

2000

Doctoral Programs in Clinical Psychology Policies and Procedures 2000-2001

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Center for Psychological Studies

Doctoral Programs in Clinical Psychology

Policies and Procedures Handbook

2000-2001

MISSION STATEMENT

Nova Southeastern University is a dynamic, not-for-profit independent institution dedicated to providing high quality educational programs of distinction from preschool through the professional and doctoral levels, as well as service to the community. Nova Southeastern University prepares students for lifelong learning and leadership roles in business and the professions. It offers academic programs at times convenient to students, employing innovative delivery systems and rich learning resources on campus and at distant sites. The University fosters inquiry, research, and creative professional activity, by uniting faculty and students in acquiring and applying knowledge in clinical, community, and professional settings.

Approved by the Board of Trustees, March 24, 1997

Table of Contents

Academic Calendar 2000-2001	1
I. Introduction to the Center for Psychological Studies.....	5
Accreditation.....	5
Center Philosophy.....	6
Doctoral Programs	6
Psy.D.....	7
Ph.D.	8
Other Academic and Training Programs of the Center	8
NSU Community Mental Health Center.....	9
Special Clinical Services	9
General Clinical Services.....	12
Geriatric Residential and Day Treatment Services.....	13
Dual Diagnosis Residential and Day Treatment Program.....	13
South Florida Medical Options Program.....	13
II. Curriculum and Degree Requirements.....	14
Course Work.....	14
Concentrations	15
Ph.D. Model Course Sequence	17
Psy.D. Model Course Sequence.....	18
En Route Master's Degree in Clinical Psychology.....	19
Doctoral Course Descriptions.....	20
Clinical Training.....	39
Clinical Practica.....	39
Ph.D. Practicum Prerequisites	39
Psy.D. Practicum Prerequisites.....	40
Clinical Competency Examination.....	42
Internship	42
Professional Liability Insurance	43
Research Training.....	43
Ph.D. Program	43
Psy.D. Program.....	46
Statement on Research Data	46
Statement on Authorship of Research Involving Students.....	47
III. Academic Regulations and Information	49
Calendar and Classes	49
Academic Year	49
Attendance	49
Religious Holidays.....	49
Student Enrollment	49
Residency and Full-time Status	49
Leave of Absence	50
Time Limits.....	50
Failure to Register.....	51
Candidacy	51

Advising.....	51
Orientation	51
Advising.....	51
Mentoring by Faculty.....	51
Transfers between the Ph.D. and Psy.D. Programs	52
Joint Ph.D. and Psy.D. Degree.....	52
Academic Standing.....	52
Remediation Policy	52
Probation.....	53
Dismissal.....	54
Registration.....	54
Payment of Tuition and Fees	54
Tuition and Fees for the 2000-2001 Academic Year.....	54
Refund Policy	55
Drop/Add	55
Withdrawal From a Course.....	56
Auditing a Course.....	56
Transfer of Credit	56
Grading Policy	57
Evaluation of Doctoral Students.....	59
Degree Conferral	60
Graduation	60
IV. Student Rights and Responsibilities.....	61
Ethical Issues in the Center for Psychological Studies.....	61
Dual Relationships Between Faculty and Students	62
No Direct Payment to Faculty.....	63
Student Appeals.....	63
Informal Procedure	63
Formal Procedure.....	63
Students with Disabilities.....	64
Code of Student Conduct and Academic Responsibility.....	65
NSU Statement of Academic Rights and Responsibilities.....	65
Academic Standards	66
Conduct Standards	67
Supplementary Standards	68
Violations.....	68
NSU Policies Governing Student Relations.....	68
General.....	68
Institutional and Academic Information.....	68
International Students	69
Veterans' Benefits	69
Veterans' Benefits for Off-Campus Graduate Programs	69
Grade/Progress Reports for VA Students.....	69
Student Publications	69
Student Participation in University Governance.....	70
Notice of Nondiscrimination.....	70
Drug-Free Schools and Campuses.....	71

Smoking and Nonsmoking.....	72
Alcohol and Other Drugs.....	73
Substance Abuse Awareness, Education, and Prevention.....	73
Communicable Diseases Policy Guidelines.....	75
Policy on Sexual Harassment	77
Privacy of Records.....	79
Reservation of Power.....	79
Computer Use Policies.....	80
World Wide Web Pages.....	82
Use of Material in Web Pages	82
Controlled Substances – Uses and Effects Chart.....	84
Federal Drug Trafficking Penalties Chart.....	87
V. Other Policies and Information	90
Academic Support Services.....	90
Library Services.....	90
MicroLab	90
Center for Media and Technology.....	91
CPS Testing Library and Statistical Consulting Lab.....	91
Career Resources	91
Faculty Decision-Making	92
Student Evaluation of Courses.....	92
Student Organizations and Activities.....	92
Student Government Association	92
Social/Athletic Involvement	92
Professional Organizations	92
Licensure and Certification.....	93
Copyright Regulations	93
Manuscript Style.....	94
Protection of Human Subjects in Research.....	94
Funded and Unfunded Research	95
Student Facilities.....	95
Textbooks	95
Mailboxes and Notice Boards.....	95
Student Carrels.....	96
Typing and Supplies	96
Therapist Referral List.....	96
Financial Aid.....	96
When to Apply for Financial Aid	96
General Eligibility Requirements.....	97
NSU Student Aid Programs.....	97
CPS Student Aid Programs.....	98
CPS Student Employment.....	98
Policy on Outside Employment.....	99
Safety and Security Information.....	99
Hurricane Information	99

VI. Center for Psychological Studies Organization.....	101
Center Administration	101
Full-time Faculty Professional Interests.....	102
Professors Emeriti	105
Full-time Faculty from Other NSU Centers.....	105
Visiting Faculty	105
Part-time Core Faculty	106
Adjunct Faculty	107
Doctoral Student Listing.....	109
Phone List for CPS.....	117
Important Telephone Numbers.....	118
VII. By-Laws of the Student Government Association.....	119
VIII. Index.....	120

Academic Calendar Main Campus

The on-campus academic programs are offered during an academic year that is divided into semesters of 15 weeks each. Additionally, there are two summer sessions, each seven and a half weeks long. The following 2000-2001 calendar applies to all programs offered through the center except the field-based program.

Fall 2000

Mon., Aug. 21 – Tue., Aug. 22	Registration and advisement for continuing on-campus master's students
Thur., Aug. 24	Orientation and registration for new on-campus master's students
Mon., Aug. 21 – Thur., Aug. 24 & Mon., Aug. 28	Registration for continuing doctoral students
Fri., Aug. 25	Orientation and registration for new doctoral students
Mon., Aug. 28	Classes begin Last day for completing regular registration Late registration fee of \$30 will be charged after this date End of 100% refund
Mon., Sept. 4	Labor Day, university offices closed
Tue., Sept. 5	Last day for completing late registration
Fri., Sept. 8	Last day for adding classes
Mon., Sept. 11	End of 80% refund
Mon., Sept. 18	End of 60% refund
Mon., Sept. 25	End of 40% refund
Mon., Oct. 2	End of 20% refund. Last day for dropping classes with refund
Mon., Oct. 9	Yom Kippur, university offices closed
Oct. 20, 21, 22 Nov. 17, 18, 19	Master's on-campus intensive weekend format course
Thur., Nov. 16 – Fri., Nov. 17	Registration and advisement for continuing on-campus master's students for Winter, 2001
Thur., Nov. 23 – Fri., Nov. 24	Thanksgiving, university offices closed
Fri., Dec. 15	Fall semester ends
Thur., Dec. 21	Final grades due in program office
Mon., Dec. 25	Christmas Holiday, university offices closed
Mon., Jan. 1	New Year's Holiday, university offices closed

Winter 2001

Mon., Jan. 8	Orientation and registration for new on-campus master's students Classes begin Last day for completing regular registration Late registration fee of \$30 will be charged after this date End of 100% refund
Mon., Jan. 15	Martin L. King, Jr. Day, university offices closed
Tue., Jan. 16	Last day for completing late registration
Fri., Jan. 19	End of 80% refund. Last day for adding classes
Fri., Jan. 26	End of 60% refund
Fri., Feb. 2	End of 40% refund
Fri., Feb. 9	End of 20% refund Last day for dropping classes with refund
Feb. 16, 17, 18 Mar. 9, 10, 11	Master's on campus intensive weekend format course
Mon., Feb. 26 – Fri., Mar. 2	SPRING BREAK
Mon., Apr. 9 – Tue., Apr. 10	Registration and advisement for continuing on-campus master's students for Summer I & II, 2001
Fri, Apr. 13	Good Friday, university offices closed
Thur., Apr. 26	Orientation and registration for new on-campus master's students
Fri., Apr. 27	Winter semester ends
Thur., May 3	Final grades due in program office

Summer 2001 – Term I

Mon., Apr. 23 – Wed., May 2	Registration for doctoral students
Wed., May 2	Classes begin Last day for regular registration Late registration fee of \$30 will be charged after this date End of 100% refund
Tue., May 8	End of 75% refund Last day for completing late registration Last day for adding classes
Tue., May 15	End of 50% refund
Fri., May 18	End of 25% refund Last day for dropping classes with refund
Mon., May 28	Memorial Day, university offices closed
June 8, 9, 10 June 29, 30, July 1	Master's on-campus intensive weekend format course
Wed., June 20	Summer I session ends
Tue., June 26	Final grades due in program office

Summer 2001 - Term II

Mon., June 18-Tue., June 19	Registration for doctoral students
Wed., June 20	Classes begin Last day for completing regular registration Late registration fee of \$30 will be charged after this date End of 100% refund
Thur., June 28	End of 75% refund Last day for completing late registration Last day for adding classes
Wed., July 4	Independence Day, university offices closed
Fri., July 6	End of 50% refund
Fri., July 13	End of 25% refund Last day for dropping classes with refund
Fri., Aug 10	Summer II session ends
Thur., Aug 16	Final grades due in program office

ALL UNIVERSITY OFFICES ARE CLOSED ON THE FOLLOWING DAYS

HOLIDAYS	2000-2001
Labor Day	Mon., Sept. 4
Yom Kippur	Mon., Oct. 9
Thanksgiving	Thur., Nov. 23-Fri., Nov. 24
Christmas Holiday	Mon., Dec. 25
New Year's Holiday	Mon., Jan. 1
Martin L. King, Jr. Day	Mon., Jan. 15
Good Friday	Fri., Apr. 13
Memorial Day	Mon., May 28
Independence Day	Wed., July 4

I. Introduction to the Center for Psychological Studies

The Center for Psychological Studies welcomes you to graduate study at Nova Southeastern University. The Center for Psychological Studies, first organized in 1967 as the Behavioral Sciences Center, is concerned with graduate training, research, and service in psychology and mental health. Because of the competitive nature of the application process for the Doctor of Philosophy (Ph.D.) and the Doctor of Psychology (Psy.D.) clinical programs, your admission signifies that you have distinguished yourself by your academic and professional achievements.

The center has many resources available to you during your training years. In addition to the faculty and your fellow graduate students, you will have access to libraries, computer labs, schools, hospitals, clinics, and professional organizations. It is important that you remember, however, that the successful completion of your graduate training rests with you more than anyone else.

This *Policies and Procedures Handbook* was designed to familiarize you with the specific policies and procedures governing the Ph.D. and Psy.D. clinical psychology programs. Knowledge of the contents of this *Handbook* and of the *Center for Psychological Studies Catalog* is essential to ensure the smooth functioning of your graduate training. You are urged to read this handbook at the start of your program and to make frequent reference to it. **Ignorance of policies and procedures in this handbook is not an acceptable defense for failing to abide by them.** The graduate programs continue to evolve, and periodically there may be changes in curriculum, research, practica, or other requirements. Because these changes occur to improve the training of psychologists, changes will become part of the requirements for graduation for all students at the discretion of the Dean, regardless of the student's status in the program (see also, Reservation of Power, pg. 79).

Accreditation

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees. The university is chartered by the State of Florida. The Center for Psychological Studies' doctoral programs are accredited by the American Psychological Association (APA), 750 First Street, NE, Washington, DC, 20002-4242. Additionally, the Center for Psychological Studies sponsors two pre-doctoral internship programs. The CPS Community Mental Health Center internship program is accredited by the APA and the Consortium Internship Program is accredited by the Association of Psychology Postdoctoral and Internship Centers (APPIC). Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin.

Center Philosophy

The Center for Psychological Studies is committed to providing the highest quality educational experience to current and future psychologists and counseling professionals. It provides quality education and training in psychology. It encourages the advancement of knowledge through research. Finally, it provides high-level psychological services to a variety of individuals with varying needs.

The center further provides for a variety of professional needs simultaneously. There is a strong commitment to the advancement of psychological knowledge. Faculty are active in their research pursuits. The clinical Ph.D. program provides training for doctoral candidates pursuing careers as applied researchers. Equally strong is the commitment to provide training for the practitioner-oriented psychologist. The Psy.D. program in clinical psychology provides quality training for doctoral candidates committed to the practice of psychology. In response to recent changes in the delivery of health care and the profession of psychology, the center has developed concentrations at the doctoral level. The postdoctoral master's program in psychopharmacology provides practicing psychologists with a knowledge base in psychopharmacology that will enable them to discuss medication requirements knowledgeably with their patient's physician. The master's programs in mental health counseling and school guidance and counseling provide quality training for individuals engaging in service delivery (under supervision) within agencies and schools. The center also provides educational experiences for the professional community through the Continuing Education Program Series.

The center believes in the principle that each individual best serves both the profession of psychology and society as a whole through education if training encourages critical thinking, creative analysis, and an openness to new ideas and opinions. A wide range of points of view within psychology are represented as it relates to the breadth of societal needs.

Doctoral Programs

By offering both the Doctor of Psychology (Psy.D.) and the Doctor of Philosophy (Ph.D.) degrees, the Center for Psychological Studies demonstrates its commitment to train psychologists both as researchers and as practitioners. The Psy.D. program is based on a model of the practitioner informed by science and the Ph.D. program is based on a model of the scientist-practitioner. Each program has a structured curriculum that develops the knowledge and skills of the doctoral student relevant to the program's model. Both require clinical training that includes clinical practica, the Clinical Competency Exam, and a 2,000-hour predoctoral internship at a site where the student has applied and been accepted.

In addition to the general training provided in the doctoral programs, students may elect to complete a concentration in **Clinical Forensic Psychology, Clinical Health Psychology, Clinical Neuropsychology, Psychodynamic Psychology, or Psychology of Long-Term Mental Illness.**

Concentrations consist of a set of courses (taken as electives), research, and a clinical practicum in the specialty area. There are limited slots in each concentration, and acceptance is typically during

the first or second year. However, students are accepted into Clinical Health Psychology and Clinical Neuropsychology at admission.

In addition to the concentrations, students develop their individual interests through elective course offerings. The elective courses provide the opportunity for additional learning in a variety of areas such as family therapy, child-clinical psychology, cross-cultural counseling, family violence, the applied analysis of behavior, etc. The electives provide flexibility for the students to establish specialized interests.

The Center for Psychological Studies seeks to develop strong mentoring relationships between faculty and students. These relationships provide individualized supervision and tutoring in scientific thinking, research, ethical decision making, and professional practice.

Doctor of Psychology (Psy.D.) Program

Traditionally, the training model for clinical psychologists has focused on training the graduate student first as a scientist and second as a practitioner. However, with the growing need in society for practitioners, many graduate students have elected to enter directly into the clinical services arena rather than academics or research. Consequently, in the 1960's, proposed alternate training procedures led to the development of programs emphasizing a practitioner informed by science model. This model was officially endorsed at the APA Vail Conference in 1973 as a more viable foundation for the education and training of individuals preparing to enter careers concerned primarily with direct delivery of psychological services and professional practice, as opposed to the research-oriented training they had been receiving.

The primary goal of the Psy.D. program is to offer academic, practicum, internship, and research experience directly relevant to the practitioner, while retaining the important scientific base upon which professional competence and knowledge rest. One goal of the curriculum is to prepare students to be life-long consumers of research.

Clinical skills are molded by a sequence of courses in assessment and intervention, both in theory and practice. These courses are supplemented by a variety of practicum experiences which include intensive supervision. The Psy.D. curriculum expertly trains students to perform as clinicians, private practitioners, supervisors, mental health consultants, instructors of clinical psychology, administrators of human service programs, and members of research teams. The degree of expertise in these various specialties, of course, is contingent upon the individual's educational concentrations, training exposures, and career aspirations.

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

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

Doctor of Philosophy (Ph.D.) Program

The Ph.D. program in clinical psychology adheres firmly to the principle that psychology is an empirically based discipline. The clinical psychology program will contribute most to the society that supports it if the education provides for the acquisition of the roles of the scientist and the practitioner. The focus of this program is on the empirical analysis of current topics and problems in clinical psychology. The development of sophistication in applied clinical research is emphasized. It is believed that only through the investigation of the psychological problems confronting contemporary society can solutions be found. Thus, much of the research conducted within the program involves the development and rigorous investigation of innovative assessment and intervention for clinical problems, rather than merely the analysis and evaluation of existing procedures.

The program curriculum is anchored in the cumulative body of psychological knowledge and provides a firm basis in statistics, research design, and experimental research methodology. Through a sequence of formal clinical courses, and through increasingly responsible exposure to clinical populations in supervised practica, the program develops the knowledge and skill required for the student to assume the role of a research-oriented clinical psychologist.

Graduates of this program are providing psychological services in a number of settings. Some have chosen academic settings, while others have chosen medical schools. Still others have become agency administrators. The majority of the graduates, however, have opted to work in service settings that allow them to use their clinical training and their training in program and outcome evaluations.

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

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

Other Academic and Training Programs of the Center

In addition to the Ph.D. and Psy.D. programs in clinical psychology, the center offers Master's of Science programs in mental health counseling and school guidance and counseling; an APA-approved predoctoral internship; a consortium predoctoral internship program (APPIC member); a postdoctoral master's program in psychopharmacology; the Southeast Institute of Cross-Cultural Counseling and Psychotherapy; the Institute of Trauma and Victimization; and continuing education workshops for mental health professionals. The 2000-2001 *Center for Psychological Studies' Catalog* describes these programs in more detail.

NSU Community Mental Health Center

The Center for Psychological Studies operates a nonprofit outpatient mental health facility funded cooperatively by the Florida Department of Children and Families, the Department of Housing and Urban Development, Broward County, and Nova Southeastern University. Services are available to all residents of Broward County including adults, children, adolescents, and elderly clients, regardless of race, color, sex, age, nondisqualifying disability, religion or creed, sexual orientation, or national or ethnic origin. Over 4,000 unduplicated clients are served per year. The services offered by the Community Mental Health Center include the following:

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

The clinical staff consists of professionals in psychology, psychiatry, social work, mental health counseling, nursing, and education. The Community Mental Health Center maintains clinic sites on the main campus and in Lauderdale Lakes, a Dual Diagnosis residential treatment facility in Lauderdale Lakes and a Dual Diagnosis day treatment facility in Lauderdale Lakes. The Community Mental Health Center Geriatric Institute maintains a residential and day treatment facility in Lauderdale Lakes and a day treatment facility in Lauderdale Lakes.

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

Special Clinical Services

Adolescent Drug Abuse Prevention and Treatment Program. This program provides comprehensive assessment and treatment to adolescents who have been arrested for minor offenses, have substance abuse problems, or are at-risk for developing such problems. Services include

individual, group, and family therapy. Treatment components include social skills training, parent-child relationship enhancement, anger management, communication skills training, and behavioral contracting. Training in cognitive-behavioral, family systems, experiential, and social-learning theory approaches is provided.

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

Clinical Biofeedback Program. This program was established to provide treatment to individuals with a variety of somatic and tension-related disorders. Treatment is applicable to a broad spectrum of complaints, including tension and migraine headaches, ADHD, TMJ, anxiety, phobias, bruxism, chronic and acute pain, Raynaud's disorder, and essential hypertension. The equipment utilized is computer-based, state-of-the-art physiological monitoring systems. Biofeedback-facilitated relaxation training is often used as an adjunctive technique to other conventional therapies. Training in these techniques is offered to students through courses, practicum, and research opportunities.

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

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

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

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

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

Nova Southeastern University Student Counseling Services. The Student Counseling Program offers psychological support services for students of Nova College, the Shepard Broad Law Center, the Health Professions Division, and other graduate-level students who exhibit a wide range of problems such as depression, anxiety, interpersonal problems, substance abuse, eating disorders, etc. Counseling on academic issues is also offered and psychological testing is available. A stress inoculation program designed to assist students in managing anxiety related to examinations is also offered. Practicum placements and opportunities for research endeavors are available.

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

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

General Clinical Services

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

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

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

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

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

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

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

Geriatric Residential and Day Treatment Services

The Geriatric Institute, a program within Nova Southeastern University's Community Mental Health Center, is publicly funded by the Department of Children and Families and the U.S. Department of Housing and Urban Development. It provides comprehensive services to adults 55 or older who are experiencing a mental or emotional disorder or concurrent psychiatric and substance abuse problems (dually diagnosed).

The Geriatric Residence, a 62-bed facility located in Lauderhill, offers a continuum of inpatient/residential services that are available depending on the needs of the client. All the residences are designed and operated to provide a warm, family atmosphere where daily living and interpersonal skills are learned and practiced. The Day Treatment/Social Rehabilitation Program, located at the residence in Lauderhill, and an additional Day Treatment center in Lauderdale Lakes, together serve more than 200 clients annually. Here, clients participate in groups and classes, including art, music, and movement therapy, current events, coping and self-esteem skills, and adult living skills geared to their individual needs. Medical needs are addressed through a team of a psychiatrist, and internist, and nurses.

Dual Diagnosis Residential and Day Treatment Programs

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

South Florida Medical Corrections Options Program

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

II. Curriculum and Degree Completion Requirements

The Ph.D. and Psy.D. programs are full-time, on-campus programs typically requiring a minimum of five years of post-baccalaureate study, including four years on campus, and one year on a full-time predoctoral Clinical Internship. This five-year minimum may be lessened under certain circumstances, but in all cases a minimum residency requirement of three years must be met. A student is expected to graduate within eight (8) years of the date of first enrollment.

In both programs, students must satisfactorily complete all curriculum requirements:

1. Required curriculum
2. Elective course work and/or concentration
3. Research Requirements:
 - Ph.D. - Research Practica, Major Paper, Dissertation
 - Psy.D. - Directed Study: Research
4. Clinical Practica
5. Clinical Competency Examination
6. Clinical Internship

Each of these components is discussed in the following sections of this *Handbook*.

Course Work

The curriculum of each doctoral program is designed to provide the knowledge and training necessary for the student to develop as a clinical psychologist. The curriculum was developed by the faculty to provide both depth and breadth in psychology to the extent feasible within the time span of a graduate program. Both programs meet curricular requirements of the American Psychological Association. Graduates from both programs have been eligible for licensure in Florida and other states. However, since licensure requirements can change, each student should examine the licensure requirements of any state to which they may apply to ensure that the state's educational requirements are met. The Office of Academic Affairs has a directory of state boards, from which current requirements and addresses can be obtained.

Each doctoral curriculum allows the student to take elective courses or apply for a concentration to meet individual special interests and enrich the educational experience. Students may choose electives from any of the doctoral offerings of the Center for Psychological Studies. Note that in each curriculum a certain number of electives must be taken in the intervention area. Students should note that PSY 2806 (Intermediate Statistics with Lab) is not considered an elective for Ph.D. students.

The curriculum of each program is presented on the next several pages in a model course sequence. While the courses will generally be offered in the sequences shown, exceptions do occur. The student should not regard the sequences as inviolable. To assist the student in completing the program, a selection of required and elective courses are offered during the summer sessions. Students are free to plan an individualized course sequence that will best meet their educational goals and timetables. In doing so, care should be exercised to ensure that all prerequisites and co-requisites are met, and students should check their course plan with the Office of Academic Affairs. Students are advised to consult with faculty mentors about choice of electives that best meet their career objectives.

The Ph.D. program requires a minimum of 102 credit hours, whereas the Psy.D. program requires a minimum of 101 credit hours to graduate. The required courses are arranged in a model sequence presented on the pages to follow.

Concentrations

Although the center's doctoral programs are committed to the general training of clinical psychologists, we also give students the option of beginning to specialize. Concentrations have been (and may continue to be) developed in recognized areas of psychology. Each concentration accepts a limited number of students at admission or during the first or second year of study and therefore a student is not guaranteed a slot in a particular concentration. Each concentration consists of a set of electives, a practicum in an approved clinical program related to the concentration, and research activities with faculty in the concentration. Below are listed current concentrations with their required courses and concentration faculty.

Clinical Forensic Psychology: Recognizing the crucial need for competent clinical psychologists working within the justice system, the Clinical Forensic Psychology (CFP) concentration emphasizes clinical psychological skills applicable in the criminal justice system, which include issues regarding competency and criminal responsibility; psychological damages in civil trials; civil competencies; psychological autopsies and criminal profiling; and child custody and parental fitness. Course work includes: Introduction to Forensics; Forensic Psychology: Criminal Law; Forensic Psychology Assessment; Special Issues in Forensic Psychology; Two additional Forensic Courses (titles and content to be announced). (Burns, Golden, Shapiro, Van Hasselt, and Walker).

Clinical Health Psychology: Clinical Health Psychology (CHP) specializes in the study, treatment, and professional training in the interaction of physical health with the individual's cognitive, emotional, behavioral, and social functions. Its broad scope encompasses intervention for managing severe illnesses, rehabilitating disability, prevention of chronic disease, and maintenance of good health. Significant contributions have been made in chronic pain management, weight control, cardiovascular rehabilitation, pediatric diseases, and coping with medical procedures. Course work includes: Health Psychology; Basic Anatomy and Physiology for the Health Psychologist; Professional and Ethical Issues in Clinical Health Psychology: Medical Rounds Practicum; and three electives (e.g., Clinical Biofeedback, Therapy with HIV/AIDS Patients, Substance Abuse electives, Chronic Pain and Illness Management) (Fins, Katell, Kelleher, Montgomery, and M.Sobell).

Clinical Neuropsychology: Clinical Neuropsychology (CN) is concerned with the function of the brain and its relationship to all aspects of behavior, as well as the impact of brain dysfunction and injury on individuals' abilities to function. The program not only encompasses the approaches, perspectives, and practice settings of neuropsychology, but also extends to the related disciplines of neuroanatomy, neurophysiology, neuropathology, neurorehabilitation and child neuropsychological assessment. Course work includes: Clinical Neuropsychology, Clinical Neuroanatomy, Behavioral Neuropathology, Advanced Clinical Neuropsychology, Neuropsychological Case Analysis, Child Neuropsychological Assessment. Ph.D. students will complete their research practica, major papers and dissertation with a neuropsychology faculty member. Psy.D. students will complete four research practica, a research project equivalent to a major paper, a dissertation-equivalent project in the area of neuropsychology under the direction of a neuropsychology faculty member, as well as the Ph.D. three course statistical sequence. (Burns, Golden, and Mittenberg).

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

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

Nova Southeastern University Center for Psychological Studies

Ph.D. Program 2000 Model Curriculum *

First Year Fall Semester		Prerequisites	Credits	Third Year Winter Semester		Prerequisites	Credits
1403	Adult Psychopathology		3	3402	Social-Cognitive and Affective Bases of Behavior		3
1405	Developmental: Child & Adolescent		1.5	3702	Clinical Practicum IV	3701-3	3
1409	Professional Issues and Ethics		2	3704	Supervision IV	3703	1
1411	Conceptual Foundations		1.5	3803	Major Paper	1803-4, 2803-4	1.5
1501	Assessment: Intelligence Testing		3	3805	Multivariate Statistics II with Lab	3804	4
1605	Diversity in Assessment and Intervention		1.5		Elective		3
1803	Research Practicum I		1				
First Year Winter Semester			Fourth Year Fall Semester				
1408	Child and Adolescent Psychopathology	1405	3	Clinical Competency Exam			
1412	Psychobiology		3	All required courses plus 6 credits Intervention Electives (46XX)			
1502	Assessment: Interviewing		3	5850	Dissertation	3803	6
1610	Adult Intervention I +	1403, 1411, 1605	3		Elective		3
1703	Pre-Practicum I		1				
1804	Research Practicum II		1				
Second Year Fall Semester			Fourth Year Winter Semester				
2507	Objective Personality Assessment	1501-2	1.5	5850 Dissertation			
2509	Behavioral Assessment	1501-2	1.5				6
2603	Systems/Family Therapy +		1.5				
2604	Child & Adolescent Intervention +	1408	1.5				
2701	Clinical Practicum I	(All First Year Except 1412)	3				
2703	Supervision I		1				
2803	Research Practicum III		1				
2809	Research Design		3				
Second Year Winter Semester			Fifth Year				
2406	Psychopharmacology	1412	1.5	5700 Internship			
2511	Projective Personality Assessment	1501-2, 2507-9	3	(1 credit per semester fall and winter)			
2606	Case Conceptualization	1610 or 2603-4, 2701-3	3	All course work excluding 5850: Dissertation			
2702	Clinical Practicum II	2701-3	3				
2704	Supervision II	2703	1				
2804	Research Practicum IV		1				
2807	Advanced Statistics		3				
Third Year Fall Semester			Total Degree Credits				
3701	Clinical Practicum III	2507-9-11; 1610 or 2603/2604, 2606; 2702-4	3	102.0			
3703	Supervision III	2704	1	* Required and Elective Courses may be taken in any semester (including Summer) provided prerequisites have been satisfied.			
3803	Major Paper	1803-4, 2803-4	1.5	** For the 9 credits of electives, students admitted into a concentration should follow their concentration's requirements. Additional credits beyond the 102.0 may be required. However, if there are remaining elective credits, these must be met by taking at least 6 credits of Intervention (46XX) electives. Other students must complete 6 credits of Intervention (46XX) electives and 3 additional credits in any area.			
3804	Multivariate Statistics I with Lab	2807	4				
	Elective **		3				

+ Either 1610 OR 2603/2604 is required. The other 3 credits may be taken for an elective.

Nova Southeastern University Center for Psychological Studies

Psy.D. Program 2000 Model Curriculum *

First Year Fall Semester		Prerequisites	Credits	Third Year Winter Semester		Prerequisites	Credits
1403	Adult Psychopathology		3	3402	Social-Cognitive and Affective Bases of Behavior		3
1405	Developmental: Child & Adolescent		1.5	3702	Clinical Practicum IV	3701-3	3
1409	Professional Issues and Ethics		2	3704	Supervision IV	3703	1
1411	Conceptual Foundations		1.5	5890	Directed Study: Research		2
1501	Assessment: Intelligence Testing		3		Electives		6
1605	Diversity in Assessment and Intervention		1.5				
First Year Winter Semester				Fourth Year Fall Semester			
1408	Child and Adolescent Psychopathology	1405	3		Clinical Competency Exam	All required courses plus 6	
1412	Psychobiology		3		Electives	credits Intervention	
1502	Assessment: Interviewing		3			Electives (46XX)	6
1610	Adult Intervention I	1403, 1411, 1605	3				
1703	Pre-Practicum I		1				
Second Year Fall Semester				Fourth Year Winter Semester			
2507	Objective Personality Assessment	1501-2	1.5		Electives		9
2509	Behavioral Assessment	1501-2	1.5				
2603	Systems/Family Therapy		1.5				
2604	Child & Adolescent Intervention	1408	1.5				
2701	Clinical Practicum I	(All First Year Except 1412)	3				
2703	Supervision I		1				
2809	Research Design		3				
Second Year Winter Semester				Fifth Year			
2406	Psychopharmacology	1412	1.5	5700	Internship	All course work including	2
2511	Projective Personality Assessment	1501-2, 2507-9	3		(1 credit per semester fall and winter)	5890 Directed Study:	
2606	Case Conceptualization	1610, 2603-4, 2701-3	3			Research	
2702	Clinical Practicum II	2701-3	3				
2704	Supervision II	2703	1				
2806	Intermediate Statistics with Lab +		4				
Third Year Fall Semester				Total Degree Credits			
**	Intervention II		3	101.0			
3501	Integrated Report	2511	3	* Required and Elective Courses may be taken in any semester (including Summer) provided prerequisites have been satisfied.			
3701	Clinical Practicum III	2507-9-11; 2603-4-6; 2702-4	3	+ Students taking 2806 in the summer may take 3402 here.			
		Co/Pre Req 3501		*** For the 24 credits of electives, students admitted into a concentration should follow their concentration's requirements. However, if there are remaining elective credits, these must be met by taking at least 6 credits of Intervention (46XX) electives.			
3703	Supervision III	2704	1	Other students must complete 6 credits of Intervention (46XX) electives and 18 additional credits in any area.			
5890	Directed Study: Research Elective ***		2				
			3				
** Students may take 3605 Adult Intervention II or 3606 Systems/Family Therapy II							

En Route Master of Science in Clinical Psychology

Students enrolled in the Ph.D. or Psy.D. programs in clinical psychology may earn as an intermediate degree, the Master of Science in Clinical Psychology. The curriculum for this degree consists of all courses in the first two years of the model doctoral curricula (54 credit hours for the Psy.D. and 57 credit hours for the Ph.D.). Courses transferred into Nova Southeastern's doctoral programs do not count toward this degree. Any doctoral course with a comparable number of credit hours may be substituted for a transferred course.

Graduates with this degree will not have met the educational requirements for certification or licensure in the State of Florida and should not expect to provide psychological services as an independent practitioner. Rather, this degree should be utilized by the Ph.D. and Psy.D. students to demonstrate master's level achievement, or qualify for master's level employment.

Students completing the above requirements may complete a Degree Application Form and pay the required fee to receive the degree, however they may not participate in the graduation ceremony. (Note: Students paying this fee at this time will not have to pay it again when completing the doctorate, at which time they may participate in the graduation ceremony.)

Doctoral Programs in Clinical Psychology Course Descriptions

General Required Courses

PSY 1403 Adult Psychopathology (3 credits)

This course covers descriptive psychopathology and research on the etiology, epidemiology, dynamics and diversity issues of major adult and aged pathologic syndromes. It provides a thorough introduction to *DSM-IV* as a diagnostic tool.

PSY 1405 Developmental: Child and Adolescent (1.5 credits)

This course covers issues in human development that are especially relevant to children and adolescents, beginning with the earliest aspects of development during the prenatal period and ending with the final phase of transition from adolescence to adulthood. In this course will be selected that focus on normal and accelerated developmental progress, as well as factors that threaten to impede normal development.

PSY 1408 Child and Adolescent Psychopathology (3 credits)

This course will provide a comprehensive examination of specific disorders and problematic psychological states during childhood and adolescence. An emphasis will be placed on the description, theoretical conceptualization, and etiology of disorders. **Prerequisite: PSY 1405**

PSY 1409 Professional Issues and Ethics (2 credits)

This course acquaints the student with the extant legal and ethical principles and standards of practice that psychologists have developed for the profession.

PSY 1411 Conceptual Foundations (1.5 credits)

This course covers history and systems of psychology, including the fundamentals of scientific thinking, its bearing on theory development, the relationship between philosophical and empirical thought, and theoretical models of historical and current significance. It is crucial in introducing the dynamic interplay between theoretical knowledge, as well as how to evaluate evidence that supports or disconfirms theory. Major schools of thought in personality are then used to illustrate the application of these principles. Models covered include psychoanalytic, interpersonal/systems, humanistic/experiential, trait, psychobiological, operant/learning, and social cognitive.

PSY 1412 Psychobiology (3 credits)

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

PSY 2406 Psychopharmacology (1.5 credits)

This course covers the basic science, theory, research and clinical applications of psychopharmacology. It promotes the understanding of psychobiological processes in medicated patients and emphasizes the special psychotherapeutic requirements that relate to the currently prevalent combined therapeutic approach. The clinical issues are illustrated by case presentations and the review of the relevant literature. **Prerequisite: PSY 1412**

PSY 3402 Social-Cognitive and Affective Bases of Behavior (3 credits)

This course covers current theory and research on cognition, affect, and learning as they occur in integrated social and self-functioning. These include cognition, emotion, attributional styles, self-regulation, person perception, relationships, and clinical reasoning and judgment. In addition, cross-cultural aspects of social, cognitive and affective factors will be examined.

Assessment Required Courses

PSY 1501 Assessment: Intelligence Testing (3 credits)

The administration, interpretation, and communication of results of major intelligence tests is the focus of this course. Emphasis is placed on the many aspects of interpretation and report writing.

PSY 1502 Assessment: Interviewing (3 credits)

This is a basic course on the theoretical and practical aspects of the clinical assessment interview. Emphasis is placed on development of communication skills, rapport building, evaluation strategies, consideration of diagnostic data, cultural and ethnic diversity, the mental status evaluation, and the ability to organize information in written and oral form.

PSY 2507 Objective Personality Assessment (1.5 credits)

This course examines theoretical, conceptual, and methodological issues in objective personality assessment. An emphasis will be placed upon objective personality tests such as the MMPI-2, MMPI-A, 16 PF, Millon's MCMI, and others. **Prerequisites: PSY 1501, PSY 1502**

PSY 2509 Behavioral Assessment (1.5 credits)

This course will provide an overview of current strategies and issues in contemporary behavioral assessment. Included will be self-report and monitoring, direct and naturalistic observation of behavior and physiological measurement. Application to a variety of clinical disorders will be addressed and attention directed to collateral factors such as behavioral assets and limitations and environmental supports and restrictions that often have an impact on the client. **Prerequisites: PSY 1501, PSY 1502**

PSY 2511 Projective Personality Assessment (3 credits)

This course will provide an introduction to the theory, administration, scoring and interpretation of the major projective assessment measures including the Rorschach, TAT, sentence completion, and figure drawings. The specific value of the projective measures and associated research findings will be discussed. The student will also receive an introduction to integrating assessment materials for the purpose of writing psychological test reports. **Prerequisites: PSY 1501, PSY 1502, PSY 2507, PSY 2509**

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

The primary goal of this course is to help the student write a well-integrated and meaningful psychological report. Starting with basic data obtained from a well-balanced battery of tests and other sources, which may include interviews and developmental and social histories, the student is guided through the process of clinical inference, learning to examine and analyze the data, formulate integrative hypotheses, and generate a synthesized, integrated and meaningful psychological report. **Prerequisite: PSY 2511**

Intervention Required Courses

PSY 1605 Diversity in Assessment and Intervention (1.5 credits)

This course covers diversity issues and their implications for assessment and intervention. Specifically, it considers the psychological impact of gender, race, ethnicity, culture, religious preference, socioeconomic status, sexual orientation, and able-bodiedness. It includes exploration of common stereotypes and their impact on therapy. This course also includes an examination of innovative assessment methods for clients of diverse backgrounds.

PSY 1610 Adult Intervention I (3 credits)

This course covers primary approaches to treating adult clinical problems, with emphasis on treating adult Axis I disorders. Interventions with strong empirical and theoretical support are emphasized; relationship factors are also addressed. development of treatment interventions based on a wide range of conceptual models is highlighted. **Prerequisites: PSY 1403, PSY 1411, PSY 1605**

PSY 2603 Systems/Family Therapy (1.5 credits)

This course will cover systems theory with emphasis on applications to marital and family therapy. General systems theory, and conceptualizations from such schools as the Bowenian, Structural, and Strategic will be considered.

PSY 2604 Child and Adolescent Intervention (1.5 credits)

This course covers current intervention strategies for children and adolescents. Application of theory, methods, and current research in this area will be reviewed. **Prerequisite: PSY 1408**

PSY 2606 Case Conceptualization (3 credits)

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

PSY 3605 Adult Intervention II (3 credits)

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

PSY 3606 Systems/Family Therapy II (3 credits)

This course will explore family-of-origin issues and multigenerational processes as well as their influences on couples' relationships. Students will learn to apply family methods to specific problem areas such as divorce, parenting, chronic illness, phobias, suicide, etc. **Prerequisite: 2603**

Practicum and Internship Required

PSY 1703 Pre-Practicum I (1 credit)

This course will expose students to a variety of client populations and will provide some introductory experiences in a therapeutic context. The course is designed to allow students an opportunity to observe clinical psychology in practice prior to their being required to assume an active therapeutic role.

PSY 2701 Clinical Practicum I (3 credits)

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

PSY 2702 Clinical Practicum II (3 credits)

See description for PSY 2701 Clinical Practicum I. **Prerequisites: PSY 2701, PSY 2703**

PSY 2703 Supervision I (1 credit)

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

PSY 2704 Supervision II (1 credit)

See description for PSY 2703 Supervision I. **Prerequisite: PSY 2703**

PSY 3701 Clinical Practicum III (3 credits)

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

PSY 3702 Clinical Practicum IV (3 credits)

See description for PSY 3701 Clinical Practicum III. **Prerequisites: PSY 3701, PSY 3703**

PSY 3703 Supervision III (1 credit)

See description for PSY 2704 Supervision II. **Prerequisite: PSY 2704**

PSY 3704 Supervision IV (1 credit)

See description for PSY 3703 Supervision III. **Prerequisite: PSY 3703**

PSY 5700 Internship (2 credits)

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

Methodology, Research, and Dissertation Required

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

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

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

See description for PSY 1803 Research Practicum I.

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

See description for PSY 1803 Research Practicum I.

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

See description for PSY 1803 Research Practicum I.

PSY 2806 Intermediate Statistics With Lab (4 credits, Psy.D. only)

This course covers basic inferential and descriptive statistics to proficiency. Multivariate statistics is taught from a consumer perspective. A computer lab is included.

PSY 2807 Advanced Statistics (3 credits, Ph.D. only)

This course will focus on analysis of variance strategies for analyzing data from experimental and quasi-experimental designs. Topics covered include completely randomized designs, randomized block designs, repeated measures designs, hierarchical designs, and analysis of covariance designs. Planned and post-hoc comparisons will be addressed throughout.

PSY 2809 Research Design (3 credits)

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

PSY 3803 Major Paper (3 credits, Ph.D. only)

This course requires the student to design and implement an original research project. It requires a prospectus at enrollment and a written final research report of results. To be eligible for internship application, the major paper must be completed by the end of Summer Session I and the faculty supervisor must submit a grade by the end of Summer Session II. **Prerequisites:** PSY 1803, PSY 1804, PSY 2803, PSY 2804

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

This course focuses on multivariate statistical analyses through a detailed exploration of bivariate and multivariate regression and correlation. Other multivariate procedures such as canonical correlation will also be introduced. The course includes a computer lab that focuses on the use of statistical package(s) to perform these analyses. **Prerequisite: PSY 2807**

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

This course is a continuation of the content of Multivariate Statistics I and will include such topics as MANOVA and MANCOVA, classification and discrimination, and factor analytic methodology. The course includes a computer lab that focuses on the use of statistical package(s) to perform these analyses. **Prerequisite: PSY 3804**

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

The dissertation requires the design and implementation of an original significant research project. Upon enrollment, the student will submit a prospectus to the Office of Academic Affairs describing the study. Upon securing a committee, it must be submitted to the dean's office for approval. The student must orally defend the proposal and final product. A public presentation of research results in colloquium format is also required following the final dissertation defense. Bound copies of the approved dissertation must be submitted to the Office of the Dean and the University Library. Registration is minimally for two semesters. **Prerequisite: PSY 3803**

PSY 5851 Continuing Dissertation (1 credit, Ph.D. only)

Continuation of PSY 5850 Dissertation.

PSY 5890 Directed Study: Research (4 credits, Psy.D. only)

The Directed Study: Research will be under the direction of one faculty member. Upon enrollment, the student will submit a prospectus to the Office of Academic Affairs, describing the planned study. Content of the study can be an empirical study, part of a larger study, a critical literature review, case study, or other professional activity/product. A scholarly paper will be required as a final product, submitted by the student to the supervising faculty member. Upon completion, a copy of the directed study and a Research Completion Form will be submitted to the Office of the Dean. To be eligible for internship application, the Directed Study: Research must be completed by the end of Summer Session I and the faculty supervisor must submit a grade, Research Completion Form, and abstract by the end of Summer Session II.

General Elective Courses

PSY 4401 Clinical Neuropsychology (3 credits)

The study of the relationship between brain function and behavior. Major topics include: anatomy and physiology of the human brain, behavioral functions associated with the cerebral hemispheres and lobes, neurobehavioral presentations of common neurologic and psychiatric conditions, administration and interpretation of major neuropsychological test batteries, and diagnostic examination for brain dysfunction. **Prerequisite: PSY 1412 (Mittenberg)**

PSY 4405 Clinical Neuroanatomy (3 credits)

The understanding of the anatomical organization of the human nervous system is an important skill for a student of clinical neuropsychology. In this course the focus will be on those aspects of neuroanatomy that will aid in neuropsychological assessment and research. Topics will include the development, structure, and function of the human nervous system, neuroanatomical correlates of behavior, and the anatomical substrates of neuropathology. **Prerequisite:** PSY 1412 (Burns)

PSY 4406 Behavioral Neuropathology (3 credits)

This course is designed to provide an introduction to neuropathology. The understanding of the major diseases and disorders of the human nervous system is an important skill for a student of clinical neuropsychology. In this course the focus will be on those aspects of neuropathology that will aid in neuropsychological assessment and research. Topics will include the development of structural and chemical dysfunction of the human nervous system, neuroanatomical correlates of dysfunction, and the anatomical substrates of neuropathology. **Prerequisite:** PSY 1412 (Burns)

PSY 4409 Pediatric Psychology (3 credits)

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

PSY 4410 Psychology in Fiction (3 credits)

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

PSY 4413 Issues in Adult Development (3 credits)

This course covers the psychological development of the adult from post-adolescence to the elderly phase of life. Issues included are: relationships (seeking, establishment, maintenance, separation, resolution, and reconnection), family development (parenting and step-parenting), careers (choice, development, mature career change and retraining, and work vs. family demands), personal development (life satisfaction, aging processes throughout adulthood in the physical, social, emotional, and intellectual areas, and later life planning and lifestyle adjustments). (Michael)

PSY 4416 Child Advocacy and the Law (1-3 credits)

This course will provide training in basic issues of domestic law, special issues related to children and the law, exposure to various advocacy methods and processes related to children, and specific intervention techniques that can be used in making assessments of children who may be reluctant to provide certain kinds of information. (DePiano)

PSY 4417 Forensic Issues and Psychology (1 credit)

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

PSY 4418 Forensic Psychology: Criminal Law (3 credits)

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

PSY 4419 Forensic Psychology: Family Law 3 (cr.)

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

PSY 4420 Police Psychology (3 credits)

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

PSY 4421 Skills in Clinical Supervision and Consultation (3 credits)

This course surveys the recent work on supervision and the supervisory process. Theoretical models of supervision (including the developmental models), issues of gender and diversity, countertransference, and parallel process are viewed from a current literature standpoint. The development and role of the supervisor in supervision is highlighted. Other factors affecting the supervisory experience including the selection of patients to present, the choice of supervisor, ethical and legal issues, and reporting are also discussed. Current convergent and divergent views are then summarized. The role of the psychologist as consultant will also be addressed. (Lane)

PSY 4424 The Business of Psychology (3 credits)

This course will introduce students to the business of psychology. Issues related to private practice, employment, program development, and implementation will be presented. Specific topics will include: developing a private practice, surviving in a changing marketplace, establishing fees, coding and reimbursement, negotiating employment contracts, and development and implementation of psychological service units. (Harris)

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

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

PSY 4434 Childhood Aggression (3 credits)

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

PSY 4436 Development of Sex Differences in Personality and Social Behavior (3 credits)

This course will review current theory and research on the development of sex-linked aspects of personality and social behavior. Topics will include: theories and conceptualizations, assessment of sex-linked attributes and constructs, methods of research, biological influences, socialization influences, cognitive influences, and ethical, moral, and political issues.

PSY 4440 Social and Cultural Foundations of Counseling (3 credits)

This course addresses cultural diversity and its implications for counseling. It considers the psychological impact of factors such as sex, race, ethnicity and culture, religious preference, socioeconomic status, sexual orientation, and physical disability. It explores common stereotypes and out-group prejudices and how to overcome them in counseling. Finally, it reviews counseling issues and strategies for diverse clients. A research paper on the area is required. (Samuda)

PSY 4449 Introduction to Forensic Psychology (3 credits)

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

PSY 4450 Forensic Psychology: Special Issues (3 credits)

This course covers current special issues through the study of various cases in the particular area of psychology and the law. Each year that the course is offered, the topics and cases chosen for study may change depending on what is current in the courts, in psychology, and in the news. (Walker)

PSY 4451 Psychology of Jury Selection (3 credits)

Psychologists who study the behavior of people when they are selected and perform their duties as jurors in legal trials have been assisting attorneys to determine if they can predict verdicts prior to the trial by paying attention to various factors. Topics to be discussed include problems faced by attorneys in selecting a jury panel, lawyer's theories about what works in jury selection, scientific jury selection, extra-evidentiary factors that play a role in jury decisions (e.g. characteristics of defendant, victim, attorneys), and how members of the jury influence one another, both during the trial and during the deliberation process. How psychologists study each of these questions and ethical problems for lawyers and psychologists will be studied within a current and historical context including cultural issues raised.

PSY 4460 Basic Anatomy and Pathophysiology (3 credits)

This course is designed for students of clinical health psychology to gain a physiologic understanding of disease processes. Cellular physiology, neuro-pathology, immunology, cardiovascular, respiratory, gastrointestinal, musculo-skeletal, and endocrine physiology as well as pertinent disorders in each area will be studied.

PSY 4481 Community Psychology (3 credits)

This course covers a variety of topics relevant to psychologists specializing in long term mental illness. The focus will be on developing skills in areas including qualitative research, supervision, consultation, administration, advocacy and public policy, program development, grant writing and teaching/workshop planning. Guest speakers, field trips and clinical exercises will augment class lectures. (Lambert)

PSY 4491 Professional and Ethical Issues in Health Psychology/Medical Rounds (3 credits)

This course is designed to introduce students to professional and ethical issues in the field of Clinical Health Psychology. The course includes a field-based experience intended to provide students with an opportunity to participate in interdisciplinary rounds in medical settings. The field-based aspect of the course will require that the students spend approximately 20 hours observing medical rounds. Classroom-based work will focus on practical, professional, and ethical issues specifically related to the practice of health psychology. Relevant issues arising in the field-based experience will also be discussed in class. (Fins)

PSY 4501 Advanced Clinical Neuropsychology (3 credits)

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

PSY 4503 MMPI (3 credits)

The MMPI, MMPI-2, and MMPI-A are the most widely used clinical instruments, and the most widely used personality test. More than 15,000 research studies have been published using the test, and 1,000 specialized research scales have been developed. The course is intended to help the advanced student become more familiar with clinical interpretation of the MMPIs. We will also examine its various forms and the utility of specialized scales. In addition, we will explore its usefulness in conjunction with other instruments, such as the MCMI. **Prerequisite:** PSY 2507 (Dorfman)

PSY 4515 Child and Adolescent Neuropsychological Assessment (3 credits)

This course is designed to provide an introduction to developmental neuroanatomy, and developmental neuropsychological research and theory in the neuropsychological assessment of children. Cases of acute brain trauma, chronic brain injury, communicative disorders, learning disabilities, brain disease, sensory-motor handicaps, and seizure disorders will be presented to demonstrate the behavioral effects of these conditions. **Prerequisite:** PSY 1412 (Burns)

PSY 4516 Clinical Assessment of Malingering and Deception (3 credits)

Basic principles and concepts of how to assess for malingering and deception using a host of diagnostic, psychometric, and specialized techniques. Emphasis will be given on how to use structured and unstructured clinical interview techniques to assess for dissimulation. In addition, special attention will be given on the use of the Wechsler Scales, MMPI-2, Rorschach, and other psychological tests to ascertain whether a client is trying to minimize or exaggerate pathology. Role-playing and analysis of test data will be an integral part of the course. Research in the area of dissimulation will be discussed as well as implications on how to assess deception in special populations, such as amnesiacs, sex offenders, and individuals in custody disputes. Other specialized techniques, such as hypnosis, polygraph examination, and drug-assisted interviews will also be explored. **Prerequisite:** PSY 2511 (Frumkin)

PSY 4517 Neuropsychology Case Analysis (3 credits)

This course will cover the interpretation of batteries of neuropsychological tests that reflect classic conditions such as open and closed-head trauma, stroke, dementia, tumor, anoxia, carbon monoxide poisoning, Parkinson's disease, and other common conditions seen in adult acute hospital settings. The class will involve analysis of cases presented in the literature, as well as cases presented by the students. **Prerequisite:** PSY 4401, 4406, 4501 (Golden)

PSY 4520 Child Sexual Abuse Assessment (3 credits)

The purpose of this course is to provide the student with state-of-the-art knowledge and the tools necessary to properly assess the validity of allegations of CSA, and to assess the psychological impact of CSA on known victims. **Prerequisites:** PSY 1405, PSY 1408, PSY 1502 (Reed)

PSY 4525 Assessment of Culturally Diverse Clients (3 credits)

This course involves a critical review of traditional assessment methods and instruments when used to measure the intelligence and aptitudes of those persons who differ markedly from the social and cultural norms. It will demonstrate the counterproductive pitfalls in the application of such techniques when used to label ethnic minorities and underprivileged clients. Students will learn to use and apply alternative methods. The theoretical and practical innovations of dynamic assessment will be analyzed. **Prerequisite:** PSY 1605 (Lewis, Samuda)

PSY 4526 Learning Potential Assessment and Instruction (3 credits)

This course will include specific training in the concepts and application of Feuerstein's methods for assessing potential in culturally different clients and students and in enhancing their learning by means of remedial programs of instrumental enrichment. **Prerequisite:** PSY 1605 (Lewis, Samuda)

PSY 4550 Analytic Approaches to Assessment (3 credits)

Frequently used projective tests from the test battery (Rorschach, TAT, SC, Bender, and DAP) will be examined from a psychoanalytic viewpoint. Test protocols will be reviewed and analyzed with similar content from different tests pointed out. How to structure will be accentuated. Report writing stressing the principal conflict, and showing how conceptualization of a case begins with the patient's initial response and builds from this impression, reinforcing or offering new ideas, will be demonstrated. The work of a number of outstanding authors will be examined from a conflict/defense orientation. Organization, synthesization and integration of material will be highlighted. **Prerequisite:** PSY 2511 (Lane)

PSY 4560 Forensic Assessment (3 credits)

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

Intervention Elective Courses

PSY 4603 Play Therapy (3 credits)

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

PSY 4607 Group Theory and Processes (3 credits)

Group process provides an introduction to the theories and research pertaining to small group behavior. Experiencing group dynamics first hand and processing these experiences provide opportunities to become familiar with factors which influence behavior in small groups. (Fehr, Gordon, May)

PSY 4608 Advanced Group Theory and Processes (3 credits)

This course continues the student's training and experience in group psychotherapy. It is primarily focused on group-leader facilitation, empathy, sensitivity, lessening of prejudicial judgment as it relates to the many hues of human experience and behavior, and anxiety reduction with multiple-client interactions. A paper is required summarizing what was learned about group process and being a group member and leader. **Prerequisite:** PSY 4607 (Fehr)

PSY 4610 Human Sexuality and Sex Therapy (3 credits)

Addresses topics in the area of human sexuality and sexual functioning from several perspectives, such as historical, biological, psychosocial, behavioral and clinical intervention. Various approaches to conducting sex therapy will be presented as well. (Kaikobad, Michael, Moragne)

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

The objective of this course is to have students become thoroughly familiar with psychosocial, medical, and legal aspects of HIV, as well as to examine their own feelings as therapists dealing with people infected with HIV. (Fins)

PSY 4614 Interventions in Depression (3 credits)

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

PSY 4617 Ericksonian Hypnosis and Therapy (3 credits)

Basic skills of Ericksonian hypnosis (e.g., indirect methods of induction, utilization techniques) and therapy (e.g., use of metaphors, expectation sets, paradoxical interventions) will be taught through Erickson's writings, lecture and class discussion, in-class demonstrations and exercises, and videotaped demonstrations. (Gold)

PSY 4618 Clinical Applications of Hypnosis (3 credits)

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

PSY 4624 Cognitive Behavioral Treatment of Anxiety (3 credits)

This "hands-on" course uses a detailed case approach to assessing and treating anxiety disorders in both adults and children. Common cognitive-behavioral interventions including systematic desensitization, in vivo exposure, coping self-statement training, etc. will be reviewed, as well as assessment and diagnostic methods (i.e., interviews, BATs, self-report measures, etc.). Classes primarily will include didactic discussions and "lab" exercises. **Prerequisite: Practicum (Last)**

PSY 4626 Sports Psychology of Everyday Life (3 credits)

This class will survey principles of learning and performance psychology, including cognitive therapy, behavior therapy, hypnosis, imagery, and sports psychology and focus on applying these principles and techniques to performance psychology challenges of everyday life. Theory, research, and clinical application will include sports psychologists such as Nideffer and Suinn, as well as cognitive therapists and leading figures in hypnosis.

PSY 4628 Clinical Biofeedback (3 credits)

This course provides a review of the areas of clinical application of biofeedback techniques. Emphasis will be placed on integrating biofeedback with general psychotherapeutic processes for children and adults. Diagnostic categories include general anxiety disorders, simple phobia, and muscular disorders, cardiovascular and gastrointestinal disorders, chronic and acute pain conditions, sexual disorders, and autonomic dysregulation disorders. Biofeedback as a technique for preventive medicine and health will also be discussed. The course includes laboratory experiences. (Montgomery)

PSY 4629 Health Psychology (3 credits)

This course seeks to define the field of Health Psychology, and provides a conceptual overview of current assessment and treatment models. Emphasis is placed on the interrelationships among affective responses, recurrent behavior patterns, and organ system performance. Intervention strategies directed at lifestyle, as well as specific behavior changes, are highlighted. (Fins, Kelleher)

PSY 4630 Existential Therapy (3 credits)

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

PSY 4631 Humanistic Therapy (3 credits)

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

PSY 4632 Interpersonal/Systems Approaches to Therapy (3 credits)

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

PSY 4634 Psychodynamic Psychotherapy in Practice (3 credits)

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

PSY 4635 Psychodynamic Therapy I (3 credits)

This introductory course is designed to familiarize students with the basic concepts, range, scope, and limitations of psychoanalytic psychotherapy as a treatment modality. It is anticipated that by the end of this course, the student will have acquired the basic concepts necessary to have a fuller appreciation of this therapeutic approach. **Prerequisite:** PSY 1610 or 2603 (Quintar)

PSY 4636 Psychodynamic Therapy II: Classic and Ego (3 credits)

This course explains in depth the concepts of transference and countertransference, starting with the seminal work of Sigmund Freud in 1912 to the current time. **Prerequisite:** PSY 4635 (Quintar)

PSY 4637 Psychodynamic Treatment Approach to Family and Group (3 credits)

This course introduces the student to a dynamic approach to family and group psychotherapy. The approaches of the leading family and group therapists will be presented and compared. Students will become familiar with the basic concepts of both family and group therapy, how to conceptualize case material, and the factors that influence family and group dynamics. These will include the therapist-client relationship, major family and group resistances, transference and countertransference. Assessment techniques and intervention strategies with an emphasis on dynamic case analysis will be highlighted. (Gonzalez)

PSY 4638 Narcissistic and Borderline Disorders (3 credits)

The main objective of this course is to explore systematically the clinical pictures, the therapeutic techniques, and the developmental theories of both the borderline and narcissistic personality disorders. **Prerequisite:** PSY 4635 (Quintar)

PSY 4640 Special Problems in Psychotherapy (3 credits)

This course is open to advanced students who are carrying patients in treatment. Clinical material will be used throughout the course. The following areas will be pursued: setting the stage for psychotherapy; establishing the frame; early trauma; self-disclosure; special events, extra-therapeutic contact; negativity; the revenge motive; handling dreams and fantasy; the metaphor and other poetic diction; and the erotic transference and countertransference. (Lane)

PSY 4642 Self-Psychology (3 credits)

The purpose of this course is to acquaint students with the theoretical background and practical application of self-psychology. Class will be devoted to discussion of readings and case presentation. **Prerequisite:** PSY 4635 (Quintar)

PSY 4644 Psychoanalytic Concepts (3 credits)

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

PSY 4646 The Use of Dreams in Psychotherapy (3 credits)

This course will deal with Freud's theory from the *Interpretation of Dreams* brought up to date to accommodate weekly and brief/time-limited psychotherapy. The concept of "dream work", as well as the function, value, and language of the dream will be discussed. Additionally, the significance of the first or initial dream, the interpersonal/communicative function, and intrapsychic aspects of the dream will be explored. The dream in psychopathology, the biology of dreaming, and adaptive aspects of the dream will also be addressed. **Prerequisite:** PSY 1610 (Lane)

PSY 4647 Psychodynamic Treatment of Affective Disorders (3 credits)

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

PSY 4650 Crisis Intervention (3 credits)

This course will consist of an overview of crisis intervention, including differing approaches and techniques for this type of work. Specific topics will include working with the suicidal client, coping with grief, divorce, adolescent issues, victimization, aging and illness. Community resources available for crisis intervention and the process of involuntary commitment will also be covered. **Prerequisite: PSY 1502 (Derecho)**

PSY 4651 Seminar in Eclectic Psychotherapy (3 credits)

Eclecticism refers to the method or practice of choosing what seems best or most likely to have therapeutic benefit for a client/patient from the variety of available systems, methods, and techniques. In order to help develop skills in thinking and application to foster an eclectic orientation, this course will lean heavily on case histories. Students will read, present, and discuss cases from modern therapists and from their own clinical experiences (e.g., practicum). In addition to the wealth of knowledge gleaned from analysis of these cases, students will develop intervention strategies based on recent trends in theory and technique. In addition, current psychotherapy literature and films will be critically examined. **Prerequisite: PSY 2606 (Schneider)**

PSY 4653 Treatment of Rape Trauma Syndrome (3 credits)

This course will focus on the psychological trauma of sexual assault. Issues will include molestation; incest; sexual assault and abuse; incidence; psychological sequelae; diagnostic considerations; and treatment approaches. **Prerequisite: PSY 1403**

PSY 4659 Advanced Cross-Cultural Counseling (3 credits)

This course is designed to explore advanced issues related to the counseling and assessment of culturally diverse clients. Skills will be developed through the use of critical incident analysis and case study conceptualization. Students will be required to construct a case study, read weekly assignments and participate in critical-incident analysis. **Prerequisite: PSY 1605 (Lewis, Samuda)**

PSY 4662 Post-Traumatic Stress Disorders (3 credits)

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

PSY 4663 Counseling in Terminal Care (3 credits)

This course will provide an integrated model for counseling the terminally ill that will include the patient, the family, and social system. It will acquaint students with both a humanistic and a cognitive-behavioral thanatology. The needs of therapists dealing with the stresses of terminal care will also be addressed. (Maxwell)

PSY 4666 Neurorehabilitation (3 credits)

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

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

This course is intended for students who want to learn how to assess and treat individuals with alcohol and other drug problems, and also for students who will encounter patients with dual disorders. The likelihood of working with patients who have dual disorders is quite high in any general mental health setting. Students will learn a variety of assessment and treatment strategies for dealing with individuals with alcohol and drug problems, ranging from the use of screening techniques and brief interventions to dealing with cases of serious psychiatric comorbidity. A variety of assessment instruments and procedures will be presented with a focus on helping students identify methods with clinical utility. Students will also be taught the use of motivational interviewing skills for assessment, treatment planning, and goal setting. The conduct of group therapy with substance abusers will also be discussed. (L. Sobell)

PSY 4670 Short Term Therapy (3 credits)

This course will review the history and development of time-limits therapies and survey different approaches, including brief dynamic therapy, cognitive therapies, solution-oriented models and others. New developments in brief treatment will be covered, including managed care models and "HMO therapy." (Kominars)

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

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

PSY 4673 Interpersonal Violence (3 credits)

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

PSY 4674 Gender Issues in Psychotherapy (3 credits)

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

PSY 4675 Persuasion in Therapy (3 credits)

Most therapies, even behavior therapies, involve considerable dialogue between clients and therapists, with the dialogue intended to facilitate behavior change. The central focus of this course will be on three questions: (1) what factors lead clients to change or strengthen their attitudes (i.e., effective persuasion); (2) when does a client's change in attitude lead to behavior change, and (3) in what ways can this knowledge be applied in treatment? The process of persuasion has been studied from many perspectives, such as social psychology, communication theory, and advertising. Relevant evidence from a variety of areas will be considered, with an emphasis on applications in clinical situations. (M. Sobell)

PSY 4678 Psychotherapy with Sexually Abused Children (3 credits)

Theories and techniques associated with individual, group, and family therapy interventions for sexually abused children will be addressed. Special attention will be given to empirically supported interventions for commonly encountered sequelae of sexual abuse, including sexual and other behavior problems, post-traumatic stress disorder, and impaired attachment. **Co-prerequisite: PSY 4520 (Reed)**

PSY 4679 Abuse, Trauma, and Dissociation (3 credits)

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

PSY 4681 Chronic Pain/Illness Management (3 credits)

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

PSY 4682 Treatment of Serious Mental Illness (3 credits)

This course will cover the history and current practice of treatment of serious mental illness. Special focus will be placed on the role of psychological interventions in the cure of this population. The increasingly active role of the psychiatric consumer will be highlighted. (Lambert)

Practicum Electives**PSY 4701 Clinical Practicum V (3 credits)**

The student is required to spend a minimum of 15 hours per week for one semester at a selected agency. **Prerequisites:** PSY 2701, PSY 3701

PSY 4702 Clinical Practicum VI (3 credits)

See description for PSY 4701 Clinical Practicum V. **Prerequisites:** PSY 4701

Clinical Training

Clinical Practica

The Clinical Practicum sequence in both doctoral programs is intended to provide the student with closely supervised assessment and intervention experiences. Practicum settings include publicly funded programs and faculty specialty clinics within the NSU CMHC, as well as a broad array of community treatment settings in Broward, Dade, and Palm Beach counties. These practicum settings give students the opportunity to work with a diverse range of clients and clinical problems. Prerequisite courses for the doctoral practica are as follows:

Prerequisite Courses for Ph.D. Program

Clinical Practicum I

PSY 1403 Adult Psychopathology
PSY 1405 Developmental: Child and Adolescent
PSY 1408 Child and Adolescent Psychopathology
PSY 1409 Professional Issues and Ethics
PSY 1411 Conceptual Foundations
PSY 1501 Assessment: Intelligence Testing
PSY 1502 Assessment: Interviewing
PSY 1605 Diversity in Assessment and Intervention
PSY 1610 Adult Intervention I or 2603/2604
PSY 1703 Pre-Practicum I

Clinical Practicum II

Pre-Req. PSY 1610 or Co-Req. PSY 2603/2604
PSY 2701 Clinical Practicum I
PSY 2703 Supervision I

Clinical Practicum III

PSY 1610 or PSY 2603/2604
PSY 2507 Objective Personality Assessment
PSY 2509 Behavioral Assessment
PSY 2511 Projective Personality Assessment
PSY 2606 Case Conceptualization - Co/prerequisite
PSY 2702 Clinical Practicum II
PSY 2704 Supervision II

Clinical Practicum IV

PSY 3701 Clinical Practicum III
PSY 3703 Supervision III

Prerequisite Courses for Psy.D. Program

Clinical Practicum I

PSY 1403 Adult Psychopathology
PSY 1405 Developmental: Child and Adolescent
PSY 1408 Child and Adolescent Psychopathology
PSY 1409 Professional Issues and Ethics
PSY 1411 Conceptual Foundations
PSY 1501 Assessment: Intelligence Testing
PSY 1502 Assessment: Interviewing
PSY 1605 Diversity in Assessment and Intervention
PSY 1610 Adult Intervention I
PSY 1703 Pre-Practicum I

Clinical Practicum II

PSY 2701 Clinical Practicum I
PSY 2703 Supervision I

Clinical Practicum III

PSY 2507 Objective Personality Assessment
PSY 2509 Behavioral Assessment
PSY 2511 Projective Personality Assessment
PSY 2603 Systems/Family Therapy
PSY 2604 Child & Adolescent Intervention
PSY 2606 Case Conceptualization
PSY 2702 Clinical Practicum II
PSY 2704 Supervision II
PSY 3501 Integrated Report – Co/Prerequisite

Clinical Practicum IV

PSY 3701 Clinical Practicum III
PSY 3703 Supervision III

Clinical practica are generally taken in the second and third years of the program. Students register for the Clinical Practicum and also for faculty supervision. Agency placements and faculty supervision assignments are made by the Director of Clinical Training, whose office oversees the practicum process. Students are ineligible for practicum if they have not completed prerequisite

courses, are on academic probation, or have been evaluated as not ready by the Director (or Associate Director) of Clinical Training (DCT) and the Professional Standing Committee (PSC). Such evaluation would follow written referral by members of the faculty or university staff, a determination of sufficient concern by DCT to refer the case, and a finding by the PSC to be not ready for practicum. The finding may include needed remedial actions.

As the initial step in the practicum assignment process, students are given an opportunity to review the list of available practicum placements, and to indicate placement preferences each Winter semester. Lists and site descriptions are on the CPS website (<http://www.cps.nova.edu/student>) or in the Office of the Director of Clinical Training. Placement preferences are considered, but cannot be guaranteed. **UNDER NO CIRCUMSTANCES SHOULD STUDENTS SEEK A PLACEMENT ON THEIR OWN, NOR SHOULD THEY ATTEMPT TO CONTACT FIELD SUPERVISORS TO DISCUSS PLACEMENTS WITHOUT THE PERMISSION OF THE DIRECTOR OF CLINICAL TRAINING.** Only in extraordinary circumstances will students be permitted to take a practicum in a setting where they were recently or are presently employed. The Director of Clinical Training will make final assignments. Elective Practicum placements will be offered on the basis of availability.

Students are required to complete four (6-month) practica, usually during their second and third years of residence. Except in unusual circumstances, practicum placements typically span two practica over a 12-month period. Four weeks during each 12-month placement are allowed for vacation. Students should be aware that some practicum sites require evening or weekend, as well as daytime hours. Students will be expected to meet all clinical obligations during holidays and between session breaks. If a student elects to remain at a site for limited hours on a voluntary basis beyond the end of the official registration period, formal approval is required by the Director of Clinical Training.

Once a student receives a placement, he or she should contact the designated person at the practicum site as quickly as possible. Typically, the site will require an interview to which the student should take a current curriculum vitae. Should the site supervisor feel that the student is not suited to that placement, an alternate placement will be arranged.

Twice during each practicum year, both the site supervisor and faculty supervisor complete a written evaluation of the student on multiple dimensions of clinical, interpersonal, and professional functioning. Supervisors are expected to have the student review, discuss, and sign the evaluation. The supervisor submits a recommended grade to the Director of Clinical Training, who assigns the final grade. The student also submits an evaluation of both the site and his/her faculty supervisor. Grades are not assigned until all evaluation forms are received. At the conclusion of each practicum year, practicum sites will receive summary comments compiled from all student evaluations, excluding comments specific to the field supervisor.

A grade of "C" or "F" in practicum is considered unsatisfactory performance. The student will be required to repeat the course (see Remediation Policy). Students required to repeat any supervision course will also be required to enroll for additional practica to facilitate supervision.

If a student experiences any difficulty while at the practicum site, he or she should report it immediately to the Director of Clinical Training. Such problems may include lack of supervision,

inadequate supervision, impaired staff relationships, inappropriate or inadequate assignments, etc. Questions on practicum policies and procedures should be directed to the Office of the Director of Clinical Training.

Clinical Competency Examination

All doctoral students are required to sit for and pass the Clinical Competency Examination prior to accepting an internship placement. The examination evaluates the student's skills in assessment and intervention as well as ethical knowledge and understanding. In the event a student fails the examination, it can be retaken only one time. Failure to pass the second examination will result in automatic dismissal from the doctoral program.

The Clinical Competency Examination (CCE) is designed to assure that students have achieved the level of skill development and ethical knowledge of one who is beginning internship. The CCE requires the student to prepare a written and oral case presentation. It is the student's responsibility to obtain case materials necessary to sit for the CCE.

To be eligible to sit for the examination, students must have successfully completed the assessment and therapy course sequence plus six (6) credits of intervention electives, as well as the practicum and supervision sequences required in the first three years of doctoral training. (Students in concentrations should check with the Director of Clinical Training regarding the prerequisite of completing six credits of intervention electives.) These sequences are outlined in this *Policies and Procedures Handbook*. In addition, the student must be in good academic standing (i.e., not on probation, leave of absence, etc.). In exceptional circumstances, students who have completed all course requirements excluding Dissertation may sit for the CCE while on a leave of absence.

The CCE must be completed no later than 30 days prior to the end of the Fall semester of the academic year preceding the Internship year. CCE's cannot be scheduled during breaks between semesters. Examinations may be scheduled in the summer session if the committee members are available. It is the student's responsibility to be certain that he or she sits for and passes the examination AFTER all prerequisite courses are completed, and at least thirty (30) days prior to the end of the Fall semester. Any student failing the CCE must immediately, by telephone and subsequently by letter, withdraw all of his or her then pending Internship applications. Copies of letters of withdrawal from Internship candidacy must also be provided to the Director of Clinical Training within one week of CCE failure.

Specific procedures for the CCE are outlined in the *Clinical Competency Examination Guidelines* promulgated each year and available on the CPS website.

Internship

A major applied component of doctoral training is the internship. All students are required to successfully complete a 2,000-hour Internship, typically completed in one calendar year. With the permission of the Director of Clinical Training, a student may take up to two years to complete the internship, which will require a minimum commitment of half-time.

It is the student's responsibility to investigate and apply for internship opportunities. Guidance will be provided by the Director of Clinical Training, who will give final approval to the list of internship sites to which the student applies. Beginning in the Fall of 1990, all incoming doctoral students may apply only for APA-accredited Internship sites.

To accept an internship placement, a student must be in good academic standing and must have successfully completed the Clinical Competency Examination within the time frame specified. Eligibility for internship application in the fall requires a student's completion of the Major Paper (Ph.D.) or Directed Study: Research (Psy.D.) by the end of Summer Session I and the faculty supervisor's submission of a grade, Research Completion form, and abstract (Psy.D. only) by the end of Summer Session II.

Students planning to apply for Internship placements will be assisted by the Director of Clinical Training beginning with a meeting held in June or July. Prior to submitting applications, students' eligibility must be reviewed by the Office of Clinical Training. The Director of Clinical Training will verify the student's eligibility to accept and subsequently begin an internship.

All students will be formally evaluated twice in the course of internship. Students are encouraged to contact the Director of Clinical Training at any time to discuss problem areas or concerns. Specific guidelines and procedures for the internship application process are available from the Office of the Director of Clinical Training.

Professional Liability Insurance

All doctoral students are required to carry professional liability insurance through the university. Students are required to enroll in the plan at the time of each registration.

The center/student professional liability insurance policy provides protection while the student is attending Nova Southeastern University and while he or she is functioning in approved center activities. This policy does not provide coverage for non-approved or non-center related activities.

Research Training

Both doctoral programs include research training as part of the required curricula. However, because the Ph.D. program trains clinical psychologists primarily as applied scientists, the research experience is considerably more extensive than in the Psy.D. program. Research training includes ethical decision-making, some of which is covered in this section and some in the section on Protection of Human Subjects in Research (p. 94).

Ph.D. Program

It is expected that Ph.D. students will be actively involved in research throughout their graduate training. During the four Research Practica, students have the opportunity to sample research under different faculty members or continue under one.

Students spend a minimum of three hours per week for one credit of Research Practicum. A letter grade is given for each. Completion of all required research practica is a prerequisite for enrollment in PSY 3803 Major Paper. Major Paper must be completed by the end of Summer Session I and a grade submitted by the faculty supervisor by the end of Summer Session II prior to applying for internship.

The research course sequence is structured both as an apprenticeship in the acquisition of research skills and as a structured individual learning experience. In the more advanced phases, students are expected to develop sophistication in conceptualizing and conducting independent research. In the Major Paper, the student, under faculty supervision, must complete a study, which may serve as a literature review or pilot study for the Dissertation. In the Dissertation, which completes this sequence, the student must demonstrate competency in conducting research in clinical psychology by completing and defending a research study, which is an original contribution to the field and deemed to be of publishable quality. The Dissertation, therefore, represents the culmination of the student's research training and the final predoctoral opportunity to demonstrate acquired research skills.

The following list of learning objectives is a guideline to assist students and research advisors as they plan activities for the research sequence:

1. Given any research article in clinical psychology, the student will be able to critically review and discuss its strengths and weaknesses in the following areas:
 - (a) The conceptualization of the research problem.
 - (b) The formulation of the research questions/hypotheses.
 - (c) The formulation and execution of the research strategies.
 - (d) The execution of the analyses.
 - (e) The interpretation of the data and analyses.
2. Given multiple articles in a content area, the student will be able to critically abstract the salient points and present them in a cogent manner.
3. Given the research literature in a specific content area, the student will be able to summarize the conceptual and methodological issues.
4. Given the above summary, the student will be able to state a research problem that is logically derived from that summary.
5. Given a research problem, the student will be able to state one or more research questions/hypotheses that are logically derived from the research problem and that are logically related to the summary of the conceptual and methodological issues.
6. Given one or more research questions/hypotheses, the student will be able to develop multiple methodological strategies to address these questions.

7. Given multiple methodological strategies, the student will be able to critically assess each in terms of its potential for addressing the questions/hypotheses and in terms of its practicality (e.g., feasibility and cost effectiveness); following the assessment, the student will be able to select an optimal methodological strategy.
8. Given a methodological strategy, the student will be able to implement the various components of that strategy, i.e., conduct the research.
9. Given a set of research data, the student will be able to conduct an analysis by employing relevant analysis techniques.
10. Given the data and their analyses, the student will be able to interpret them, particularly in relationship to the conceptual framework.
11. Given the above components of the research process, the student will be able to present the study in a format and style appropriate for publication in an APA journal.

These objectives are organized similarly to an outline of a research publication. Although each student should master the component research skills outlined above, it is not necessary to follow each objective in the order presented. The order is a matter of convenience, and research may or may not be conducted in such an order.

Each Ph.D. student is required to successfully complete a Dissertation dealing with a practical or theoretical topic relevant to clinical psychology that is supported by three faculty members. Traditionally, the Dissertation represents an independent project that demonstrates the student's ability to survey, integrate, and evaluate literature relevant to the student's project; to develop and conduct a procedure designed to investigate a question, problem, or hypothesis; and to organize, clearly communicate, and defend in both written and oral form, results and implications.

Prior to registering for Dissertation, Ph.D. students are expected to be in good academic standing and to have identified a chairperson. A prospectus must be completed and placed on file in the Office of Academic Affairs prior to registering for dissertation for the FIRST time. This prospectus does not replace the Dissertation Committee Approval Form required by the Office of the Dean (see Dissertation Guidelines).

It is in the student's best interest to identify a chairperson and form a dissertation committee as early as possible. The proposed committee and dissertation topic must be approved by the Dean.

Dissertation Guidelines and approved forms are available on the CPS website and from the Office of the Dean. Students should become familiar with current guidelines that contain specific and detailed information about eligibility, chairperson selection, committee formation, and dissertation content, format, and procedure, and IRB guidelines.

Psy.D. Program

Each Psy.D. student is currently required to successfully complete a Directed Study: Research, which is intended to provide the student with the opportunity to participate in sophisticated research. It is not intended to demonstrate the student's competency at independently initiating and conducting research. Psy.D. students are encouraged to become involved in faculty research early in their graduate career. They may enroll in Research Practica as electives.

Prior to registering for Directed Study: Research, Psy.D. students are expected to be in good academic standing. The study must be either a critical review of the existing literature in a specific scholarly area of applied psychology or an empirical study. The study needs to be under the direction of a faculty member who is knowledgeable in the selected applied area. Upon completion, a copy of the directed study and a Research Completion Form will be submitted to the Office of the Dean. The length of the paper will be determined by the scope of the study and the approval of the supervising faculty member. The study should be written in the style specified by the APA guidelines and should include in its format an Abstract, Introduction, Main Body of paper with Headings and Subheadings, Summary and Conclusions, and References. Tables and Figures are to be included after the References as per APA format. The abstract should be no longer than 200 words and adequately summarize the problem, methodology, results and conclusions.

Directed Study: Research must be completed by the end of Summer Session I and the faculty supervisor's submission of a grade, Research Completion form, and abstract by the end of Summer Session II prior to accepting an internship.

Psy.D. students interested in conducting additional research with the same or a different faculty member can enroll for Independent Study.

Statement on Research Data

The Center for Psychological Studies adheres to the Ethical Principles of the American Psychological Association on research data. "Psychologists inform research participants of their anticipated sharing or further use of personally identifiable research data and the possibility of unanticipated future uses." (American Psychological Association, 1992, *Ethical Principles of Psychologists*, Principle 6.16). Application of this principle will apply to Nova Southeastern University's Center for Psychological Studies.

For faculty-initiated and directed research, including research involving students enrolled for Research Practicum, Directed Study: Research, or Major Paper, the faculty member bears the responsibility for clarifications concerning research data.

For student-initiated research, which would include all dissertations, the student bears the responsibility for clarifications concerning research data. For research done at external agencies, the cooperating agency will provide approval in writing (Federal Cooperating Agency Form) for all

relevant aspects of the research. The student's dissertation chair is responsible for monitoring this process. To protect the originality of the dissertation, the student's dissertation chair is also responsible to approve or disapprove requests by others in or out of the center to use the student's data prior to the publication of the dissertation by the university.

Statement of Authorship of Research Involving Students

The Center for Psychological Studies adheres to the Ethical Principles of the American Psychological Association and Nova Southeastern University Policies on authorship of research involving students, as presented below.

1. Citations

"Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have contributed. Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are appropriately acknowledged, such as in footnotes or in an introductory statement. A student is usually listed as principle author of any multiple-authored article that is substantially based on the student's dissertation or thesis." (American Psychological Association, 1992, *Ethical Principles of Psychologists*, Principle 6.23).

"To warrant credit as an author, a psychologist has to contribute significantly to the design, analyses, and writing of a report." (American Psychological Association, 1987, *Casebook on Ethical Principles of Psychologists*, p. 104).

2. Guidelines

- (a) Only second authorship is acceptable for the dissertation supervisor.
- (b) Second authorship may be considered *obligatory* if the faculty supervisor designates the primary variables or makes major interpretive contributions or provides the data base.
- (c) Second authorship is a courtesy if the supervisor designates the general area of concern or is substantially involved in the development of the design and measurement procedures or substantially contributes to the write-ups of the published report.
- (d) Second authorship is *not* acceptable if the supervisor provides only encouragement, physical facilities, financial support, critiques, or editorial contributions.

- (e) In all instances, agreements should be reviewed before the writing for publication is undertaken and at the time of submission. If disagreements arise, they should be resolved by a third party using these guidelines.

(American Psychological Association, February 19, 1983, *Authorship Guidelines for Dissertation Supervision*).

3. Comments

When a faculty member at Nova Southeastern University's Center for Psychological Studies is supervising students who are enrolled in Research Practica, Directed Study, or Major Paper, and their work is an extension of ongoing faculty research, first authorship of any subsequent publications would typically go to the faculty member; secondary authorship would go to students if the above criteria are met.

When a student is the principal contributor to a study done under faculty supervision, first authorship would go to the student. This is always the case with dissertations. Faculty participation in authorship of publications in these cases would be determined by the above guidelines.

III. Academic Regulations and Information

Calendar and Classes

Academic Year

The academic calendar is outlined at the beginning of this *Handbook*. The academic year of the Ph.D. and Psy.D. programs is divided into three 16-week semesters. Students are required to register for Fall and Winter semesters. The optional Summer semester offers courses that are semester-long or have the same amount of work condensed into the first or second half-semester. All courses meet 15 class hours per credit, regardless of scheduling format.

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 course.

Religious Holidays

It is the policy of the University to excuse, without penalty, absences due to religious observances and to allow the make-up of work missed. Special required out-of-class activities are ordinarily not scheduled on days of religious observances. The University is closed on many commonly observed religious holidays.

Student Enrollment

Residency and Full-Time Status

All students must be in full-time residence for the first three academic years, excluding Summer sessions, to be eligible for the doctoral degree. This requirement is independent of the number of transfer credits the student may receive. In order to maintain student status in the Ph.D. or Psy.D. program, students must be registered **continuously** under one of the following categories until all program requirements are met.

1. While fulfilling the three-year residence requirement, students are considered to be full-time if they complete at least 18 credit hours each year. Completing less than nine credit hours in any given semester requires special permission from the Director of Academic Affairs.

2. Students who have met the three-year residency requirement are considered full-time by the Center if they are registered for at least one credit.

For certain forms of financial aid, full-time and part-time status may be defined differently. Aid during the Summer semester may require Summer registration. Students applying for financial assistance MUST clarify this with the Office of Student Financial Planning.

Continuous registration for a minimum of one credit must be maintained until the degree is awarded. If only research remains to be completed, the student must enroll for one credit of continuing advisement. All students going on internship must register for one credit of internship in each of Fall and Winter semesters before leaving the area.

Leave of Absence

Students must apply in writing for a leave of absence to the Director of Academic Affairs (DAA) and Director of Clinical Training (DCT). A one-year leave of absence will be granted at a student's request. A second-year leave of absence will be granted only for extraordinary circumstances. Additional leaves of absence will be granted only while securing an internship. Time spent on an approved leave of absence is not charged against the eight-year time limit. Students returning from a leave of absence must meet with the designated directors to discuss readiness to resume studies and clinical activities. If a health reason (physical or mental) is involved, they must present a letter from the treating professional attesting to their readiness to return. If the designated directors determine that there is sufficient concern about a student's readiness, the case will be referred to the Professional Standing Committee (PSC). The committee's deliberations may include an interview of the student. Findings may include a determination that the student is not ready to return and may specify needed remedial actions. Students returning from a leave of absence are governed by the policies and procedures in place on their return. They should contact the Office of Academic Affairs well in advance of their return to register for courses.

Time Limits

To assure that an awarded degree represents up-to-date knowledge and skills and that Ph.D. research be completed with the appointed committee, students are expected to complete their program and be awarded a doctoral degree within eight years from the time of first enrollment.

In the event that a student does not complete all requirements within the eight-year time limit (excluding approved leaves of absence), he or she must enroll in the center and complete 18 credits per year. This must consist of at least three credits of course work (including independent study) and, if a dissertation is incomplete, three credits of dissertation supervision each Fall and Winter semester. The additional six credits may be taken during the Summer, either three credits of coursework and three credits of supervision, or six credits of coursework; alternatively, these six credits may be taken as an additional three credits course work during both Fall and Winter semesters. A student who has scheduled the defense of his or her proposed or finalized dissertation by the end of the second week of a semester, need register for only one credit of dissertation advisement that semester.

Students whose dissertation advisor becomes unavailable after the eight-year time limit will have to form a new dissertation committee, to be approved by the Dean, and start their dissertation over with a new chair.

Failure to Register

Students who fail to register for the Fall or Winter semester without a leave of absence are considered to have withdrawn from their program. Such students must make formal application and go through the entire admission process if they wish to reenter the program at a later date.

Candidacy

Students who have been admitted into the Ph.D. or Psy.D. program are considered to be matriculated. Students admitted as special students to take particular courses have not matriculated in a program.

Advising

Orientation

All new students are required to attend orientation before the start of the Fall semester. At this one-day event, students are provided with needed information about CPS and NSU programs, introduced to faculty and their programs of research and clinical service, and register for the first semester.

Advising

First-year students are assigned a faculty advisor prior to orientation for advisement and discussion of issues related to attending professional school and entering the profession of clinical psychology. Students are required to meet with their advisor at least three times during the academic year. In addition, meetings of the entire first-year class are held with the Directors of Academic Affairs and Clinical Training. All students are advised on course selection by the Office of Academic Affairs and on practicum and internship selection by the Office of Clinical Training.

Mentoring by Faculty

Faculty advising at the school is done in the context of mentoring relationships with research and clinical supervisors. Ph.D. students are expected to acquire research supervisors during their first-year; Psy.D. students may also do so at their option. All students are assigned, based on their expressed preferences, clinical supervisors in their second and third years. All students are expected to acquire research supervisors for Research Practicum, Major Paper, and Dissertation (Ph.D.) or Directed Study: Research (Psy.D.).

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

It is the policy of the Center for Psychological Studies that doctoral students in clinical psychology should pre-select either the Ph.D. or the Psy.D. program prior to making application for admission. The programs are distinctive in focus, and it is expected that applicants will enroll with the intention of completing the program into which they are accepted.

The center does not encourage interprogram transfers, but a student may petition to do so. Formal requests for transfer should be made through the Office of Academic Affairs.

To transfer into the Ph.D. program, the student must:

1. complete two years in the Psy.D. program with a minimum 3.0 GPA and no grades of "C",
2. receive an "A" in Intermediate Statistics (which will not count as an elective),
3. complete Research Design and at least two elective Research Practica,
4. have a prospectus for a Major Paper,
5. have the written support of a research supervisor,
6. and be approved by the Academic Affairs Committee, subject to program considerations, such as vacancies in the Ph.D. program.

Students requesting to transfer programs should direct their written request, along with the above supporting materials and an up-to-date working transcript, to the Director of Academic Affairs at the end of their second year. The Director will present these materials to the Academic Affairs Committee at their first meeting at the beginning of the fall semester.

Students will not receive transfer credit for required courses taken in their original doctoral program that are at a lower level than those required in their new program.

Joint Ph.D. and Psy.D. Degree

For information regarding the joint degree, inquire at the Office of Academic Affairs. The procedure to be considered for the joint degree is the same as the program transfer procedure.

Academic Standing

The academic standing policy for all graduate programs in the Center for Psychological Studies requires students to maintain a minimum cumulative grade point average of 3.0. In addition, other minimum requirements are in existence. Failure to meet these requirements will result either in academic probation or dismissal as detailed below.

Remediation Policy

A student receiving a grade of "F" in any course must repeat and successfully complete the course within one year (two full semesters, excluding Summer sessions and leaves of absence). Both grades shall remain on the student's record and shall count toward an accumulation of below "B" grades; however, only the higher of the two grades will be counted toward the student's grade point average.

A grade lower than "B" in a skills course (assessment or intervention) does not satisfy curriculum requirements, and the course must be repeated. If a grade lower than "B" is received in an assessment or intervention elective, the student has the option of repeating the course or taking another that will satisfy curriculum requirements. Both grades shall remain on the student's record and shall count toward an accumulation of below "B" grades. If a course is repeated, only the higher of the two grades will be counted toward the student's grade point average; however, if an alternate elective is taken, both grades will be counted toward the student's grade point average.

As part of the Remediation Policy of the center, any student receiving a grade below "B" or placed on Academic Probation, is required to meet with the Director of Academic Affairs for advisement.

A grade of "C" or "F" in a course prerequisite to a Clinical Practicum must be repeated (and at least a grade of "B" obtained) *before* the Practicum can be started. A grade of "C" in a required skills course (assessment or intervention) or supervision course obtained while enrolled in Practicum, independent of probationary status, can be grounds for removal from Practicum following review by the Director of Clinical Training.

A grade lower than "B" in Clinical Practicum or supervision course reflects inadequate performance and requires a student to be evaluated by the Director of Clinical Training as to fitness for continuation in the program. In addition, if a student is to be continued, the practicum must be repeated and a grade of "B" must be achieved.

Probation

Academic probation will occur automatically when any of the following conditions exist:

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

The student, the Director of Clinical Training, and the Dean of the Center will be notified in writing of the student's probationary status by the Director of Academic Affairs.

If, while enrolled in Practicum, a student goes on probation, the Director of Clinical Training will decide whether the student will terminate or continue Practicum. The student is allowed one year (two full semesters, excluding summer sessions and leaves of absence) to remove probationary status. While on probation, students must maintain full-time enrollment.

No student on probation will be permitted to begin a practicum, sit for CCE, apply for internship, or register for Dissertation or Directed Study: Research credit.

Dismissal

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

1. Academic probation extends beyond one year.
2. More than 2 grades below "B" are received.
3. Two grades of "F" are received.
4. The Clinical Competency Examination is failed a second time.
5. A grade of "C" or lower is received for internship.

Registration

Doctoral students will participate in course selection with the Office of Academic Affairs during the previous semester. Procedures, information, and appointment times are announced to students. By policy, a \$100 penalty fee will be charged for any of the following: dropping an elective unless another elective is added at the same time; rejecting or dropping an elective practicum; rejecting or dropping an elective supervision. This policy seeks to discourage students from registering for numerous electives they are not serious about attending, a practice which prevents other seriously interested students from registering for the course. The penalty money goes to the Student Government Association.

Students will be notified of a specified time to pick up their completed registration forms from the Office of Academic Affairs. They must take the form to the Office of the Registrar, located in the Horvitz Administration Building, for processing.

Payment of Tuition and Fees

Arrangement with the Comptroller regarding payment of tuition and fees is part of the registration process and **registration is a prerequisite to class attendance**. Students who register late will be assessed a \$30 late registration fee. The academic calendar stipulates the last day for completing late registration.

Tuition and Fees

Doctoral tuition for 2000-2001 will be charged at the rate of \$570 per credit hour. **Students should anticipate an annual review of fees by the university and possible increases**. Students are expected to pay tuition in full at the time of registration. Students receiving financial aid must familiarize themselves with the requirements of that office with regard to payments and may defer payment only if they have been officially notified of an award. Based on an academic year of two semesters, tuition and fees are as follows:

Tuition	\$ 570 per credit hour
Application Fee	\$ 50 (non-refundable)
Seat Deposit	\$ 1,000 (non-refundable, payable after acceptance and credited toward first semester's tuition)
Registration Fee	\$ 25 per semester
Late Registration Penalty	\$ 30 per semester
Text Books and Supplies	\$ 500-800 (approximate cost per semester)
Professional Liability Insurance	\$ 5 per semester
Student Government Association	\$ 15 per semester (fall & winter, main campus students only)
Application for Degree Fee	\$ 75
Transcript Fee	\$ 5 per transcript
Housing (On-Campus)	\$ 4,270 - \$ 5,670 (nine months)

The expenses outlined above are to be considered as very general estimates and may vary considerably, depending on individual circumstances. Some courses may require additional fees for laboratory and/or equipment (e.g. calculator, testing materials) and supplemental course materials. Students are provided NSU UNIX computer accounts at no charge. Students will need to make arrangements for Internet access and pay the corresponding fee.

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

Refund Policy

Students have three working days from the date of signing an enrollment contract or financial agreement with the university to cancel the contract and receive a full refund of any tuition fees paid. Furthermore, a student shall receive a full refund of tuition fees paid by the student **prior** to the commencement of instruction if the student submits a written request to the institution within three working days of the payment. Refund schedules for tuition fees after the commencement of instruction may be found in the appropriate center or program catalogs.

Fees other than tuition are not refundable. Students who wish a tuition refund must notify the Office of Academic Affairs in writing of their request and their reason for withdrawal. Unless written notification is on file, students are assumed to be active participants and are responsible for tuition payments.

Drop/Add

The academic calendar outlines the dates and refund schedule for courses dropped or added. A course must be added before the end of the first week of the semester.

A course that is dropped within the time frame indicated on the academic calendar will not appear on the student's official transcript. (Before the residency requirement is satisfied, dropping a course that would bring a student's course load below the minimum semester requirements (9 credits) requires approval by the Director of Academic Affairs).

The following schedule applies to refunds for each main campus semester class:

Fall Semester

- For 100% refund: drop by Monday, August 28, 2000
- For 80% refund: drop by Monday, September 11, 2000
- For 60% refund: drop by Monday, September 18, 2000
- For 40% refund: drop by Monday, September 25, 2000
- For 20% refund: drop by Monday, October 2, 2000

Winter Semester

- For 100% refund: drop by Monday, January 8, 2001
- For 80% refund: drop by Friday, January 19, 2001
- For 60% refund: drop by Friday, January 26, 2001
- For 40% refund: drop by Friday, February 2, 2001
- For 20% refund: drop by Friday, February 9, 2001

Summer Session I

- For 100% refund: drop by Wednesday, May 2, 2001
- For 75% refund: drop by Tuesday, May 8, 2001
- For 50% refund: drop by Tuesday, May 15, 2001
- For 25% refund: drop by Friday, May 18, 2001

Summer Session II

- For 100% refund: drop by Wednesday, June 20, 2001
- For 75% refund: drop by Thursday, June 28, 2001
- For 50% refund: drop by Friday, July 6, 2001
- For 25% refund: drop by Friday, July 13, 2001

Withdrawal from a Course

After the drop period but before the 11th scheduled class, a student may withdraw from a course. Withdrawal from class after the drop period will be indicated on the official transcript. A grade of "W" is assigned and explained under Grading Policy.

Auditing a Course

Under special circumstances and with permission of the instructor and the Director of Academic Affairs, students will be permitted to audit a course. Space in the class must be available. Fees for auditing will be charged at one half the rate of regular tuition. No credit is given, but courses will appear on the transcript as "audit."

Transfer of Credit

All transfer credit must be awarded during the student's **first academic year** in the doctoral program. Consideration will be given only to doctoral level courses taken prior to matriculation in the doctoral program. Request for transfer credit for **FIRST SEMESTER COURSES** must be made during the Summer, **prior to July 15**. Request for transfer credit for **OTHER COURSES** must be made during the Fall, **prior to October 15**.

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

- 1) It is a doctoral-level course taken at an institution accredited as degree-granting by a recognized regional accrediting body for higher education at the time the course was completed or an APA-approved professional school. A doctoral-level course is defined as one that would be credited toward a doctoral degree at the institution where the course was taken. At minimum, this must be verified in the school's catalog or in a letter from the Chair of the Department and an official transcript.
- 2) It is equivalent in content to a course in the program's required curriculum. Credits will not be awarded for electives.
- 3) It was completed no longer than five (5) years prior to the student's first enrollment in the program; and
- 4) A grade of "B" or higher was received. A grade of "P" (Pass) or "CR" (Credit) or other such grades cannot be accepted as equivalent unless it can be officially verified as such.
- 5) The student must successfully demonstrate competence to the evaluating faculty member for assessment courses.

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

The maximum number of credits transferred that will be credited toward graduation is 15. Although credits awarded beyond this number may be used to excuse a student from a particular course, an equivalent number of elective credits must be taken in order to fulfill the degree requirements.

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

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

Grading Policy

The following policies apply to all academic programs in the Center for Psychological Studies. All degree programs in the Center for Psychological Studies assign grades to course work according to the following system:

<u>Grade</u>	<u>Achievement Rating</u>	<u>Quality Points</u>
A	Excellent	4
B	Satisfactory	3
C	Marginal Pass	2
F	Failure	0
P	Pass	-
I	Incomplete	-
PR	In Progress	-
W	Withdraw	-

In all courses, a grade of “A”, “B”, “C”, or “F” will be assigned based upon the individual instructor’s assessment and evaluation of the student’s work. Some courses, for example, Dissertation and Directed Study: Research, are graded in terms of Pass (“P”) or Fail (“F”).

Prior to the first class session, dropped courses will be deleted from the student’s record. A “W” grade is assigned when a student withdraws from a course after the “last day to drop courses,” indicated in the section on withdrawal from classes and prior to the 11th scheduled class. A grade of “W” will appear on the student’s official transcript. Students failing to officially withdraw prior to the eleventh scheduled class will be subject to grading as described in the course syllabus.

A “PR” (In Progress) grade indicates that clinical or research activities are ongoing. It is used for Clinical Practicum, Internship, Major Paper, Dissertation, Continuing Dissertation, and Directed Study: Research.

An “I” (incomplete) indicates that the student has not completed the course requirements during the scheduled time and the instructor has given additional time to do so. **An “I” grade is not routinely assigned in courses.** An “I” grade is not assigned by faculty when students fail to complete the course requirements.

A student must request an incomplete from the instructor. If the instructor approves an incomplete, a contract form is signed by the instructor and student and submitted to the Office of Academic Affairs. The contract must specify the following:

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

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

A student will not be permitted to register for a sequential course when a grade of “I” (incomplete) or “F” (failure) has been received in a prerequisite course.

Evaluation of Doctoral Students

Each student is evaluated on an ongoing basis while enrolled in the program. Included are evaluations during each course prior to and during each practicum, following a leave of absence, the Clinical Competency Examination, dissertation defense, and while on internship. In addition, each student receives annually a written evaluation of progress in the program. The purposes of such evaluations are to provide students with relevant and timely feedback, to formulate plans for improvement or remediation if needed, and to serve as a screening procedure for maintaining high-quality standards in the profession of psychology. Candidates for the degree must possess, with or without reasonable accommodation, multiple abilities and skills including intellectual, conceptual, integrative, quantitative abilities; and intrapersonal, communication, behavioral, and personal attributes including empathy, emotional self-awareness, and emotional maturity. While it is difficult to operationally define all characteristics associated with quality professionalism, students and faculty have targeted several observable categories that they consider to be integral and necessary parts of professional functioning. These broad areas are the following:

1. Academic Achievement

- a. Academic standing as discussed in this *Handbook*.
- b. Ability to communicate orally and in writing.
- c. Competent performance on examinations and in-class assignments.
- d. Management of Dissertation or Directed Study: Research

2. Responsible Behavior

- a. Dependability in commitment (e.g., punctuality in attending classes, submitting papers and assignments, meeting with clients, etc.).
- b. Accepts responsibility for own work.
- c. Carries through and completes tasks.
- d. Seeks needed guidance from appropriate sources.
- e. Initiative and progress on Directed Study: Research, Major Paper, and/or Dissertation.

3. Ethical Behavior

- a. Abides by the ethical standards of the profession as delineated in the *Ethical Standards* published by the American Psychological Association, the American Counseling Association, and other relevant professional and regulatory bodies.
- b. Abides by University requirements as outlined in this *Policies and Procedures Handbook* and in other published University and Center Documents.

4. Intrapersonal Behavior

- a. Displays mature and appropriate behavior.
- b. Demonstrates ability to function independently.
- c. Shows usual and customary judgment and discretion in both student and professional activities.

- d. Presents a generally respectful and non-hostile attitude.
- e. Participates in activities that are pursuant to professional development.
- f. Develops intrinsic criteria to evaluate own performance.

5. Interpersonal Behavior

- a. Cooperative with and respectful of others.
- b. Ability to give, accept, and utilize constructive criticism.
- c. Develops and maintains positive relationships with peers and faculty.
- d. Develops satisfactory working relationships with supervisors and advisors.

Degree Conferral

Students who have completed all requirements for the doctoral degree must submit an application for degree. Forms are available from the Office of the University Registrar. A fee is required upon submission of the degree application form. If the student has already paid the fee for a degree application for their Master of Science in Clinical Psychology degree (pp. 15), they will not be charged an additional fee for their doctoral degree.

Applications require approval by the Office of the Dean, University Comptroller, Registrar, and Librarian. These offices verify that requirements are met and that the student's accounts, records, etc. are in good standing. The date supplied by the Dean's Office for completion of academic requirements is the date that demarcates pre- from postdoctoral training and supervision. The date is included on the transcript, and the Dean's Office will verify it to licensing boards. Upon approval, the application is presented to the University Board of Trustees for conferral. Following the official conferral of the degree, which is noted on the transcript, a diploma is mailed to the student.

Graduation

Graduation exercises for Nova Southeastern University generally take place in June. Eligibility is determined by having completed all requirements prior to the graduation date or expecting to complete Internship by the end of the summer. Students eligible to participate in graduation may contact the Office of the University Registrar for information about graduation ceremonies. Students must indicate whether they are receiving the Psy.D. or Ph.D. degree, since the hood color differs: gold or blue, respectively.

IV. Student Rights and Responsibilities

Ethical Issues in the Center for Psychological Studies

All students and graduates are expected to be knowledgeable about and conform to both the letter and spirit of the *Ethical Principles of Psychologists* as approved and adopted by the Committee on Scientific and Professional Ethics and conduct (adopted American Psychological Association, December, 1992); Florida Licensing Law; and to the provisions of the American Psychological Association's *General Guidelines for Providers* (1987). A copy of the full text of materials to which students and graduates are expected to conform is available in the Office of the Associate Dean. From time to time, these materials are amended. Students and graduates are expected to review these materials periodically to ensure that they have an understanding of current guidelines.

In particular, attention is drawn to the following points, which are illustrative rather than exhaustive or comprehensive:

1. No student should represent him/herself as being in possession of the doctoral degree, either orally or in writing, directly or by implication, until all formal requirements for the degree have been satisfactorily completed, and the Board of Trustees has met and conferred the degree.
2. It is misleading and inappropriate to append "Ph.D. student," or "Psy.D. student," or some similar designation, after your name.
3. A student should guard against being in a position of having final clinical **responsibility** for clinical work. This is most important both ethically and legally.
4. In Florida, new graduates are legally ineligible to represent themselves as "psychologists" or "psychotherapists" or to offer or advertise independent psychological services until the Florida license is awarded.
5. In Florida, recent graduates may apply for a provisional license. "A provisional licensee must work under the supervision of a licensed psychologist until the provisional licensee is in receipt of a license or a letter from the department stating that he or she is licensed as a psychologist. A provisional licensee must "submit a letter signed by a licensed psychologist who is in good standing and not under disciplinary investigation, who agrees to supervise the provisional licensee according to law."
6. Students should familiarize themselves with the State of Florida law for psychologists (*Florida Statutes*, Chapter 490).

Dual Relationships Between Faculty and Students

While in principle the APA policy of discouraging dual relationships is endorsed, recognition is given to the fact that, given the complexity and diversity of our functions, certain dual relationships between faculty and students are bound to arise. Faculty and students are therefore urged to be sensitive to and aware of the existence of dual relationships and to enter into these with full awareness of their implications.

Sexual relationships between university faculty or administrators and a student who are not married to each other or who do not have a pre-existing analogous relationship are inappropriate whenever the university faculty or administrator has a professional responsibility for the student in such matters as teaching a course in otherwise evaluating, supervising, or advising a student as part of a school program. Even when a university faculty member or administrator has no professional responsibility for a student, the university faculty or administrator should be sensitive to the perceptions of other students that a student who has a sexual relationship with a professor may receive preferential treatment. A university faculty member or administrator who is closely related to a student by blood or marriage or who has a pre-existing analogous relationship with a student should eschew roles involving a professional responsibility for the student whenever possible. Romantic or sexual relationships between a faculty member and a student then enrolled in the faculty member's class (including supervised student activities for which academic credit is given) may appear to be coercive and are discouraged. Even when no coercion is present, such relationships create an appearance of impropriety and favoritism, which can impair the academic experience of all students in that class. It is, therefore, improper conduct for a faculty member to engage in a romantic or sexual relationship with a student then enrolled in the faculty member's class.

At Nova Southeastern University, romantic and sexual relationships between a faculty member and a student are subject to the prohibition against sexual harassment.

It is specifically required that when either a faculty member or any agency, corporation, or program under the auspices of a faculty member employs a student, or whenever a student or any agency, corporation or program under the auspices of a student employs a faculty member, both parties shall document the existence of this dual relationship in a letter to the Dean of the Center for Psychological Studies. This documentation shall be retained in both the student's and the faculty member's permanent files. As necessary, an ad hoc committee shall be appointed to review any complaints that might arise as the result of dual employment relationships.

Further, no services provided by a faculty member or any agency, corporation, or program under the auspices of a faculty member shall result in academic credit being granted to a student unless the services are officially rendered as part of the recognized curriculum (e.g., practicum work, supervised university research, internship, or course work). Approval of such rendering of service must be in writing and approved by the Dean.

The provision of psychological services by faculty to students is discouraged. Extenuating circumstances may exist, such as when some unusual expertise is possessed by a faculty member or when a student was in treatment with a faculty member prior to becoming a student. In such cases, the provision of psychological services to a student must be approved by the Dean. Adjunct faculty members who expect no further instructional or supervisory relationship with a student may provide services without this reporting requirement.

No 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 Appeals

The purpose of the student grievance and appeals process is to allow for the orderly resolution of student grievances concerning a policy, procedure, or administrative action.

Course and competency examination evaluations reside within the expertise of faculty members who are uniquely qualified by their training and experience. Such evaluations and grades are the prerogative of the instructor and are not subject to formal appeal unless there is compelling evidence of discrimination, arbitrary or capricious action, differential treatment, or procedural irregularities.

Informal Procedure

Prior to initiating a formal appeal, the student must first meet with the party against whom the complaint is being made and present supporting information in an 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 Director of Academic Affairs within 30 days of its occurrence, where informal resolution will continue. Should the Director find insufficient evidence or if this step fails to bring about an acceptable resolution, the student must next request intervention through the Dean of the Center for Psychological Studies.

Formal Procedure

1. A student wishing to proceed with the grievance must file a written appeal with the Dean. This document should contain a concise statement of the particular manner of harm, along with all relevant facts and compelling supporting evidence.

2. Upon receipt of a written appeal, the Dean shall review the document to determine if the complaint warrants further review.
 - a. If the Dean decides that no further action should be taken, the appeal will be terminated and a brief written explanation will be submitted to the student.
 - b. If the Dean decides that a further review should occur, the appeal shall be referred to the center's standing Appeals Committee. The committee will conduct a substantive review of all facts it deems pertinent to the appeal. The committee, at its discretion, may interview the student or any other pertinent person which it judges has information relevant to the review. No persons may have legal counsel accompany them or appear in their behalf.
3. The Appeals Committee will file a written recommendation, with justification, to the Dean, including whether sufficient evidence exists to uphold or overturn the action being grieved. The Dean will notify the student of a determination in writing within a reasonable period following the filing of the appeal.
4. If the student has evidence that there have been any procedural irregularities within the appeals process, such irregularities must be presented in writing to the Dean within 5 days of the notification of determination. The Dean will review the document and notify the student of a decision. Should any irregularities have occurred, the Dean will return the appeal to the Appeals Committee for consideration consistent with the process described in this *Policies and Procedures Handbook*.
5. Following a review of the committee's report, the Dean's decision shall be final. Students acknowledge upon their acceptance into this program that the above procedure provides for adequate review of university action by any other outside parties or jurisdictions. Further, the jurisdiction for all grievance issues related to policies, procedures, and/or administrative action shall be Broward County, Florida.

Students with Disabilities

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

Each qualified individual with a disability who meets the academic and technical standards required to enroll in and participate in Nova Southeastern University's programs shall be provided with equal access to educational programs in the most integrated setting appropriate to that person's needs through reasonable accommodation.

Student requests for accommodation will be considered on an individual basis. Each student with a disability should discuss his or her needs with the disability service representative in his or academic center prior to the commencement of classes.

Requests for accommodation must be supported by appropriate documentation of recent medical, psychological or educational assessment data administered and evaluated by a qualified professional. If the student disagrees with the accommodation(s) proposed by the disability service representative in consultation with the appropriate program director and/or faculty member, he or she may appeal the decision through that center's appellate process. If the issue cannot be satisfactorily resolved at the center level, the student may appeal in writing no later than ten (10) days after the final decision, to the University's Academic Accommodation Appellate Committee which consists of the University's ADA Coordinator, the Director of the Shepard Broad Law Center Disability Law Clinic, a representative from the Health Professions Division, the University Academy of Dispute Resolution and the Baudhuin Oral School. The student will be given the opportunity to present his or her appeal in an appearance before the appeal before rendering a decision. The student will be notified in writing of the decision of the committee within ten (10) working days of the hearing. The decision of the University's Academic Accommodation Appellate Committee is final and binding upon the student without further appeal.

Any student who wishes a copy of the center's procedures or who would like assistance with special needs should contact Joyce H. Silverman, M.S., the ADA Coordinator for the Center for Psychological Studies, at (954) 262-5780.

The Code of Student Conduct and Academic Responsibility

This code seeks to promote high standards 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 Southeastern University Statement of Academic Rights and Responsibilities

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

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

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

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

A. Academic Standards

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

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

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

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

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

3. **Tendering of Information.** All academic work must be the original work of the student. Giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.
4. **Acts Prohibited.** Students should avoid any impropriety, or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals.

Violations of academic responsibility include, but are not limited to:

- a. Plagiarism;
- b. Any form of cheating;
- c. Conspiracy to commit academic dishonesty;
- d. Misrepresentation;
- e. Bribery in an attempt to gain an academic advantage;
- f. Forging or altering documents or credentials; and
- g. Knowingly furnishing false information to the institution.

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

B. Conduct Standards

1. Students should not interfere with the rights, safety, or health of members of the university community nor interfere with other students' right to learn. Students are expected to abide by all university, center, and program rules and regulations and all local, state, and federal laws. Violations of conduct standards include, but are not limited to:
 - a. Theft;
 - b. Vandalism;
 - c. Disruptive behavior;
 - d. Possession or use of firearms, fireworks, explosives, or other dangerous substances or items;
 - e. Possession, transfer, sale, or use of illicit drugs;
 - f. Appearance in class or on campus under the apparent influence of alcohol or illicit drugs or chemicals;
 - g. Violations of housing regulations;
 - h. Any act of conspiracy to commit an act which is harassing or abusive or which invades an individual's right to privacy, including, but not limited to, sexual harassment and abuse against members of a particular racial, ethnic, religious, or cultural groups;
 - i. Threats of or actual damage to property or physical harm to others; and
 - j. Failure to pay tuition and fees in a timely manner.

Furthermore, Nova Southeastern University prohibits any activity that may be construed as hazing ("hazing" is defined as: any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organizations operating under the sanction of a university).

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

C. Supplementary Standards

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

D. Violations

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

Nova Southeastern University Policies Governing Student Relations

General

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

Institutional and Academic Information

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

International Students

International students who intend to reside in the United States and who are required to obtain an I-20 visa must be full-time degree-seeking students and must attend the Main Campus in Fort Lauderdale, Florida. For further information contact: International Student Advisor, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954) 262-7240.

Veterans' Benefits

Nova Southeastern University programs are approved for the training of veterans by the Bureau of State Approval for Veterans' Training, Florida Department of Veterans' Affairs. Eligible veterans and veterans' dependents should contact the Office of the University Registrar, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, telephone (954)262-7236, toll free 800-541-6682, Ext. 7236.

Veterans' Benefits for Off-Campus Graduate Programs

The Veterans Administration considers all programs that meet off campus (field-based programs, cluster 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

Grade/Progress Reports for VA Students

Each VA student will be provided a grade/progress report at the end of every evaluation period (e.g., term, semester, quarter). A copy of each report will be placed in the student's permanent file maintained by the Office of the University Registrar.

Student Publications

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

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

As safeguards for the delegated editorial freedom of student publications, the following provisions are made:

1. The student press shall be free of censorship and advance approval of copy, and its editors and managers shall be free to develop their own editorial policies and news coverage.
2. Editors and managers of student publications shall be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes shall editors and manager be subject to removal, and then by orderly and prescribed procedures.
3. All university-published and financed student publications shall explicitly state on the editorial page that the opinions therein expressed are not necessarily those of Nova Southeastern University or of the student body.

Student Participation in University Governance

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

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

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

Notice of Nondiscrimination

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

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

Drug-Free Schools and Campuses

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

The unlawful manufacture, distribution, dispensation, possession, or use of illicit drugs* and the abuse of alcohol are prohibited in and on Nova Southeastern University owned or controlled property and as a part of any of its activities. No Nova Southeastern University employee or student is to report to work or school while under the influence of illicit drugs or alcohol.

There are serious health risks associated with the abuse of drugs and alcohol (see pages 84-86, "Controlled Substances – Use and Effects"). If you, a fellow student, teacher, or co-worker has a problem with abuse of drugs and/or alcohol, help can be provided at the following locations:

NSU Programs:

Student Counseling Service

For an appointment, call the Wellness Center at 262-7040

Community Mental Health Clinics

Davie 262-5730

Lauderdale Lakes 486-3663

Guided Self Change Program

For an appointment, call 262-5968

Community Programs:

Florida Department of Education

Educational Prevention Center

Knott Building

Tallahassee, FL 32399

(904)488-6304

Dept. of Health & Rehabilitation Services

Alcohol and Drug Abuse Program

1317 Winewood Boulevard

Tallahassee, FL 32399

(904)488-8304

*The term "illicit drugs" refers to all illegal drugs, and to legal drugs obtained or used without a physician's order. It does not prohibit the use of prescribed medication under the direction of a physician.

When you use or deal in drugs, you also risk incarceration and/or fines. The Federal Sentencing Guidelines (see pages 87-89) indicate Federal penalties for trafficking in drugs.

Under §893.13, Fla. Stat.: It is unlawful for any person to sell, purchase, manufacture, deliver, or possess with intent to sell, purchase, manufacture, or deliver a controlled substance. Violation of this statute is a felony and is punishable under Chapter 775 of the Florida Statutes.

Under §893.13(1)(e), Fla. Stat.: It is unlawful for any person to sell, purchase, manufacture, deliver, or to possess with the intent to sell, purchase, manufacture, or deliver a controlled substance in, on, or within 1,000 feet of a public or private elementary, middle, or secondary school. Punishment for a violation of this statute may include a minimum three-year imprisonment.

Under §316.1936, Fla. Stat.: It is unlawful for any person to possess an open container of alcoholic beverage while operating a vehicle in the state or while a passenger in or on a vehicle being operated in the state. Violation of this law will result in a noncriminal moving traffic violation, punishable as provided in Chapter 318 of the Florida Statutes, with fines and points on a driving record leading to driver's license suspension.

Under §316.193, Fla. Stat.: A person is guilty of driving under the influence if such a person is driving or in actual physical control of a vehicle within the state and the person is under the influence of alcoholic beverages or any controlled substance when affected to the extent that his or her normal faculties are impaired or the person has a blood alcohol level of .10 percent or higher. First conviction on such a DUI charge will result in a fine not less than \$250 or more than \$500 and imprisonment not more than six months. Second conviction results in a fine of not less than \$500 or more than \$1,000 and not more than nine months imprisonment. Third conviction will result in not less than \$1,000 fine or more than a \$2,500 fine and imprisonment for not more than 12 months.

By applying for a driver's license and accepting and using a driver's license, a person holding the driver's license is deemed to have expressed his or her consent to submit to breath, blood, and urine tests for alcohol, chemical substances, or controlled substances.

Nova Southeastern University requires that an employee notify the employer of any criminal drug statute conviction for a violation occurring in the work place no later than five days after such conviction. In order to comply with federal law, Nova Southeastern University must notify any federal contracting agency within ten days of having received notice that an employee engaged in the performance of a Federal contract or grant has had a criminal drug statute conviction for a violation occurring in the workplace. Any criminal drug convictions in the workplace must be reported by the employee to his/her University supervisor or department head within five days of the date of such conviction. The University will discipline any employee who is so convicted or require the employee's satisfactory participation in a drug/alcohol abuse assistance or rehabilitation program within 30 days of notice of such conviction.

Any Nova Southeastern University employee or student determined to have violated this policy will be subject to referral for prosecution by the appropriate authorities. Other sanctions include evaluation/treatment for drug use disorder, which may include mandatory completion of a drug/alcohol abuse rehabilitation program, expulsion, and/or dismissal.

All Nova Southeastern University faculty and employees will, as a condition of their employment, abide by the terms of this policy. All Nova Southeastern University students will, as a condition of their enrollment, abide by the terms of this policy.

Smoking and Nonsmoking

Smoking is prohibited in any Nova Southeastern University facility where, regardless of physical separation, nonsmokers share a ventilation system with smokers.

This policy does not apply to living quarters (dormitories) which are subject to a separate smoking policy. Nor does this policy in any way supersede the Florida Clean Indoor Air Act.

Alcohol and Other Drugs

Nova Southeastern University, as an institution of higher education, is dedicated to the well-being of all members of the university community-students, faculty, staff, and administrators. Concerned with the misuse of alcohol and other drugs (both licit and illicit), it is the policy of the university to endeavor to prevent substance abuse through programs of education and prevention.

The university recognizes alcoholism and drug abuse as illnesses or treatable disorders, and it is the university's policy to work with members of the university community to provide channels of education and assistance. However, it is the individual's responsibility to seek help. The university also recognizes that the possession and/or use of certain substances is illegal, and the university is obligated to comply with local, state, and federal laws.

1. While on campus or engaged in any university related activity, members of the university community must be in a fit condition to perform appropriately. Being under the influence of alcohol and/or drugs is prohibited and may subject the individual to disciplinary action including the possibility of dismissal.
2. Employees will be evaluated only on their work performance. If alcohol consumption or the use of any other drug affects an employee's performance, assistance is available. However, if an employee's performance continues to deteriorate, the university will discipline the employee based on his or her job performance. Poor job performance will lead to discharge.
3. Professional assistance for substance abuse is given on a confidential, professional, and voluntary basis. The purpose of this assistance is to help the individual member of the university community who has a substance abuse problem lead a productive work and/or academic life free of substance abuse.
4. Members of the university community who engage in any illegal activity involving alcohol or other drugs are subject to dismissal.

Substance Abuse Awareness, Education, and Prevention

Nova Southeastern University's activities in substance abuse awareness, education, and prevention exist to encourage members of the University community to avoid the use of illicit drugs, to use alcohol and other licit drugs in a responsible manner, and to avert the need for direct intervention. The specific goals of the program are the following:

- To educate all members of the community that the use and possession of certain substances are illegal and may result in adverse consequences.

- To inform members of the university community concerning the physical and psychological effects of alcohol and other drugs and to develop an awareness of potential problems that can result from the use of these substances.
- To support those who choose not to drink alcohol or to use other drugs.
- To teach those who choose to drink alcohol to do so responsibly.
- To help those who abuse alcohol or other drugs.

In order to achieve these goals, the university operates and/or engages in the following programs and activities:

1. **Alcohol and Drug Resource Center.** The Resource Center is directed by an existing staff member. Additional staff consists of student employees, practicum students, and/or student volunteers. The center has the primary responsibility for the university's prevention and education programs. It coordinates the various activities and serves as a clearinghouse for alcohol and drug information. Each academic center designates a contact person who works with the Resource Center staff to disseminate information within their centers.
2. **Advisory Committee.** This is a group of administrators, faculty, and student leaders who are appointed by the vice president for academic affairs to serve as advisers and resource persons. The committee is chaired by the director of the Alcohol and Drug Resource Center. The group meets monthly to discuss and develop program plans and activities.
3. **Alcohol and Drug Awareness Activities.** Under the direction of the Resource Center, there are regular and ongoing activities designed to disseminate information about alcohol and drug use. The audience of the information is all students, employees, and faculty of the university, both on and off campus. The awareness activities can include posters, media campaigns, films, exhibits, and literature. The university supports the National Alcohol Awareness Week and schedules activities at that time to promote awareness on campus.
4. **Student Organizations.** The student governments are encouraged to establish chapters of organizations such as BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students) and SADD (Students Against Drunk Driving).
5. **Alcohol and Drug Workshops.** Workshops are provided for student leaders and for employees as part of the university's staff development program. These workshops provide the opportunity for participants to discuss the information they receive. Student leaders are required to complete such workshops before they can plan parties that involve drinking.

6. **Academic Courses.** Several academic centers have put identifiable units on alcohol and drugs into appropriate existing courses. Additionally, several academic centers have established elective courses in substance abuse and/or recommend students to take such courses in other centers. Assistance is available to the academic centers from the Alcohol and Drug Resource Center to ensure the substance abuse content of courses is consistent with university policies.
7. **Orientation.** Academic centers include information on drugs and alcohol in the orientation sessions and materials to new students. The orientation provides a general orientation to the problems of substance abuse and includes a statement of the university's policy on drugs and alcohol. The information is presented in a positive manner. The Resource Center works with the academic centers to prepare the materials presented.

Communicable Diseases Policy Guidelines

It is the intent of the university to protect students and employees from exposure to communicable diseases that pose reasonable risk of harm to members of the university community. It is also the intent of the university to protect the rights of those infected with a communicable disease pursuant to the Sick Leave Policy of the University. Employees and students of the university who do become infected with a communicable disease are subject to the guidelines listed below.

All employees diagnosed with any communicable disease will receive the same benefits and privileges extended to any employees under the Sick Leave Policy and shall be afforded confidentiality for all related issues.

The university will be flexible in its response to incidents of communicable disease, evaluating each occurrence in light of this policy and current available medical information.

Policy Guidelines

1. For the purpose of this policy, the term "employee" shall include all persons employed by the university, either full-time or part-time, including adjuncts and off-site coordinators, but shall not include the following persons:
 - a. Members of the Board of Trustees
 - b. Guest lecturers
 - c. Vendors

The term "student" shall include all persons enrolled at the university, either part-time or full-time, from preschool through graduate studies.

The term "infected person" shall include students and employees who have been medically diagnosed as infected with a communicable disease.

In the event that any employee, administrator, or student has a concern about the potential for the spread of a communicable disease within the university community, those concerns should be brought to the assistant director of human resources for review consistent with the current available information on the spread of the particular communicable disease. After review and evaluation of the concerns, if there appears to be reasonable likelihood of the spread of the disease within the university community by an infected person, the assistant director of human resources will, after notification of the issues presented to the university president, contact the Broward County Health Department for recommendations of appropriate action consistent with state law.

The university will make available to its employees and students information about the transmissibility of communicable diseases and precautions that can be taken to prevent the spread of various communicable diseases.

2. An infected person can continue to work and study so long as he or she is able to continue to perform regular responsibilities satisfactorily and so long as the best available medical evidence indicates that his or her continued status does not present a health or safety threat to self or others. Infected employees with diseases that threaten the safety of others are eligible for the same leave of absence provisions of current university policy for sick or annual leave.
3. An infected person returning to work or school after a leave of absence for reasons related to a communicable disease must provide a statement from his or her treating physician indicating current medical status. An employee shall submit the physician's statement to the director of human resources or a delegated representative. Students shall submit their statement to their program dean.
4. Within reason, the university shall make accommodations to the infected person, whenever possible, to ensure continuity in employment or in the classroom. Such measures may include, subject to administrative limitations, job reassignment or class reassignment to place the infected person in a less demanding position.
5. No infected person (employee or student) may be dismissed from the university solely on the basis of a diagnosis of an infection of a contagious disease. A decision to dismiss or discharge will only be made after reasonable accommodation has been attempted and an examination of facts demonstrate that the infected person can no longer perform as required or poses a reasonable threat to the health and safety of those around him or her.
6. Disciplinary measures are available to the university when any employee fails or refuses to work at his or her assigned job with an infected person who has not been deemed to pose a present health or safety threat to self or to other. Student disciplinary measures shall range from counseling to expulsion.

7. As with any medical condition, employees must not disclose information regarding another employee or student to anyone except those employees with a medical or administrative need to know. The university shall take every precaution to ensure that confidentiality is maintained. Breach of such confidentiality by any employee shall result in disciplinary action.

Policy on Sexual Harassment

It is the intent of Nova Southeastern University to protect all employees and students from sexual harassment. Sexual harassment is a violation of Title VII which prohibits discrimination on the basis of sex, race, religion, national origin, gender or disability. Sexual harassment undermines the integrity of the employment and academic environment, debilitates morale, and interferes with the effectiveness of employees and students. In accordance with Equal Employment

Opportunity Commission-promulgated guidelines, unwelcome sexual advances, unwanted requests for favors of a sexual nature, and any other verbal or physical conduct of a sexual nature are considered sexual harassment if:

- Explicit or implicit submission to sexual overtones is made a term or condition of employment.
- Employment decisions are made on the basis of whether submission to or rejection of sexual overtones occurred.
- An individual's work performance is unreasonably interfered with by a sexually intimidating, hostile, or offensive atmosphere.

A. At Nova Southeastern University, sexual harassment of or by employees includes:

1. Unwelcome or unwanted sexual advances. This includes unwelcome physical contact or sexual advances considered unacceptable by another individual.
2. Requests or demands for sexual favors. This includes subtle or blatant pressures or requests for any type of sexual favor accompanied by an implied or stated promise of preferential treatment or negative consequence concerning one's employment status.
3. Verbal abuse that is sex-oriented or considered unacceptable by another individual, as well as sexually derogatory comments. This includes commenting about another individual's body or appearance when such comments go beyond mere courtesy; telling jokes that are clearly unwanted and considered offensive by others; or other tasteless, sexually-oriented comments or innuendoes or actions that offend others.

4. Engaging in any type of sexually-oriented conduct that would unreasonably interfere with another's work performance. This includes extending unwanted sexual attention to someone that reduces personal productivity or time available to work at assigned tasks.
5. Creating a work environment that is intimidating, hostile, or offensive because of unwelcome or unwanted sexually-oriented conversations, suggestions, requests, demands, physical contacts or attentions.

Nova Southeastern University will not tolerate sexual harassment. Sexual harassment is an insidious practice. It demeans individuals being treated in such manner and creates unacceptable stress for the entire organization. Persons harassing others will be dealt with swiftly and vigorously.

Normal, noncoercive interaction that is acceptable to both parties is not considered to be sexual harassment.

All allegations of sexual harassment of or by an employee, client, or vendor will be promptly and thoroughly investigated by the Human Resources Department and should be reported promptly to the director of human resources.

B. At Nova Southeastern University, sexual harassment by employees of students is defined as unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature when:

1. Submission to such conduct is made to appear to be a term or condition of enrollment, attendance, or participation in a class;
2. Submission to or rejection of such conduct affects academic decisions; or
3. Such conduct has the purpose or effect of unreasonably interfering with a student's academic performance or creating an intimidating, hostile, or offensive academic environment;
4. Unwelcome patting, pinching, or touching;
5. Offensive or demeaning sexual remarks, jokes, or gestures.

Students aggrieved by a violation of this policy may file a grievance under their center's grievance procedure. Any employee who violates any portion of this policy shall be subject to disciplinary action.

At Nova Southeastern University, romantic and sexual relationships between a faculty member and a student are subject to the prohibition against sexual harassment.

Romantic or sexual relationships between a faculty member and a student then enrolled in the faculty member's class (including supervised student activities for which academic credit is given) may appear to be coercive and is discouraged. Even when no coercion is present, such relationships create an appearance of impropriety and favoritism that can impair the academic experience of all students in that class. It is, therefore, improper conduct for a faculty member to engage in a romantic or sexual relationship with a student then enrolled in the faculty member's class.

Privacy of Records

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

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

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

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

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

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

Reservation of Power

Nova Southeastern University reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be

considered a violation of the relationship between the university and the student. Such right includes modification to academic requirements, curriculum, tuition, and/or fees when in the judgment of the administration such changes are required in the exercise of its educational responsibility.

Computer Use Policies

This policy provides guidelines for the appropriate and inappropriate use of the computing resources of Nova Southeastern University. It applies to all users of the university's computing resources including students, faculty, staff, alumni, and guests of the university. Computing resources include all computers, related equipment, software, data, and local area networks for which the university is responsible as well as networks throughout the world to which the university provides access.

The computing resources of NSU are intended to be used for its programs of instruction and research and to conduct the legitimate business of the university. All users must have proper authorization for the use of the university's computing resources. Users are responsible for seeing that these computing resources are used in an effective, ethical, and legal manner. Users must apply standards of normal academic and professional ethics and considerate conduct to their use of the university's computing resources. Users must be aware of the legal and moral responsibility for ethical conduct in the use of computing resources. Users have a responsibility not to abuse the network and resources, and to respect the privacy, copyrights, and intellectual property rights of others.

In addition to the policy contained herein, usage must be in accordance with applicable university policies (see "Related Policies" listed elsewhere in this policy) and applicable State and Federal laws. Among the more important laws are the Florida Computer Crimes Act, the Federal Computer Abuse Amendment Act of 1994, the Federal Electronic Communications Privacy Act, and the U.S. Copyright Act. Copies of these laws and the NSU Copyright Policy may be examined in the Office of Academic Affairs.

Policy violations generally fall into four categories that involve the use of computing resources to:

1. harass, threaten, or otherwise cause harm to specific individuals or classes of individuals;
2. impede, interfere with, impair, or otherwise cause harm to the activities of others;
3. download, post, or install to university computers, or transport across university networks, material that is illegal, proprietary, in violation of license agreements, in violation of copyrights, in violation of university contracts, or otherwise damaging to the institution;

4. Recklessly or maliciously interfere with or damage computer or network resources or computer data, files, or other information.

Examples (not a comprehensive list) of policy violations related to the above four categories include:

- sending an individual or group repeated and unwanted (harassing) email or using email to threaten someone.
- accessing, or attempting to access, another individual's data or information without proper authorization (e.g., using another's computing account and password to look at their personal information).
- propagating electronic chain mail or sending forged or falsified email.
- obtaining, possessing, using, or attempting to use someone else's password regardless of how the password was obtained.
- copying a graphical image from a Web site without permission.
- posting a university site-licensed program to a public bulletin board.
- using illegally obtained licensed data/software, or using licensed data/software in violation of their licenses or purchase agreements.
- releasing a virus, worm, or other program that damages or otherwise harms a system or network.
- preventing others from accessing services.
- attempting to tamper with or obstruct the operation of NSU's computer systems or networks.
- using or attempting to use NSU's computer systems or networks as a means for the unauthorized access to computer systems or networks outside the university.
- distributing child pornography via the web.
- using university resources for unauthorized purposes (e.g., using personal computers connected to the campus network to set up web servers for illegal, commercial, or profit-making purposes).
- violating Federal copyright laws or the NSU copyright policy.

Inappropriate conduct and violations of this policy will be addressed by the appropriate procedures and agents (e.g., the Office of the Dean, the Office of the Vice President for Academic Affairs, or the Office of Human Resources) depending on the individual's affiliation with the university.

RELATED POLICIES:

Student-Related: Student Code of Conduct and Academic Integrity

Faculty-Related: Faculty Policy Manual

Staff-Related: Employee Handbook

General Policies: Copyright and Patent Policy, Computing Account Security Agreement

World Wide Web Pages

The university's "Format and Design Guide" (<http://www.nova.edu/common-lib/policies/>) outlines the procedures for establishing official university web pages and offers useful information about the university's Internet resources, including common libraries containing standard html templates and graphics, as well as guidelines for creating a user-friendly web page. Individuals interested in creating **official** web pages must sign the Information Provider Agreement and attend training sessions before beginning.

Recognizing the values of free expression and academic freedom, NSU encourages faculty and students to take advantage of the creative possibilities and intellectual benefits of Internet exploration and communication. The policies contained in this guide do not apply to "unofficial" pages, such as faculty home pages, student resumes, etc. Creators of "unofficial" pages are expected to abide by existing policies governing computer use, including the university's policy on the Acceptable Use of Computing Resources (see above).

In order to access the university's computing resources from off campus, all Nova Southeastern University students must provide their own Internet access service through a suitable Internet Service Provider.

Use of Material in Web Pages

You should assume that materials you find on the web page are copyrighted unless a disclaimer or waiver is expressly stated. You may not place any materials owned by others, i.e. copyrighted works, on your Web page(s) without the express permission of the copyright owner. (Examples: graphic images from other Web pages, articles, video, audio, photographs, software, or images scanned from published works). You may include short quotations of text provided you identify in an obvious way (e.g., in a footnote) the author and the work from which the quotation is taken. If you want to include something from another Web page in one of your Web pages, then link to it rather than copy it. The occurrence of plagiarism on your Web page is subject to the same sanctions as apply to plagiarism in any other media. Images in the NSU graphics repository may be used if permitted in the license agreement for such software. You may not place any pictures or videos of people on a Web page without the expressed permission of the people in the video. Every person has the right to privacy which includes the right to restrict the use of his/her own image. In addition, the picture or video may be protected by copyright.

If you have received formal permission to use material owned by another, place the following notice on the page that contains the copied material:

Copyright 1997 by <name of the copyright owner>. Used with permission.

Although a copyright notice is not required to assert your rights to own original material, you may want to include a minimal notice of copyright in a Web page footer when appropriate. When used, the copyright notice should appear as follows:*

Individual Web pages:

Copyright 1997 <your name>. All rights reserved.

Organization Web pages (examples):

Copyright 1997 Cornell Law Review. All rights reserved.

Copyright 1997 Nova Southeastern University. All rights reserved.

Copyright 1997 the School of Computer and Information Sciences. All rights reserved.

*The symbol © may be used in lieu of “Copyright” or immediately after it.

CONTROLLED SUBSTANCES - USES & EFFECTS

Drugs/ CSA Schedules	Trade or Other Names	Medical Uses	Dependence		Tolerance	Duration (Hours)	Usual Methods of Administration	Possible Effects	Effects of Overdose	Withdrawal Syndrome
			Physical	Psychological						
NARCOTICS Opium/II, III, V	Dover's Powder, Paregoric, Parepectolin	Analgesic, antidiarrheal	High	High	Yes	3-6	Oral, smoked	Euphoria, drowsiness, respiratory depression, constricted pupils, nausea	Slow and shallow breathing, clammy skin, convulsions, coma, possible death	Watery eyes, runny nose, yawning, loss of appetite, irritability, tremors, panic, cramps, nausea, chills and sweating
Morphine/II, III	Morphine, MS-Contin, Roxanol, Roxanol-SR	Analgesic, antitussive	High	High	Yes	3-6	Oral, smoked, injected			
Codeine/II, III, V	Tylenol with codeine, Empirin with codeine, Robitussin A-C, Florinal with codeine	Analgesic, antitussive	Moderate	Moderate	Yes	3-6	Oral, injected			
Heroin/I	Diacetylmorphine, Horse, Smack	None	High	High	Yes	3-6	Injected, sniffed, smoked			
Hydromorphone/II	Dilaudid	Analgesic	High	High	Yes	3-6	Oral, injected			
Meperidine (Pethidine)/II	Demerol, Mepergan	Analgesic	High	High	Yes	3-6	Oral, injected			
Methadone/II	Dolophine, Methadone, Methadose	Analgesic	High	High-Low	Yes	12-24	Oral, injected			
Other Narcotics/ I, II, III, IV, V	Numorphan, Percodan, Percocet, Tylox, Tussionex, Fentanyl, Darvon, Lomotil, Talwin*	Analgesic, antidiarrheal, antitussive	High-Low	High-Low	Yes	Variable	Oral, injected			
DEPRESSANTS Chloral Hydrate/IV	Noctec	Hypnotic	Moderate	Moderate	Yes	5-8	Oral	Slurred speech, disorientation, drunken behavior without odor of alcohol	Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death	Anxiety, insomnia, tremors, delirium, convulsions, possible death
Barbiturates/II, III, IV	Amytal, Butisol, Florinal, Lotusate, Nembutal, Seconal, Tuinal, Phenobarbital	Anesthetic, anticonvulsant, sedative, hypnotic, veterinary euthanasia agent	High-Mod.	High-Mod.	Yes	1-16	Oral			
(Continued)										

Drugs/ CSA Schedules	Trade or Other Names	Medical Uses	Dependence		Tolerance	Duration (Hours)	Usual Methods of Administration	Possible Effects	Effects of Overdose	Withdrawal Syndrome
			Physical	Psychological						
DEPRESSANTS (Continuation) Benzodiazepines/IV	Ativan, Dalmane, Diazepam, Librium, Xanax, Serax, Valium, Tranxexa, Verstran, Versed, Halcion, Paxipam, Restoril	Antianxiety, anticonvulsant, sedative, hypnotic	Low	Low	Yes	4-8	Oral	Slurred speech, disorientation, drunken behavior without odor of alcohol	Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death	Anxiety, insomnia, tremors, delirium, convulsions, possible death
Methaqualone/I	Quaalude	Sedative, hypnotic	High	High	Yes	4-8	Oral			
Glutethimide/III	Doriden	Sedative, hypnotic	High	Moderate	Yes	4-8	Oral			
Other Depressants/ III, IV	Equanil, Miltown, Noludar, Placidyl, Valmid	Antianxiety, sedative, hypnotic	Moderate	Moderate	Yes	4-8	Oral			
STIMULANTS Cocaine/II**	Coke, Flake, Snow, Crack	Local anesthetic	Possible	High	Yes	1-2	Sniffed, smoked, injected	Increased alertness, excitation, euphoria, increased pulse rate and blood pressure, insomnia, loss of appetite	Agitation, increase in body temperature, hallucinations, convulsions, possible death	Apathy, long periods of sleep, irritability, depression, disorientation
Amphetamines/II	Biphentamine, Delcobese, Desoxyn, Dexedrine, Obetrol	Attention deficit disorders, narcolepsy, weight control	Possible	High	Yes	2-4	Oral, injected			
Phenmetrazine/II	Preludin	Weight control	Possible	High	Yes	2-4	Oral, injected			
Methylphenidate/II	Ritalin	Attention deficit disorders, narcolepsy	Possible	Moderate	Yes	2-4	Oral, injected			
Other Stimulants/ III, IV	Adipex, Cylert, Didrex, Ionamin, Melfiat, Plegine, Sanorex, Tenuate, Tepanil, Prelu- 2	Weight control	Possible	High	Yes	2-4	Oral, injected			
	Ice		High	High	Yes	4-14	Smoked, oral, injected, inhaled			

Drugs/ CSA Schedules	Trade or Other Names	Medical Uses	Dependence		Tolerance	Duration (Hours)	Usual Methods of Administration	Possible Effects	Effects of Overdose	Withdrawal Syndrome
			Physical	Psychological						
HALLUCINOGENS LSD/I	Acid, Microdot, Green/Red Dragon	None	None	Unknown	Yes	8-12	Oral	Illusions and hallucinations, poor perception of time and distance, depression, violent behavior, anxiety; Large doses could result in convulsions, heart and lung failure	Longer and more intense "trip" episodes, psychosis, possible death	Withdrawal syndrome not reported
Mescaline & Peyote/I	Mexc, Buttons, Cactus	None	None	Unknown	Yes	8-12	Oral			
Amphetamine Variants/I	2.5-DMA, PMA, STP, MDA, MDMA, TMA, DOM, DOB	None	Unknown	Unknown	Yes	Variable	Oral, injected			
Phencyclidine/II	PCP, Angel Dust, Hog, Love Boat	None	Unknown	High	Yes	Days	Smoked, oral, injected			
Phencyclidine Analogues/I	PCE, PCPy, TCP	None	Unknown	High	Yes	Days	Smoked, oral, injected			
Other Hallucinogens/I	Bufotenine, Ibogaine, DMT, DET, Psilocybin, Psilocyn	None	None	Unknown	Possible	Variable	Smoked, oral, injected, sniffed			
CANNABIS Marijuana/I	Pot, Acapulco Gold, Grass, Reefer, Sinsemilla, Thai Sticks	None	Unknown	Moderate	Yes	2-4	Smoked, oral	Euphoria, relaxed inhibitions, increased appetite, disoriented behavior	Fatigue, paranoia, possible psychosis	Insomnia, hyperactivity, and decreased appetite occasionally reported
Tetrahydrocannabinol/ I, II	THC, Marinol	Cancer chemotherapy, antinauseant	Unknown	Moderate	Yes	2-4	Smoked, oral			
Hashish/I	Hash	None	Unknown	Moderate	Yes	2-4	Smoked, oral			
Hashish Oil/I	Hash Oil	None	Unknown	Moderate	Yes	2-4	Smoked, oral			
ALCOHOL Ethyl, Alcohol, Ethanol		None	Possible	Possible		1-4	Oral	Intoxication, sensory alteration, Anxiety reduction	Staggering, odor of alcohol on breath, loss of coordination, slurred speech, dilated pupils, nerve and liver damage	Sweating, tremors, altered perception, psychosis, fear, auditory hallucinations

* Not designated a narcotic under the CSA

** Designated a narcotic under the CSA

FEDERAL TRAFFICKING PENALTIES

As of November 18, 1988

CSA	DRUG	QUANTITY	PENALTIES	
			1ST OFFENSE	2ND OFFENSE
II	Methamphetamine	10-99 gm or 100-999 gm mixture	Not less than 10 years. Not more than life.	Not less than 5 years. Not more than 40 years
		100 gm or more or 1 kg* or more mixture		Not less than 20 years. Not more than life.
I	Heroin	100-999 gm mixture		Not less than 5 years. Not more than 40 years
		1 kg or more mixture		Not less than 20 years. Not more than life.
II	Cocaine	500-4.999 gm mixture		Not less than 5 years. Not more than 40 years.
		5 kg or more mixture		Not less than 20 years. Not more than life.
II	Cocaine Base	5-49 gm mixture	If death or serious injury, not less than life.	If death or serious injury, not less than 20 years. Not more than life.
		50 gm or more mixture	If death or serious injury, not less than 20 years. Not more than life.	If death or serious injury, not less than life.
II	PCP	10-99 gm or 100-999 gm mixture	Fine of not more than \$4 million individual, \$10 million other than individual.	Fine of not more than \$2 million individual, \$5 million other than individual.
		100 gm or more or 1 kg or more mixture		Fine of not more than \$8 million individual, \$20 million other than individual.
I	LSD	1-10 gm mixture		Fine of not more than \$2 million individual, \$5 million other than individual.
		10 gm or more mixture		Fine of not more than \$8 million individual, \$20 million other than individual.
I	Fentanyl	40-399 gm mixture		Fine of not more than \$2 million individual, \$5 million other than individual.
		400 gm or more mixture		Fine of not more than \$8 million individual, \$20 million other than individual.

*Law as originally enacted states 100 gm. Congress requested to make technical correction to 1 kg.

FEDERAL TRAFFICKING PENALTIES - MARIJUANA As of November 18, 1988

QUANTITY	DESCRIPTION	FIRST OFFENSE	SECOND OFFENSE
1,000 kg or more; or 1,000 or more plants	Marijuana (Mixture containing detectable quantity*)	Not less than 10 years, not more than life. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$4 million individual, \$10 million other than individual.	Not less than 20 years, not more than life. If death or serious injury, not less than life. Fine not more than \$8 million individual, \$20 million other than individual.
100 kg to 1,000 kg; or 100-999 plants		Not less than 5 years, not more than 40 years. If death or serious injury, not less than 20 years, not more than life. Fine not more than \$2 million individual, \$5 million other than individual.	Not less than 10 years, not more than life. If death or serious injury, not less than life. Fine not more than \$4 million individual, \$10 million other than individual.
50 to 100 kg	Marijuana	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million other than individual.	Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million other than individual.
10 to 100 kg	Hashish		
1 to 100 kg	Hashish Oil		
50-99 plants	Marijuana		
Less than 50 kg		Not more than 5 years. Fine not more than \$250,000, \$1 million other than individual.	Not more than 10 years. Fine \$500,000 individual, \$2 million other than individual.
Less than 10 kg	Hashish		
Less than 1 kg	Hashish Oil		

*Includes Hashish and Hashish Oil

CSA	DRUG	QUANTITY	PENALTIES	
			1ST OFFENSE	2ND OFFENSE
I	Fentanyl Analogue	10-99 gm mixture	Fine of not more than \$4 million individual, \$10 million other than individual.	Fine of not more than \$2 million individual, \$5 million other than individual.
		100 gm or more mixture		Fine of not more than \$8 million individual, \$20 million other than individual.
VII	Others*	Any	Not more than 20 years. If death or serious injury, not less than 20 years, not more than life. Fine \$1 million individual, \$5 million not individual.	Not more than 30 years. If death or serious injury, life. Fine \$2 million individual, \$10 million not individual.
III	All		Not more than 5 years. Fine not more than \$250,000 individual, \$1 million not individual.	Not more than 10 years. Fine not more than \$500,000 individual, \$2 million not individual.
IV			Not more than 3 years. Fine not more than \$250,000 individual, \$1 million not individual.	Not more than 6 years. Fine not more than \$500,000 individual, \$2 million not individual.
V			Not more than 1 year. Fine not more than \$100,000 individual, \$250,000 not individual.	Not more than 2 years. Fine not more than \$200,000 individual, \$500,000 not individual.

*Does not include marijuana, hashish, or hash oil. See separate chart on page 88

V. Other Policies and Information

Academic Support Services

Library Services

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

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

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

Currently under construction is a 300,000 square-foot high tech Library, Research and Information Technology Center. Scheduled for completion in summer 2001, the new library will house 800,000 volumes, electronic classrooms, a 500-seat auditorium, museum-style collections and exhibits and will have access to educational resources throughout the country.

MicroLab

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

Campus Wide Information System (CRIS), the NSU Electronic Library, the Internet, and to the World Wide Web. An extensive collection of software housed in the MicroLabs provide access to a broad range of programs and multimedia applications.

Center for Media and Technology

Consisting of a TV studio equipped to video record in color, a well-equipped audio studio, and a graphics room, the center provides media production services for students and faculty. The video recording facilities of the studio are used regularly as a means of enriching student learning.

CPS Testing Library and Statistical Consulting Lab

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

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

Career Resources

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

Through counseling and career related resources, the center strives to educate students and alumni to:

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

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

Faculty Decision-Making

Faculty of the Center for Psychological Studies meet regularly to review such issues as curricula, admission, and evaluation of students. Faculty evaluations and promotions are managed through a standing Faculty Review Committee.

Student representatives attend regular faculty meetings. Any student interested in having input or involvement should contact his or her Student Government Representative.

Student Evaluation of Courses

Prior to final exams, faculty/course evaluation forms are distributed in each class. The student is requested to give anonymous feedback regarding class content, texts, examinations, and instructor or supervisor performance. Information from faculty/course evaluations is returned to instructors after grades are submitted and used to monitor courses and to assess faculty merit.

Student Organizations and Activities

Student Government Association

The Student Government Association (SGA) consists of a governing council, which is the official representative of the student body and is so recognized by the faculty. The council functions autonomously and is responsible for communicating student needs and concerns to the faculty and administration. Students are represented at faculty meetings through appointed student representatives. One representative with voting privileges serves on all ad hoc committees.

Social/Athletic Involvement

Over and above the professional contact that occurs between students and faculty, there is also opportunity for interaction through a variety of planned social and athletic activities. These activities are frequently planned jointly by various faculty and student members. For a minimal yearly fee, students may also make use of the exercise room located in the Maltz Psychology Building.

Professional Organizations

Students are urged to join psychological organizations, as soon as possible, so that they will develop professional involvement early in their careers. The American Psychological Association (APA), Florida Psychological Association (FPA), and the Broward County Psychological Association (BCPA) are the most relevant organizations for doctoral students to join. Students should give consideration to becoming members of them prior to joining other organizations.

The APA is the primary organization representing American psychology. It has over 150,000 members and affiliates and a staff of over 400 employees dedicated to the advancement of psychology "as a science, a profession, and a means of promoting human welfare." The APA offers student affiliate memberships at a modest fee.

The FPA is the primary psychological association for the State of Florida. It serves psychology educationally, legislatively, and collegially. Students are encouraged to participate in FPA's meetings and programs.

The BCPA is the primary psychological association for Broward County. It sponsors the Young Clinician's Award which is awarded to third-year doctoral students who demonstrate civic concern, political involvement, and professional activism in the field of Psychology.

Licensure and Certification

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

Information regarding the licensing/certification requirements of psychologists in Florida and a number of other states may be obtained by contacting the Department of Health at (850)488-0595. Other states likely have a department that regulates licensing/certification which should be contacted to receive the most current information. The Office of Academic Affairs has the current copy of the Handbook of Licensing and Certification Requirements for Psychologists in North America. It gives licensing information for each state and addresses and phone numbers to gather additional information.

Since licensing requirements continue to change, students should keep a record of their academic and clinical training for future references. They should develop and update on a regular basis their own resumes and gather letters of recommendation from site supervisors when practica end. These will be needed in the future to document quality of clinical skills. Students should also keep copies of all course outlines in case a licensing board requires evidence of certain subject matter being covered.

Copyright Regulations

In recent years, several institutions have been cited for copyright law violations. It is important in photocopying and reproducing professional work that copyright laws are respected. Some of the classes of work that are relevant to psychologists and are covered by copyright legislation include:

1. Books, pamphlets, annual publications, etc.;
2. Periodicals including journal articles, newspapers, reviews, newsletters, etc.;
3. Lectures including public addresses, monologues, etc.;
4. Photographs;
5. Motion pictures;
6. News strips, travel films, documentaries, etc.;
7. Sound recordings.

Generally, permission to reproduce these works for educational purposes must be obtained from the person or organization holding the copyright.

You are urged to become familiar with the copyright regulations. Documents entitled *Instructional Implications of New Copyright Law at Nova Southeastern University* and *General Information on Copyright* pertain to the copyright issue and can be obtained through the Office of the Dean.

Manuscript Style

Manuscripts (including research proposals, formal class papers, etc.) must be written according to the rules developed by the American Psychological Association (APA). The rules cover many aspects of writing style including manuscript organization, grammar and punctuation, typing format, reference citations, table and figure preparation, and statistical presentations.

All students should purchase or refer to the latest edition of the *Publication Manual of the American Psychological Association* early in their training experience. Copies may be ordered from:

Publication Sales
American Psychological Association
750 First Street, N.E.
Washington, D.C. 20002-4242

Copies may also be available from Nova Books (954-262-4750 or 800-509-2665).

Protection of Human Subjects in Research

Any research that involves human subjects conducted by NSU faculty, staff, or students, whether funded or unfunded must be submitted to CPS representative for decision about possible IRB review.

Procedures for both Funded and Unfunded Research

The principal investigator will be responsible for completing the IRB Submission Form and Protocol for all unfunded research involving human subjects to the IRB member or alternate in CPS. The designated CPS IRB member is responsible for reviewing this documentation for completeness and determining if the research warrants review by the IRB. Research that is regarded as not having potential risk to subjects will be exempted from review by the IRB following review by the CPS IRB member/alternate.

If the IRB member/alternate determines that the proposed research poses potential risk to subjects the principal investigator will be directed to submit one copy of the Submission Form and 22 copies of the protocol, including all consent forms and research instruments to be used in the study to the Office of Grants and Contracts. The CPS IRB representative informs the Grants and Contracts office that an applicant is sending a protocol. Upon receipt of all required paperwork, the Office of Grants and Contracts will assign a protocol number and forward all copies to the IRB members. The IRB Chair or the Chair's designees, in consultation with the Office of Grants and Contracts will determine if the research can be reviewed through expedited review. After IRB review the Office of Grants and Contracts will notify the principal investigator of any changes that must be made and about decisions of approval or disapproval.

Remember that all research including that done with clinic clients, students, or volunteers must be submitted to the Center for Psychological Studies IRB representative. Policies and procedures can be accessed at the IRB Web site <http://www.nova.edu/cwis/ogc/irb.html>.

Student Facilities

Textbooks

Students may purchase textbooks at Nova Books, Inc., 3301 College Avenue, Fort Lauderdale, Florida 33314, (954)262-4750/800-509-2665, e-mail: novabook@nsu.acast.nova.edu
TEXTBOOK ORDER FORM.... Be sure to purchase books prior to the first class meeting.

Main Campus Mailboxes and Notice Boards

All main campus students are assigned personal mailboxes. These mailboxes provide for communication between the center and students. Therefore, it is imperative that students check their mailboxes routinely. Students should have regular mail sent to their home addresses.

Notice boards are located in various locations in the Maltz Psychology Building. These boards are a valuable source of information regarding class schedules, typing services, student meetings, dissertation proposal and final research defense meetings, CCE's, continuing education seminars, apartments for rent, etc.

Main Campus Student Carrels

A small number of student carrels are available on the second floor of the Maltz Psychology Building.

Typing and Supplies

The center does not provide secretarial support of clerical supplies to students. In unusual circumstances in which such typing might be justified (e.g., manuscripts for publication, professional presentations, etc.), the students should request support through the Office of the Dean. Computers with word processing capabilities and laser and color printers are available for students in the MicroLab.

Therapist Referral List

A list of local therapists whose services are available to students at reduced rates is kept in the administrative suite.

Financial Aid

Nova Southeastern University's Office of Student Financial Assistance administers comprehensive federal, state, institutional, and private financial aid programs. The purpose of these programs is to provide monetary assistance to students who can benefit from further education but who cannot do so without such assistance. Students interested in receiving a financial aid packet should contact the Office of Student Financial Assistance at (954) 262-3380 or 800-806-3680 or via the Internet at www.nova.edu/cwis/finaid.

The NSU Web for Student allows enrolled students to access and update personal information, review grades, print unofficial transcripts, review financial aid information and review account balances via the Internet.

When to Apply for Financial Aid

It is recommended that students apply for financial aid well in advance of the date the funds will be needed because normal application processing takes six to eight weeks, and sometimes as many as 12 weeks. It is extremely important that students complete all forms correctly and respond promptly to all inquiries in order to prevent delays in processing. Awards are made only for the academic year. Applications are generally available each January for the following academic year. There is a priority deadline of April 1, 2001 for the 2001-2002 academic year. Applications received after that date will be considered on a funds-available basis only. The last day to apply for any financial aid for 2001-2002 is June 30, 2001.

General Eligibility Requirements

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

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

NSU Student Aid Programs

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

Seminole and Miccosukee Indian Scholarships: Grants of up to \$2,000 per year are available to qualified members of the Seminole or Miccosukee Indian tribes. Applications are available from the higher education committee of either tribe.

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

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

Nova Southeastern University Assistantships: A limited number of on-campus graduate assistantships will be available in Residential Life and Student Life for the 2000-2001 academic year. These assistantships include housing, meal plan, a partial tuition waiver (\$7,000-\$8,000)

and monthly stipend of \$450-\$500. To apply and receive priority consideration, send a letter of interest and resume to:

Residential Life

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

Student Life

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

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

Student Employment: Part-time employment is available in many departments on campus. Several positions are open to students regardless of financial need. In addition, part-time clinical positions in the community are developed and made available to doctoral students throughout the center.

Center for Psychological Studies Student Aid Programs

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

Assistantships: Assistantships are available for advanced doctoral students through the center. Included are clinical positions within the various clinics, teaching assistantships, and research assistantships. Contact the director of employee services for information regarding the availability of assistantships.

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

Center for Psychological Studies Student Employment

Some doctoral students are hired by the Center for Psychological Studies or clinics affiliated with Nova Southeastern University. These positions are generally awarded on a competitive basis and usually require a 10-20 hour-per-week time commitment.

Teaching Assistantships

Doctoral students are hired as teaching assistants to assist faculty in teaching doctoral and master's level courses. Selection is made by faculty members teaching eligible courses.

Clinical Assistantships Doctoral students are hired for certain positions within clinical programs by faculty program directors and in other programs in the Nova Southeastern University Community Mental Health Center.

Research Assistantships Faculty members with grants have funds for Research Assistantships in conducting their research. These positions are competitive and generally are available only to students at advanced levels.

Policy on Outside Employment

Work outside the university is completely independent of the university and the center's financial support program and control. Students are reminded, however, that the doctoral program is full-time. Any external employment should not be permitted to interfere with a student's program obligations. Students accepting jobs of a psychological nature have an obligation to ensure that they do not violate professional ethics, licensing standards, or laws.

The independent practice of psychology by students in the program is not permitted (refer to the APA's *Standards for Providers of Psychological Services*).

Safety and Security Information

It is the policy of Nova Southeastern University that all students and employees of Nova Southeastern campuses are to report all criminal acts and safety hazards or occurrences known to them. The proper reporting procedure for everyone, in the event of any concern, is to contact the Nova Southeastern University Department of Public Safety at (954)262-8981. NOVALERT is available 24 hours a day by calling (954)262-8999. In the event of an immediate threat, danger, injury, or criminal occurrence, the occupant is advised to call the local police/fire/emergency medical service in his or her jurisdiction. Usually, these emergency services can be contacted from any telephone by dialing 911 or the local police/fire emergency numbers.

In all instances of criminal occurrence, loss of property, assault, threat, injury, or attempted crime, the Nova Southeastern Public Safety Department must be contacted as soon as possible. Public Safety helps to facilitate proper reporting and resource utilization and to record the occurrence for further study and preventive action.

Hurricane Information

Hurricane Watches and Warnings

A hurricane watch is a governmental agency announcement issued for an area when there is a threat of hurricane conditions, generally to strike within 36 hours. A hurricane warning is an announcement issued for an area when hurricane conditions are expected to strike within 24 hours.

When a hurricane warning is received, all protective preparations should be made, with the expectation that the hurricane will strike. Nova Southeastern University provides a 24 hour "HURRICANE HOTLINE" for this type of emergency. The **HOT LINE** number is (954)262-7300.

Local hurricane shelter information can be obtained through county governmental information telephone numbers. For Broward County shelter information, contact NSU **Public Safety** at (954)262-8981.

Hurricane Watch. In the event of a hurricane watch, the university president will confer with members of NSU administrative staff in preparation for hurricane protection activity. Members of the university community may begin plans for evacuating the campus and preparing facilities and equipment for hurricane protection.

Hurricane Warning - University Closing. If a hurricane warning is issued, the university president will decide if the university will be evacuated. If the president orders the closing of the university, the appropriate directives will be relayed by the vice presidents to their areas of responsibility. NSU Office of Public Affairs will contact major news organizations for immediate broadcast notification.

Reopening Information. University staff and students should tune into radio and television stations for a status report as to when the university will reopen. Keep a **portable radio** and plenty of batteries.

Radio Stations

WNSU	FM	92.9
WIOD	AM	610
WINZ	AM	940
WFTL	AM	1400
WHYI	FM	100.7
WBGG	FM	105.9
WRMA	FM	106.7

Television Stations

WFOR	CHANNEL 4
WTVJ	CHANNEL 6
WSVN	CHANNEL 7
WPLG	CHANNEL 10
WLTU	CHANNEL 23
WYHS	CHANNEL 69

Reopening Confirmation

For reopening information please call the NSU **Hurricane Hotline** at (954)262-7300.

VI. Center for Psychological Studies Organization

Center Administration

Ronald F. Levant, Ed.D, M.B.A., ABPP	Dean
A. Eugene Shapiro, Ph.D., ABPP	Associate Dean
Karen S. Grosby, M.Ed.	Associate Dean
John E. Lewis, Ph.D.	Director of Academic Affairs
Stephen N. Campbell, Ph.D.	Director of Community Mental Health Center
Alan D. Katell, Ph.D.	Director of Clinical Training
Ronald Korec, M.B.A.	Director of Finance
Maria Pinto, M.Ed.	Director of Employee Services
Diane Karol	Center Administrator

Faculty Professional Interests

Full-Time Faculty 2000-2001

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

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

Frank A. De Piano, Ph.D., University of South Carolina, professor, joint appointment with Health Professions Division. Hypnosis; neuropsychology; community psychology; health and medicine; development of models for professional training of psychologists.

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

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

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

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

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

Alan D. Katell, Ph.D., West Virginia University, professor. Assessment and treatment of eating disorders; psychological factors in cardiac rehabilitation; exercise promotion and maintenance; health psychology; coping with chronic illnesses and other physical challenges.

William Kelleher, Ph.D., University of Georgia, associate professor. Cognitive behavior therapy; behavioral health psychology; chronic pain/illness management; geropsychology; psychoeducational intervention approaches; biofeedback; stress management; weight control; treatment and assessment.

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

Robert Lane, Ph.D., ABPP, New York University, resident psychoanalytic scholar. Psychopathology; diagnosis; difficult patients; psychoanalysis; psychotherapy; and supervision.

Cynthia Last, Ph.D., State University of New York at Albany, professor, joint appointment with Health Professions Division. Anxiety disorders; child psychopathology; DSM diagnosis; behavior therapy.

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

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

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

Doil D. Montgomery, Ph.D., West Virginia University, professor. Clinical health psychology; applied psychophysiology; clinical applications of biofeedback; psychological intervention; self-regulation of dysfunctional physiological systems; professional development of biofeedback therapists.

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

Helen Orvaschel, Ph.D., New School for Social Research, professor. Mood disorders; genetic contributions to psychopathology; risk factors for child psychiatric disorders; psychiatric epidemiology; differential diagnostic assessment of child and adolescent psychopathology.

Bady Quintar, Ph.D., ABPP, University of Kentucky, professor. Projective techniques; psychoanalytic psychotherapy; ego psychology; postdoctoral training.

Ronald J. Samuda, Ph.D., Ottawa University, professor (part-year). Psychological assessment of ethnic minorities; cross-cultural counseling and psychotherapy; psychodiagnosis; vocational guidance and career development; nontraditional and dynamic methods for the assessment of culturally different clients.

Barry A. Schneider, Ph.D., Columbia University, professor. Psychodiagnosis and personality evaluation; integrated psychotherapy; medical psychotherapy; rare neurological disorders.

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

A. Eugene Shapiro, Ph.D., ABPP, New York University, professor. Psychodynamic psychotherapy; health services delivery systems; third-party reimbursement for mental health services; communicative processes in psychotherapy; professional issues.

Edward R. Simco, Ph.D., Nova Southeastern University, professor. Applied and computational statistics; research design and evaluation; cluster analysis; psychometrics.

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

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

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

Vincent B. Van Hasselt, Ph.D., University of Pittsburgh, professor. Interpersonal violence; police psychology; criminal investigative analysis (psychological profiling) and apprehension; interviewing and interrogation techniques; cognitive behavioral interventions with juvenile offenders; behavioral criminology.

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

Professors Emeriti

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

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

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

Full-Time Faculty From Other NSU Centers

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

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

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

Visting Faculty

David Shapiro, Ph.D., University of Michigan, visiting associate professor. Forensic psychology; mental health law; forensic and clinical assessment; expert witness testimony; malingering; legal and ethical issues.

Part-Time Core Faculty

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

Scott Simon Fehr, Psy.D., Nova University. Group and individual psychotherapy; marriage counseling, corporate consultation and expert witness testimony.

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

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

Eugene May, Ph.D., University of Illinois. Humanistic and existential psychology; individual and group psychotherapy; psychology in fiction; diversity issues; therapy relationship, and post-traumatic stress disorder.

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

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

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

M. Ross Seligson, Ph.D., California School of Professional Psychology. Forensic psychology; HIV/AIDS related issues.

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

Adjunct Faculty

Betty Badger, Ed.D., Nova University. Depression and anxiety conditions of adults; marital, couple, and family counseling; short-term crisis counseling; assessment and treatment for depressions of older adults; confidence building therapies for women; mental health information and education for community groups.

Sherrie Bourg Carter, Psy.D. Nova Southeastern University. Forensic psychology; child custody; child abuse; domestic violence; rape trauma; sanity; and competency.

Michael Brannon, Psy.D. Nova Southeastern University. Legal issues; private and court-appointed evaluator of defendants charged with misdemeanors and felonies in Broward County.

Bernard Brucker, Ph.D., New York University. Behavioral medicine in rehabilitation; use of biofeedback for recovering functions lost by spinal cord injury.

Elaine Cherry, Ph.D., Adelphi University. Psychotherapy and psychoanalysis with adults.

Andrea Corn, Psy.D., Nova Southeastern University. Child and family psychotherapy; anorexia nervosa issues; court appointed family mediator.

Jean Cosgrove, Ph.D., University of Arkansas. Self-control techniques; disorders of childhood, study skills.

Celeste Derecho, Ph.D., New School for Social Research. Affective response in occupational functioning; personality dynamics in depressive disorders; gender-based differences in affect; psychotherapy for depression and suicidality; crisis intervention.

Scott Simon Fehr, Ph. D., Nova University. Group and individual psychotherapy; marriage counseling, corporate consultation and expert witness testimony.

Carlton Gass, Ph.D., University of Louisville. Neuropsychological assesment; MMPI-2.

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

Leonard Gralnik, M.D., University of Miami. Child and adolescent psychiatry; psychopharmacology, neuroscience.

Rick Harris, Psy.D., Nova Southeastern University. Individual, marital, family and group psychotherapy and psychodiagnostic and educational evaluations of children and adults

Clio Hatziyannakis, Ph.D., Nova Southeastern University. Adult, adolesent, and family intervention; psychoanalytic psychotherapy.

James J. Kaikobad, Psy.D., Psy.D. Nova University. Individual, group and family therapy; neuropsychology; rehabilitation psychology; behavioral medicine; biofeedback; forensic neuropsychology.

Kathryn Kominars, Ph.D. Temple University. Substance abuse prevention and treatment; cultural diversity and cross-cultural counseling; group counseling; personality theories; and assessment and consultation.

Janos Kurucz, M.D., University of Budapest. Psychobiology; psychopharmacology; neuropathology; community mental health; quality assurance and risk management in mental health centers.

Sally Maxwell, Ph.D., Boston College. Biopsychosocial effects of learning style, language development and information processing upon personality development; eclectic therapies for special populations; individual, family, and group psychotherapy; school adjustment counseling and school phobia; psychological and psychoeducational assessment and academic planning; community mental health.

Mark Middlebrooks, Ph.D., Nova University. Behavioral medicine; biofeedback; death and dying; older adults; meditation and transpersonal psychology.

L. Dennison Reed, Psy.D., Nova University. Psychotherapy with child and adult victims of trauma including child abuse, rape and other crimes; survivors of accidents, war and natural disasters; psychological assessment of the same populations; forensic psychology; marital therapy and marital; relationship enrichment training.

Adam Schulman, Ph.D., Nova Southeastern University. Psychotherapy with individuals, both short and long-term therapy, group therapy, marital therapy, play therapy, family therapy and parenting-skills training.

Stephen M. Stillman, Ph.D., Ohio State University. Executive assessment; psychological evaluation; police psychology; career assessment and counseling; executive career development.

George Wallace-Barnhill, Ph.D., University of Maryland. Private practice; adults, marital, adults with childhood abuse, PTSD, dissociative disorders, and group therapy.

Hope Wine, Psy.D., Nova University. Private practice in Miami and Ft. Lauderdale specializing in the treatment of life cycle issues of lesbians and gay men.

Bonnie Wolf, Psy. D. Nova University. Private practice in Hollywood specializing in adolescents; adults; mood disorders; relationship issues; gender issues.

NOVA SOUTHEASTERN UNIVERSITY

SCHOOL OF PSYCHOLOGY CURRENT STUDENTS - FALL 2000 7/24/00

Key: * = Ph.D. Student; (N--) = New Student; (C--) = Current Student; (I--) = Internship;
(BI--) = Beyond Internship; (--) = Year of Program Entry

*ABRAMOVICH, EVELYN----- (N00)
 ACOSTA, LIANNE----- (C99)
 ADELSON, KERRI----- (C98)
 ALFARO, ALINA----- (N00)
 ALMENDARES, SHEILA----- (C98)
 ALTSCHULE, JOSHUA----- (C99)
 *ANDRES, RAQUEL----- (C98)
 ANZALONE, WILLIAM----- (N00)
 ARAUJO, KATIA----- (C99)
 ARBELAEZ, NICOLLE----- (C99)
 ARKUS, LISA----- (N00)
 ASTAPHAN, TAMARA----- (C99)
 *AUBERT, MELISSA----- (N00)-----NEURO
 *AUCONE, ERNEST----- (C97)---(M: BURNS)
 *AVIDON, JENNIFER----- (C98)---(M: FINS)-----HEALTH

 *BACKELMAN, BETH----- (BI94)---(D: ORVASCHEL)
 *BACKHAUS, SOUGANDHI----- (C97)-----NEURO
 *BAKER, MONTY----- (C96)---(D: VAN HASSELT)
 BAKER, TRENT----- (C99)
 *BALTER, SHARI----- (BI91)---(D: GOLD)
 BANE, DAWN----- C----- (I96)---(S: VAN HASSELT)
 BAR-CHAIM, ZIVA----- (C99)-----Forensic
 BARROR, JENNIFER----- (C99)
 BARTON, JILL----- (C97)---(S: VAN HASSELT)
 *BASIL, VIRGINIA----- (C96)---(D: VAN HASSELT)
 BAZAZ, SHIRIN----- (C98)
 *BEDREGAL, LUIS----- MC----- (C97)---(D: GOLDEN)
 BEDRIN SUSAN----- (C99)-----HEALTH
 *BEER, MONICA----- (C98)---(M: VAN HASSELT)
 BEIN, ROBERT----- (C97)---(S: LANE)-----DYN
 BEJAR, CARLA----- C----- (C97)---(S: BURNS)
 BEJAR-FINVARB, ROCHELLE----- (C96)---(S: MONTGOMERY)
 BENDER, JENNIFER----- C----- (I95)---(S: MICHAEL)
 *BERNSTEIN, MICHELLE----- (N00)
 BERRIO, LUZMARIA----- (N00)
 *BISHOP, JOHN----- (C95)---(M: LANE)-----DYN
 BLACK, RYAN----- (N00)
 BLANCO, REGLA----- (C94)---(S: LEWIS)
 BLANTON, DERRICK----- (C98)---(S: MONTGOMERY)
 *BOCCIO, PAUL----- (C98)
 BOCHENEK, KEVIN----- (C96)---(S: HALL)
 BODEM, JENNIFER----- (C99)
 BOLAND, MARY----- (C98)---(D: MAY)
 BOROSH, BETH----- (N00)
 *BOURKE, MICHAEL----- (BI94)---(D: GOLDEN)
 BRACK, STEPHANIE----- (C97)---(S: AZRIN)
 *BRADLEY, JAMES----- MC----- (I95)---(M/D: GOLDEN)-----NEURO
 *BRADSHAW, AMY----- (C99)-----NEURO
 BRAHLEK, AUTUMN----- (C96)---(S: MICHAEL)
 BRANTLEY, KRISTI----- (N00)
 *BRANTNER, CHRISTINE----- (N00)-----NEURO
 BROADBENT, ALLISON----- (C97)---(S: FAUST)
 BROWN, HEIDI----- C----- (C97)---(S: HUTCHINGS)

BRUMER, ILISA------(C98)
 *BRYMER, MELISSA------(BI94)-(D:VAN HASSELT)
 BUKAWYN, PAOLA------(C97)
 BULLEN CAROLINE,-----C-----(I96)--(S:GOLD)
 BURKEY, MARY------(C98)--(S:FAUST)
 *BUSE, GINA------(N00)
 BUTLER, JENNIFER------(C99)
 BUTTS, LAUREN------(N00)

 CAGAN, INBAR------(N00)
 CALABRO, NICOLE------(C97)--(S:DORFMAN)
 CALHEIROS, DEBORAH------(C96)--(S:HALL)
 *CANNIZZARO, MARK------(C97)--(M:FAUST)
 *CARONE, DOMINIC------(C98)--(M:BURNS)--NEURO
 CARTER, JOHN------(C99)
 CASS, ALDEN-----C-----(C97)--(S:LEWIS)
 CASTRO, ANTHONY------(C99)
 CATAUDELLA, DANIELLE------(C98)--(S:KELLEHER)
 CATENA, ROSEANNE------(C93)--(S:FAUST)
 CHANDLER, MISTY------(C97)--(S:BURNS)
 CHANNING, MICHELLE-----C-----(I97)--(S:MICHAEL)
 *CHIANG, GLORIA------(C98)--(M:LEWIS)
 CHIANG, OLIVIA------(C98)-----HEALTH
 CHILCOTE, SHERI------(N00)
 CHIUDINA, CHRISTINE------(C99)
 CHRISTIAN, JUDD------(C98)-----HEALTH
 *CHRONOPOULOS, ANTONIA------(BI94)-(D:BURNS)-----NEURO
 CHUN, GALEN------(C99)
 *CHUPLIS, KELLY-ANN------(N00)
 CIAVARELLA, JOSEPH------(C98)--(S:MONTGOMERY)
 CICO, CATHERINE------(C99)
 CLABAUGH, RACHEL------(C99)
 *COCHRAN, CASSANDRA------(N00)
 COHEN, TAMARA------(N00)
 COLORET, ROSALINDA------(C97)--(S:SOBELL, L)
 *COMBS, MELISSA------(C98)-----FORENSIC
 *CONDIT, DANIEL------(C99)-----NEURO
 CONGER, CYNTHIA------(N00)
 COOK, JOAN------(C99)
 *COOPER, JOAN------(C97)--(M:MORAGNE)
 *COTT, MELISSA------(C96)--(M:GOLD)
 *CREIGHTON, SUZETTE------(C99)
 CROWE, JULIE------(C95)--(S:QUINTAR)-----DYN
 *CRUM, THOMAS-----C-----(I95)--(D:GOLDEN)-----NEURO
 *CRUZ, CORAL------(N00)
 CURRENCE, NORRIS------(N00)

 D'AMBROSIO, SUSAN------(C98)-----DYN
 D'ARIENZO, JUSTIN------(C99)
 DANA, ADA------(C99)
 *DAUM, JONINA------(C96)--(M:SCHNEIDER)
 *DAVENPORT, LISA------(C97)--(D:LEWIS)
 DAVID, KRISTIN------(N00)
 DAVIDSON, RACHEL-----LOA-(C97)--(S:VAN HASSELT)
 DAWSON, DANA------(N00)
 DE FABRIQUE, NATALIE------(N00)
 DEARSON, DANIEL------(C99)
 DECATO, LEAH-----C-----(I96)--(S:AZRIN)
 DEITCH, JULIE------(C99)
 *DESANTIS, MARK------(BI88)-(D:BURNS)
 DI CICCO, TINA------(N00)
 DI CHIRO, ROSANNA------(C99)
 DI PERNA, SARAH-----C-----(I95)--(S:HUTCHINGS)
 DOMERY, MICHAEL------(N00)
 *DORFMAN, KAREN------(C97)-----NEURO
 *DORNHEIM, LIANE-----MC-----(I96)--(D:GOLDEN)-----NEURO
 DRAGONE, ROMINA------(C99)

DRAPER, JODY------(N00)
 DUMAS, VERONICA------(C97)--(S:LEWIS)
 DURRANCE, MICHELE------(C97)
 *DWYER, JEREMIAH------(BI94)-(D:BURNS)

 EICKLEBERRY-GOLDSMITH, LORI------(N00)
 *ELFANT, ARIAN-----C------(I94)--(D:SELLERS)
 *ELLINGSTAD, TIMOTHY-----MC------(I96)--(M/D:SOBELL,L)
 ERICSON, KATHERYN------(C98)
 ERNST, RYAN------(C98)--(S:MITTENBERG)
 *ESCALONA, ANGELICA------(C99)-----NEURO
 ESOLEN, STACEY------(C99)
 *ESPE-PFEIFER, PATRICIA------(C97)--(M:GOLDEN)-----NEURO
 *ESSIG, STEVEN-----MC------(I95)--(D:MITTENBERG)-----NEURO

 FAIRALL-RUETER, LAURIE------(C99)
 FANELLI, ANDREA------(N00)
 FARNETT, EILEEN-----C------(I96)--(S:MAY)
 FARR, BONNIE-----C------(I96)--(S:HALL)
 FARR, BYRON------(C98)-----HEALTH
 FEIJO, LARRISA------(C99)
 FEINER, CORI-ANN-----C------(I96)--(S:VAN HASSELT)
 FERGUSON, SHERYL-----C------(I96)--(S:LANE)
 FERNANDEZ, ANNA------(C98)
 FERRER, REBECA------(C99)
 FIMIANI, MARIA------(C97)--(S:FINS)-----HEALTH
 FISH, JUDY------(C96)--(S:VAN HASSELT)
 FISHER, ELIZABETH------(C99)
 FITZGERALD, JONI-----C------(I96)--(S:LANE)
 *FORDIANI, JOANNE------(C97)
 FOSTER, ROBERT------(C99)
 FRAHM, STEVEN------(BI90)-(S:MONTGOMERY)
 *FRANKLIN, DAPHINE------(I96)--(M:LEWIS)
 FRAZIER, VIRGINIA------(C99)
 *FREEDMAN, BRIAN------(N00)
 *FREEMAN, JILL------(C99)
 FRIEDLANDER, JOSHUA-----C------(I95)--(S:AZRIN)
 *FRIEDMAN, ADAM------(N00)
 FRIEDMAN, LISA-----C------(I96)--(S:HUTCHINGS)
 FRIEDMAN, SHANA------(C99)
 *FULMER, JENNIFER------(BI94)-(D:MONTGOMERY)
 *FURDELLA, JANINE------(C99)

 GADSDEN, KARMEN------(N00)
 *GALARZA, KATHLEEN O'BRYANT------(BI95)
 GALBATO, AMY------(C98)--(D:ORVASCHEL)
 *GANZEKAUFER, ANDREW------(C97)--(D:WALKER)
 *GARCIA, BARBARA-----MC------(I96)--(D:BURNS)-----NEURO
 GARCIA-THOMAS, MICHELLE------(C98)
 GARRARD, LESLIE------(C98)
 GELLES, JACOB-----C------(I96)--(S:LANE)-----DYN
 GEWIRTZMAN, BETH------(N00)
 GILBERT, ELIZABETH------(C99)-----HEALTH
 GINART, HERBERT------(C99)
 *GJONBALAJ, SELVIJA------(C97)--(D:GOLDEN)
 GLIKO, BENJAMIN------(C99)
 GOLDSTEIN, ALANNA------(C99)
 GONZALEZ, LISA------(N00)
 GOODMAN, SAMANTHA------(C98)
 GOODWIN, ELIZABETH------(N00)
 *GORE SEIFART, LISA------(N00)
 GOTTLIEB, CARRIE------(C98)
 *GRABAREK, JOANNA------(C96)--(M:VAN HASSELT)
 *GREENE, LORIE------(C99)
 GRIFFIN, MEREDITH------(N00)
 *GRIMES, VELISSE------(BI92)-(D:FAUST)
 GRUENFELD, KENNETH------(C98)--(D:VAN HASSELT)--FORENSIC

*GUPTA, HENAH------(C99)
 GUTIERREZ, MANUEL-----C----(I96)--(S:GOLDEN)
 GUTMANN, LORI------(C97)--(S:SOBELL,L)

 HAGAN, KATHY-----C----(I96)--(S:MICHAEL)
 *HALLE, PAULIN-----MC---(I89)--(D:WALKER)
 *HAN, KYONG------(BI94)-(D:BURNS)
 HANLEY, SCOTT------(C99)
 *HANSEN, CHERYL------(I93)--(D:LAST)
 HARDY, MARY------(C99)
 *HARRIS, MAXIE------(N00)
 HASSAN, SHATHA------(N00)
 HEATH, JANEL-----C----(I95)--(S:FAUST)
 HEATON, CAROLYN-----LOA--(C99)
 *HEFFNER, CHRISTOPHER------(BI91)-(D:GOLD)
 HELLER, LAWRENCE------(C97)
 *HELVIG, KRISTIN------(BI94)-(D:BURNS)
 *HELVIG, TODD------(BI94)-(D:L.SOBELL)
 HENRY, ANDREA------(N00)
 HERN, JESSICA------(C97)--(S:GOLD)
 HILER, CHRISTINE-----C----(C97)--(S:DEPIANO)
 HOCHBERG, ALANA------(C97)--(S:VAN HASSELT)----FORENSIC
 HOCHMAN, KAYLA------(C97)--(S:LAST)
 *HOPKINS, JAIME------(N00)
 HOWELL, JENNIFER-----C----(I96)--(S:AZRIN)
 HUGHES, JEFFREY------(N00)
 HULETT, LESLEY-----C----(C94)--(S:BURNS)
 *HYMAN, SCOTT------(C98)--(M:GOLD)

 IACOBBO, LORI------(N00)
 IBRAHIM, DONNA-----C----(I95)--(S:BURNS)
 *INTERIAN, ALEJANDRO-----MC---(I96)--(M/D:DORFMAN)

 JAFFER, SHAMIN------(N00)
 *JALAZO, MATTHEW------(C97)--(M:WALKER)-----FORENSIC
 JOHANSSON, CARINA------(C99)-----FORENSIC

 KAMBURIAN, MATHIEU------(C99)
 KAPLAN, JENNIFER-----C----(I96)--(S:KELLEHER)
 KAPLAN, JUDY-----C----(I95)--(S:MAY)
 KARBONIK, ELAINE------(C97)--(S:MONTGOMERY)
 KAUFMAN, ERICA------(N00)
 *KATELL, MARILYN------(N00)-----NEURO
 KELLEY, KRISTEN------(C98)
 *KELLY, DIANE------(BI94)-(D:FAUST)
 KELLY, SHANNON------(C97)--(S:MONTGOMERY)
 KENNEY, NEIL------(N00)
 KETCHMAN, CHRISTOPHER------(C99)
 KIESEL, LORI-----C----(I95)--(S:SCHNEIDER)
 KIMMEL, HEATHER-----C----(C97)--(S:HUTCHINGS)
 *KING, JASON------(C97)--(M:GOLDEN)-----NEURO
 KING, KYLA------(C98)
 *KLEIN, ANDREW------(BI94)-(D:KELLEHER)
 KLEIN, KELLY------(C97)--(D:LAST)
 *KOETTING, MARK-----MC---(I96)--(D:VAN HASSELT)
 *KOGAN, IZABELLA-----LOA--(C96)
 KRAMAN, STEVEN-----C----(I96)--(S:KELLEHER)

 LA MOTTA, NANCY------(C97)--(S:MONTGOMERY)
 LAMPTON, HEATHER------(C96)--(S:KELLEHER)
 *LARIZ, CANDICE------(C97)
 LAWSON, HEATHER-----CLOA-(C95)--(S:BARONE)
 LE BLANC, CHRISTINE------(C97)--(S:MAY)
 LEIGHTON, LAURA------(C98)--(S:FAUST)
 LESLIE, TRICIA------(N00)
 *LEONARD, SEAN------(BI94)-(D:DORFMAN)
 LEVAN, DONALD-----C----(I96)--(S:QUINTAR)-----DYN

LEVENSON, LEAH------(C99)
 *LEVIN, CINDY------(C98)-----HEALTH
 LEVINSON, LISA-----C-----(I96)---(S: MALOUFF)
 LEVY, LAWRENCE------(C93)---(S: LEWIS)
 LEWIS, MIGUEL------(C99)
 LIVINGSTON, LEE------(C97)---(D: LAMBERT)
 LOEWENTHAL, RANDY------(N00)
 *LOONSTRA, ANN------(C96)---(M: SELLERS)
 *LOPEZ, MARIA-----C-----(C97)---(D: FAUST)
 LORA, CLARA------(C99)
 LORENZO, OMAR------(C99)
 LOZANO-BLANCO, CHRISTINE----C----(I96)---(S: SOBELL, L.)

 MAASS, JEFFREY------(C97)---(S: DORFMAN)
 MACCARRONE, NICHOLAS------(C97)
 MAGALHAES, CRISTINA------(C98)---(S: SELLERS)
 MAGALHAES, EDUARDO------(C98)---(S: SELLERS)
 *MAGAZINE, LISA------(C98)
 *MAHROU, MARY------(C97)---(M: GOLDEN)-----Neuro
 MALCY, JASON------(C98)---(S: KELLEHER)
 MALLACK, LAURIE------(C97)---(D: AZRIN)
 MANSOOR, ELANA------(C98)
 MARIN, GILDA------(C99)
 MARK, PAMELA-----C-----(I95)---(S: MAY)
 MARSDEN, JULIE------(C99)
 MARSH, JULIE------(C99)
 *MARSHALL, CHRISTINE------(C97)
 MARTIN, ANDREW-----C-----(I96)---(S: LANE)-----DYN
 *MARTINEAU, JESSICA------(C99)
 MASINO, THEODORE-----C-----(I96)---(S: LEVANT)
 MASOTTA, MARIA------(C97)---(GOLDEN)-----FORENSIC
 MATEUS, LUIS------(C98)
 *MATTIS, KEREN-----MC-----(BI94)---(M: GOLDEN)
 MCANDREWS, HEATHER------(N00)
 MCDONALD, SEAN------(C99)
 MCFARLAND, TONYA------(N00)
 MCININCH, JESSICA------(C96)---(S: LANE)-----DYN
 MCMILLEN, SHANNON------(C98)
 MCMULLEN, CARRIE------(C98)-----HEALTH
 MCNIFF, CARYL------(N00)
 MELTZER, LISA------(C99)
 MENDOZA, REGINA-----C-----(I96)---(S: LEWIS)
 MENENDEZ, GEYSHA-----C-----(I96)---(S: BURNS)
 MESA, ELIZABETH------(C99)
 MIGNONE, SUZANNE------(C99)
 MIGOYA, JUDITH-----C-----(I96)---(S: MONTGOMERY)
 MILLER, ELISSA-----C-----(BI95)---(S: VAN HASSELT)-----JT
 MILLWARD, GWENDY------(C99)
 MILOSLAVICH, KATYA------(C94)---(D: BURNS)
 MINTZER, DEBORAH------(C98)
 MIRANDA, MADELYN-----C-----(I96)---(S: HALL)
 *MLEKO, APRIL------(C99)
 MORE, ROSEMARY------(C99)
 *MORGAN, ELIZABETH------(N00)-----NEURO
 *MOSHELLL, ORLY------(N00)
 MOSKOW, SHEREE------(C95)---(S: VAN HASSELT)
 *MOST, MIRIAM------(N00)
 MOZON, MONICA------(C99)
 MRUZ, BRENT------(C99)
 MUSTELIER, MARGARET------(C98)-----DYN
 MYERS, NICOLE------(C98)---(S: VAN HASSELT)

 NAEVDAL, BEATE------(N00)
 NARD, MELISSA------(N00)
 NATALE, ERMINDO------(C98)-----NEURO
 NEIJNA, ALISA-----C-----(I97)---(S: DORFMAN)
 NELSON, TIESHA------(C99)

NESBITT, JACKI------(C98)--(D:LEWIS)
 NGUYEN, DONNA------(C98)
 *NIEMEIER, JAMES-----MC---(I95)--(M: SCHNEIDER)
 NIKOLSKY, TANIA------(C98)--(S:QUINTAR)-----DYN
 NODELL, GARRETT------(C99)
 NOLA, VINCENT------(N00)
 NOONAN, HOLLY-----C---(I94)--(S:LANE)
 NOONAN, SETH------(N00)
 *NORMAN-SCOTT, HEATHER------(C97)--(M:FAUST)
 NUDELMAN, CILA-----C---(I96)--(S:VAN HASSELT)

 OLESON, JOANNA------(C99)
 *OWEN, KAREN------(N00)

 PADOL, ERIC------(C95)--(S:MORAGNE)
 PAIGE, HEATHER-----C---(I96)--(S:BARONE)
 PALERMO, BRAD------(C99)
 PALKO, KATHERINE------(C99)
 PARDOLL, MINDY------(C98)
 *PATTON, DOYLE------(C97)--(M:BURNS)-----NEURO
 *PAYTON, RALPH------(C95)
 PEATE, THOMAS------(C99)
 PERERA, AIMEE------(C99)
 PEREZ-FERREIRO, PATRICIA-----C---(I96)--(S:HALL)
 *PEREZ-MORINA, ISABEL------(C99)
 *PETERSEN, RANDOLPH-----MC---(I96)--(D:MITTENBERG)----NEURO
 PETRIGA, KATHLEEN------(C99)
 PHELPS DORAY, DAWN------(C97)--(S:FAUST)
 PINA, MICHELLE-----C---(I96)--(S:SELLERS)
 PLANTHARA, PAMELA-----C---(I96)--(S:MONTGOMERY)
 POLLACK-COHEN, JAMIE------(C97)
 PONCE, SHEILA------(C99)
 POSPISIL, TANYA------(C98)-----NEURO
 *POWELL, LESLIE------(N00)
 PREVO, MELISSA------(C99)
 PROCTOR, HEATHER------(C99)
 PROCTOR-WEBER, ZOE------(N00)-----NEURO
 PULLIAM, ELIZABETH------(C98)

 *RANSOM, MARIA------(BI95)-(D:FAUST)
 RADZWILL, DEBORAH------(C98)--(S:LAMBERT)
 RAYNOR, KATHERINE------(N00)
 RAZZA, TIMOTHY------(C98)--(S:VALLEY-GREY)
 REA, BAYARD-----LOA--(C96)
 *REED, JENNIFER------(BI94)-(D:KELLEHER)
 REICH, JESSICA------(C97)
 REINEHR, JENNIFER------(C99)
 REISLER, STEVEN------(C99)
 *RESNICK, JENNIFER DOLAN------(C94)--(D:KATELL)
 *RICHMOND, KATHERINE------(N00)
 RIGSBEE, JUSTIN------(N00)
 RINDSBERG, JEFFREY------(C97)
 RINI, KRISTY------(C99)
 RISS, LAURA------(C98)--(D:ORVASCHEL)
 ROA-NAVARRETTE, RUTH------(C97)--(S:DORFMAN)
 ROBERTS, APRIL CARNEVALLA-----C---(I96)--(S:SOBELL, M.)
 ROBERTS, CATHY------(N00)
 ROBERTS, MEGAN-----LOA--(C99)
 ROCA, LOURDES------(C96)
 *RODRIGUEZ, ANA------(C99)
 ROGERS, KENNETH------(C98)-----DYN
 ROLLINS, KELLIE------(C99)
 ROSIERE, SCOTT-----C---(I96)--(S: SCHNEIDER)
 ROTHMAN, NICOLE------(C99)
 RUBAINE, VIRGINIA------(C98)
 RUEDA, CARMEN------(C97)--(S:LEWIS)
 RUGGIERO, DEBRA------(N00)

RUHA, ALLYSON------(C97)--(S:WALKER)-----FORENSIC
 RUIZ, AUGUSTO------(C97)--(S:LANE)-----DYN

 SAKETKOO, DAVID------(C97)--(S:MAY)
 SALERNO, RACHEL------(C98)
 SANCHEZ, MERCEDES------(C99)
 *SANDERS, CHRISTOPHER------(C98)--(M:GOLDEN)-----NEURO
 *SANDERS, STACY------(BI94)-(D:LAST)
 SANDLER, LISA------(C99)
 *SANDROW, DAVID------(C98)
 SANISIDRO, KATHIUSKA------(N00)
 SANTIAGO, ARNOLD------(N00)
 SANTIAGO, RINA------(N00)
 SAUNDERS, CLAUDINE------(N00)
 SCALA, TIMOTHY------(C99)
 *SCALISE, ANGELA-----MC--(I96)--(M/D:LEWIS)
 SCARNATO, SAMANTHA------(C99)
 SCHAFFER, BRIAN------(C98)
 SCHAPIRO, LIZA------(C98)
 *SCHILLER, ALLEN------(C98)-----NEURO
 SCHLESSINGER, KARI------(C98)-----FORENSIC
 SCHMOTZER, JASON------(C98)
 SCHNAPP, MARISA-----C---(I96)--(S:BARONE)
 *SCHOENWALD, DANIEL------(BI96)-(S:GOLD)
 *SCHUELKE, MONIKA------(C99)
 SCHWEITZER, MARY------(C98)
 SCOTILLA, SCOTT------(C97)--(S:AZRIN)
 *SEIBEL, STACEY------(N00)
 *SEIFER, ROBERT------(C97)--(M:BURNS)
 *SELDEN, JENNIFER------(C98)-----NEURO
 *SELLERS, MISTI------(C99)
 *SERRARO, KIMBERLY------(N00)-----HEALTH
 SHANE, BRETT-----LOA--(C96)
 SHILLMAN, TRACEY------(C97)--(S:MITTENBERG)
 SHMOYS, IRENE------(C99)
 *SHORES, DARCY------(N00)
 *SHRAGER, LOREEN------(BI93)-(D:SCHNEIDER)
 SIGMUND, HEIDI------(C98)--(D:FAUST)
 SILVERMAN, HAYLEY------(C99)
 *SIMPSON, RACHELLE------(C97)-----NEURO
 SMITH, KYNDRA------(C98)--(D:LEWIS)
 SMITH, LISA------(N00)-----HEALTH
 SMITH, MARK------(C97)--(D:FAUST)
 SOLTES, MARTINA------(C99)
 *SONNLEITNER, MICHAEL-----MC--(I94)--(M:VAN HASSELT)
 *STARCHER, WENDY------(C98)
 STEWART, MARGARET-----LOA--(C98)
 *STRAUMAN, SILVIA-----iC--(C96)--(M:MITTENBERG)-----NEURO
 STRICKLIN-PARKER, ERIKA------(C97)--(S:SOBELL, L.)
 SURGEON, AMANDA-----C---(I96)--(S:BARONE)
 SWEENEY, PATRICIA------(C98)

 TALBERT, CHRISTOPHER------(N00)
 TANONA, ANTHONY------(C99)
 TARLOW, ALISON-----C---(I96)--(S:SELLERS)
 THOMPSON, DELIGHT------(C98)
 *TOLL, BENJAMIN------(C97)--(D:SOBELL, M.)
 *TOMBERG, AMY------(BI90)-(D:GOLDEN)
 *TRACHTER, AMY------(BI95)-(D:SELLERS)-----JT
 TRAUB, HOWARD-----C---(C97)--(S:HUTCHINGS)
 TRITSOS, PAUL-----C---(I96)--(S:SOBELL, M.)

 UEBERSAX, STACEY-----C---(C97)--(S:GOLD)

 *VAKILI, SHERVIN------(BI95)-(S:SOBELL, M.)
 *VALDES, GLENDA------(N00)
 VAN VLIET, MAUREEN------(C98)

VAUGHN, LINDSAY----- (N00)
 *VAYALAKKARA, JYOTHILAKSHMI----- (BI95) - (D:GOLDEN)
 VAZIRI, MAHNOUSH----- (N00)

 WAGNER, LORI----- (C99)
 WALL, TARA----- C----- (I95) -- (S:GOLD)
 WALTERS, JAIME----- (N00)
 WARNER, VALERIE----- (C97) -- (S:VAN HASSELT)
 WATERS, LARRY----- C----- (C92) -- (S:LEWIS)
 WEINTRAUB, NOAH----- (C97) -- (S:AZRIN)
 WEISFELNER, HILARY----- (C97) -- (S:SCHNEIDER)
 *WEISS, DANIELLE----- MC----- (C96) -- (D:ORVASCHEL)
 WHELAN, ELLEN----- (C99)
 WHITE, MILDRED----- (N00)
 WHITE, SANDY----- (C97) -- (S:FAUST)
 WILCOX, KENNETH----- C----- (I94) -- (S:VAN HASSELT)
 *WILLEN, ELIZABETH----- (BI95) - (D:BURNS) -----NEURO
 WILLIAMS, JAMILA----- (C99)
 WILLIAMS, LISA----- (C98) -- (S:AZRIN)
 WININGS, LISA----- C----- (C96) -- (S:LAST)
 WOOD, LINDA----- C----- (I96) -- (S:SOBELL, L.)

 YORK, CARLA----- (C97) - (S:FINS) -----HEALTH
 YUDELL, DAVID----- (C98)

 ZELTZER, BARRY----- (N00)
 ZIMMERMAN, SARAH----- C----- (I96) -- (S:MONTGOMERY)
 ZUCKER, DAVID----- (C99)
 ZUCKER, MARC----- (C99)
 ZWIEBEL, JANET----- (C97) -- (S:SOBELL, M.)

PHONE LIST FOR CPS*

FACULTY NUMBERS				OFFICE NUMBERS	
Faculty	Phones	Email	Room	Office	Phone
Azrin, Nathan	5704	nazrin	1062	Admissions	5760
Burns, W. Joe	5708	burns	2070	Masters Program Office	5780
DePiano, Frank	5733, 1754 (HPD)	depiano	2040	NSU Main Phone	7300
Dorfman, William	5710	dorfman	2068	Security	8984
Eingold, Bernard	5895		2017	Student Government	5909
Faust, Jan	5713	jfaust	1063	Student Employment	5782
Fins, Ana	5897	anaifins	1076	Switchboard	5750
Gold, Steve	5714	gold	1074	Testing Library	5700
Golden, Charles	5715	goldench	1055		5790
Katell, Alan	5749	katell	2016		5940
Kelleher, William	5809	kellwill	1072	Exercise Room	5921
Lambert, Stacey	5931	lambstac	2063	Fax Numbers:	
Lane, Robert	5727	boblane	2065	Clinical Training	3848
Last, Cynthia	5728	last	2035	First Floor Faculty	3857
Levant, Ronald	5701	levantr	2021	Second Floor Faculty	3856
Lewis, John	5729	lewis	2017	Masters/Admissions	3893
Mittenberg, Wiley	5734	wiley	2064	Quality Assurance	5894
Montgomery, Doil	5885	montgom	1066	Dean's Office	3859
Moragne, Timothy	5735	moragne	1075		
Orvaschel, Helen	5737	orvasche	1073		
Quintar, Bady	5751	badyq	2066		
Reyna, Leo	5820	reyna	1057		
Samuda, Ronald	5769	samudar	2073		
Schneider, Barry	5742	schneidb	1077		
Sellers, Al	5810	sellers	2039		
Shapiro, Gene	5745	gshapiro	2018		
Simco, Edward	5744	ed	2072		
Sobell, Linda	5811	sobelll	1056		
Sobell, Mark	5747	sobellm	1061		
Valley-Gray, Sarah	5783	valleygr	2067		
Van Hasselt, Vincent	5752	vanhasse	1079		
Walker, Lenore	5724	walkerle	1081		

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<u>Dean's Office</u>	Ronald F. Levant, Ed.D., M.B.A., ABPP Diane Karol	(954) 262-5701
<u>Associate Deans' Offices</u>	A. Eugene Shapiro, Ph.D., ABPP Karen Grosby, M.Ed.	(954) 262-5745 (954) 262-5712
<u>Academic Affairs Office</u>	John E. Lewis, Ph.D. Claire Komar	(954) 262-5729 (954) 262-5726
<u>Clinical Training Office</u>	Alan Katell, Ph.D. Linda Sobell, Ph.D., ABPP Wendy Stone	(954) 262-5749 (954) 262-5811 (954) 262-5749
<u>Clinics</u>	Davie Lauderdale Lakes	(954) 262-5730 (954) 262-5663
<u>Accounts Receivable</u>		(954) 262-5200
<u>Financial Aid</u>		(954) 262-3380
<u>Registrar's Office</u>	Degree Applications Grades International Students Veterans Affairs Transcripts Loan Deferrals	(954) 262-7200 (954) 262-7226/7 (954) 262-7235 (954) 262-7240 (954) 262-7241 (954) 262-7225 (954) 262-7251
<u>Loan Disbursal</u>		(954) 262-5200
<u>Student Employment</u>	Maria Pinto, M.ed.	(954) 262-5753
<u>Student Government Association</u>		(954) 262-5909
<u>Testing Library/Consulting Lab</u>		(954) 262-5940
<u>Nova Books</u>		(954) 262-4750
<u>Einstein Library</u>		(954) 262-4601

VII. By-Laws of the Student Government Association

Nova Southeastern University has many different student governments on the campus, including the Center for Psychological Studies' Student Government Association (CPSSGA). The by-laws of the CPSSGA will be available as a supplement to this handbook.

VIII. INDEX

Academic Calendar 2000-2001	1
Academic Regulations and Information	49
Academic Standards	66
Academic Support Services	90
Academic Year	49
Accreditation	5
Adjunct Faculty	107
Advising	51
Alcohol and Other Drugs	73
Attendance	49
Auditing a Course	56
By-Laws of the Student Government Association	119
Calendar and Classes	49
Candidacy	51
Career Resources	91
Center Administration	101
Center for Media and Technology	91
Center Philosophy	6
Center for Psychological Studies Organization	101
CPS Testing Library and Statistical Consulting Lab	91
CPS Student Employment	98
Clinical Competency Examination	42
Clinical Practica	39
Clinical Training	39
Code of Student Conduct and Academic Responsibility	65
Communicable Diseases Policy Guidelines	75
Computer Use Policies	80
Concentrations	15
Conduct Standards	67
Controlled Substances – Uses and Effects Charts	84
Copyright Regulations	93
Course Work	14
Curriculum and Degree Requirements	14
Degree Conferral	60
Dismissal	54
Doctoral Course Descriptions	20
Doctoral Programs	6
Doctoral Student Listing	109
Drop/Add	55
Drug-Free Schools and Campuses	71
Dual Diagnosis Residential and Day Treatment Program	13
En Route Master's Degree in Clinical Psychology	19
Ethical Issues in the Center for Psychological Studies	61
Evaluation of Doctoral Students	59
Faculty Decision-Making	92

Failure to Register	51
Federal Drug Trafficking Penalties Charts.....	87
Financial Aid	96
Full-time Faculty Professional Interests.....	101
Full-time Faculty from Other NSU Centers.....	105
General Clinical Services	12
Geriatric Residential and Day Treatment Services.....	13
Grade/Progress Reports for VA Students.....	69
Grading Policy.....	57
Graduation.....	60
Hurricane Information.....	99
Institutional and Academic Information.....	68
International Students.....	60
Internship.....	42
Introduction to the Center for Psychological Studies.....	5
Important Telephone Numbers.....	118
Joint Ph.D. and Psy.D. Degree	52
Leave of Absence	50
Library Services	90
Licensure and Certification	93
Mailboxes and Notice Boards	95
Manuscript Style.....	94
MicroLab.....	90
NSU Community Mental Health Center	9
NSU Policies Governing Student Relations.....	68
NSU Statement of Academic Rights and Responsibilities.....	65
NSU Student Aid Programs.....	97
Notice of Nondiscrimination.....	70
Orientation.....	51
Other Policies and Information	90
Part-time Core Faculty	106
Payment of Tuition and Fees.....	54
Ph.D. Model Course Sequence.....	17
Ph.D. Practicum Prerequisites.....	39
Phone List for CPS.....	117
Policy on Outside Employment.....	99
Policy on Sexual Harassment.....	77
Privacy of Records	79
Probation	53
Professional Liability Insurance.....	43
Professional Organizations.....	92
Professors Emeriti	105
Protection of Human Subjects in Research.....	94
Psy.D. Model Course Sequence	18
Psy.D. Practicum Prerequisites.....	46
Refund Policy	55
Registration	54
Religious Holidays	49
Remediation Policy	52
Research Training.....	43

Reservation of Power	79
Residency and Full-time Status	49
Safety and Security Information.....	99
Smoking and Nonsmoking	72
Social/Athletic Involvement.....	92
South Florida Medical Options Program.....	13
Special Clinical Services	9
Student Appeals.....	63
Student Carrels	96
Students with Disabilities.....	64
Student Enrollment.....	49
Student Evaluation of Courses	92
Student Facilities	95
Student Government Association.....	92
Student Organizations and Activities.....	92
Student Publications	69
Student Participation in University Governance.....	70
Student Rights and Responsibilities.....	61
Substance Abuse Awareness, Education, and Prevention.....	73
Textbooks	95
Therapist Referral List.....	96
Time Limits	50
Training Programs of the Center	8
Transfer of Credit	56
Transfers between the Ph.D. and Psy.D. Programs.....	52
Tuition and Fees for the 2000-2001 Academic Year	54
Typing and Supplies.....	96
Veterans' Benefits	69
Veterans' Benefits for Off-Campus Graduate Programs.....	69
Visiting Faculty	105
Withdrawal from a Course	56

