes

If yes, when was the F.A.F. sent to Princeton, New Jersey? ___________________________

Have you ever been dismissed from an educational institution?  ___ Yes ___ No. If yes, explain:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________

Applicant's Signature ___________________________ Date

Nova University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, educational specialist, and doctoral degrees. Nova University practices a policy of nondiscrimination in employment and admission. Nova University does not discriminate on the basis of race, color, age, sex, religion or creed, national or ethnic origin, or handicap.
TO THE APPLICANT: This form should be given to professors and/or employment supervisors who are able to comment on your qualifications for graduate study in counseling. For the convenience of the person completing this form, you should include a stamped envelope addressed to:

Nova University
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Graduate Admissions
3301 College Avenue
Fort Lauderdale, Florida 33314

Under the Federal Family Educational Rights and Privacy Act of 1974, students are entitled to review their records, including letters of recommendation. However, those writing recommendations and those assessing recommendations may attach more significance to them if it is known that they will remain confidential. It is your option to waive or retain your right to access these recommendations.

To be acceptable, this form must have the appropriate phrase below marked and your signature.

___ I waive my right to review this recommendation.
___ I do not waive my right to review this recommendation.

Date ____________________________  Applicant's Signature ____________________________

TO THE EVALUATOR: The above named is applying for admission to a master's program in counseling at Nova University and would appreciate your evaluation of his or her academic/professional work on the enclosed form.

Please include a letter of recommendation written on your letterhead. We are particularly interested in your opinion regarding the following:

1. The applicant's ability to profit from a master's program
2. The applicant's maturity and emotional stability
3. The applicant's oral and written communication skills
4. The applicant's empathy with or sensitivity to others
5. The applicant's potential for being effective in a profession requiring counseling activities.

(OVER)
I have known the applicant for ___ years ___ months. 
I have known the applicant: ___ slightly ___ fairly well ___ very well.
I have known the applicant: ___ as an undergraduate student ___ as a teaching assistant 
___ as a graduate student ___ as an employment supervisee ___ other

Indicate the population with which the applicant is being compared in this rating:
___ undergraduate students I have taught or known
___ master's students I have taught or known
___ doctoral students I have taught or known
___ colleagues with whom I have worked.

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

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My overall recommendation of this candidate: 
___ not recommended ___ recommended ___ recommended with some reservations ___ highly recommended

Signature of person completing this form

Name (print) 

Institution or affiliation

THANK YOU FOR COMPLETING THIS FORM.
RECOMMENDATION FOR MASTER’S STUDY

Campus Site: ___________________________ Entry Date: ___________________________

Social Security Number: ___________________________ Name of Reference: ___________________________

Applicant’s Name: ___________________________

TO THE APPLICANT: This form should be given to professors and/or employment supervisors who are able to comment on your qualifications for graduate study in counseling. For the convenience of the person completing this form, you should include a stamped envelope addressed to:

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____ I waive my right to review this recommendation.
____ I do not waive my right to review this recommendation.

Date: ___________________________ Applicant’s Signature: ___________________________

TO THE EVALUATOR: The above named is applying for admission to a master’s program in counseling at Nova University and would appreciate your evaluation of his or her academic/professional work on the enclosed form.

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2. The applicant’s maturity and emotional stability
3. The applicant’s oral and written communication skills
4. The applicant’s empathy with or sensitivity to others
5. The applicant’s potential for being effective in a profession requiring counseling activities.

(OVER)
I have known the applicant for __ years __ months.
I have known the applicant: __ slightly ______ fairly well ___ very well.
I have known the applicant: ___ as an undergraduate student ___ as a teaching assistant
___ as a graduate student ___ as an employment supervisee ___ other

Indicate the population with which the applicant is being compared in this rating:
___ undergraduate students I have taught or known
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My overall recommendation of this candidate:
___ not recommended
___ recommended ___ highly recommended
___ recommended with some reservations

Signature of person completing this form

Name (print) ___________________________ Title ___________________________

Institution or affiliation ___________________________

THANK YOU FOR COMPLETING THIS FORM.
University Administration

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Center for Psychological Studies  

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A. Eugene Shapiro, Associate Dean  
Karen S. Grosby, Assistant Dean  
David Barone, Director, Maltz Institute  
Tom Dority, Director of Administration, Community Mental Health Center  
Mary Ann Dutton, Director of Clinical Training  
Bernard Eingold, Director of Academic Affairs  
Pamela Hall, Site Director, Lauderdale Lakes Clinic  
Michael Hershom, Site Director, Coral Springs Clinic  
Philinda Hutchings, Site Director, Davie Clinic and Director of Internship Training
Faculty and Their Professional Interests

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

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

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

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

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

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

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

Jan Faust, Ph.D., University of Georgia, Assistant Professor. Pediatric and child-clinical psychology; childhood adjustment to chronic diseases (e.g., Turner’s Syndrome and cancer); psychosomatic disorders, eating disorders, child abuse and preparation of children for invasive medical procedures; child treatment outcome research.

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

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

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

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

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

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

Robert Lane, Ph.D., AABP, New York University, Resident Psychoanalytic Scholar. Psychopathology; diagnosis; difficult patients; psychoanalysis, psychotherapy and supervision.

Cynthia Last, Ph.D., State University of New York at Albany, Professor. Anxiety disorders; child psychopathology; DSM diagnosis; behavior therapy.

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

Doil Montgomery, Ph.D., West Virginia University, Professor. Applied psychology; clinical applications of biofeedback; psychological intervention; techniques for chronic and acute pain conditions; self-regulations of dysfunctional physiological systems; professional development of biofeedback therapists.

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

Bady Quintar, Ph.D., ABPP, University of Kentucky, Professor. Projective techniques; psychoanalytic psychotherapy; ego psychology; postdoctoral training.
Leo J. Reyna, Ph.D., University of Iowa, Professor. Behavior analysis, therapy and theory; social skills training; anxiety, depression, and anger management; research on common factors in therapy, e.g., "trust," "warmth," "empathy," and other relationship issues; the role of verbal events in therapy and theory; research on iatrogenic vs. motivational features in maintaining client involvement in therapy.

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

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

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

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

Professor Emeritus

Richard Sanders, Ph.D.
Robert Weitz, Ph.D.
Adjunct Faculty

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

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

Frank E. Binford
M.A. Ball State University
Ph.D. University of Iowa

Etta Breit
M.A. University of South Florida
Ph.D. University of Pennsylvania

Juanita O. Brooks
M.Ed. Florida Atlantic University
Psy.D. Florida Institute of Technology

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

Janis Buffaloe
M.S. Florida Institute of Technology
Psy.D. Florida Institute of Technology

John C. Carracher
Psy.D. Nova University

Linda Chapman
M.S. Nova University

Gary Coats
Ph.D. University of Nebraska

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

Richard Davis
Ph.D. Nova University

Michael Dow
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