NSU
Florida

College of Psychology
NOVA SOUTHEASTERN UNIVERSITY

College of Psychology
Psy.D. Program in Clinical Psychology
Handbook

Supplemental to Nova Southeastern University
Policy and Procedure Handbook at
www.nova.edu/student-handbook

2018-2019

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Nova Southeastern University

Nova Southeastern University is a not-for-profit, fully accredited, coeducational university classified by Carnegie as both a "high research" and "community engaged" university. It was founded in 1964 as Nova University. NSU's main campus is located on the 314-acre main campus in Ft. Lauderdale-Davie. It has a presence throughout Florida, the U.S. and in nine countries. Its 18 colleges of study offer undergraduate, graduate, and professional programs in the fields of medicine, psychology, pharmacy, arts and sciences, dental medicine, education, law, optometry, computer and information sciences, engineering, humanities and social sciences, human services and justice, nursing, business, and oceanography. It also has programs offered for children and families through the Mailman Segal Center for Human Development and the University School. NSU also brings cultural enrichment to the community through the Museum of Art, the Miniaci Performing Arts Center, public access to the Alvin Sherman Library, Research and Information Technology Center, and programs in the performing and visual arts.

From the beginning, the university has distinguished itself by its innovative outlook, its unique programs that provide both traditional and nontraditional choices in educational programs, and its research in many fields aimed at solving problems of immediate concern to the community. The university's centers and programs share a common mission to educate students for leadership roles in a variety of professions. Through the Nova Southeastern University plan, students master competencies at each academic level, develop a sense of professional ethics and responsibility, and learn to appreciate the role of the professional as a key individual in society.

NSU stresses the critical relationship between theory and practice; it reinforces and tests the classroom experience through applied research and community service as integral parts of academic experience. Consistent with its mission, the university extends its resources to provide educational opportunities to working professionals nationwide, with faculty teaching on the main campus, online, at regional campuses throughout Florida and Puerto Rico, and across the country. NSU also delivers programs through a variety of educational technologies, including telecommunications. Nova Southeastern University is committed to the idea that education should not be time-bound or place-bound. Through its educational offerings, research projects, and programs of public service, the university encourages the free exchange of ideas and the search for knowledge that is the cornerstone of the academic tradition.

Nova Southeastern University programs are approved for educational benefits by the Bureau of State Approval for Veterans Training, Florida Department of Veterans Affairs. The university is authorized under federal law to enroll nonimmigrant alien students.

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

NSU Mission Statement

The mission of Nova Southeastern University, a private, not-for-profit institution, is to offer a diverse array of innovative academic programs that complement on-campus educational opportunities and resources with accessible, distance-learning programs to foster academic excellence, intellectual inquiry, leadership, research, and commitment to community through engagement of students and faculty members in a dynamic, lifelong learning environment.

NSU Vision 2020 Statement:

By 2020, through excellence and innovations in teaching, research, service, and learning, Nova Southeastern University will be recognized by accrediting agencies, the academic community, and the general public as a premier, private, not-for-profit university of quality and distinction that engages all students and produces alumni who serve with integrity in their lives, fields of study, and resulting careers.

NSU Core Values:

Academic Excellence
Student Centered
Integrity
Innovation
Opportunity
Scholarship/Research
Diversity
Community

The Mission Statement, Vision 2020 Statement, and Core Values were adopted by the NSU Board of Trustees on March 28, 2011.

Notices of Accreditation Membership and Nondiscrimination

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 College of Psychology Doctor of Psychology (Psy.D.) program in clinical psychology, Doctor of Philosophy (Ph.D.) program in clinical psychology, and Doctor of Psychology (Psy.D.) program in school psychology are accredited by the Commission on Accreditation of the American Psychological Association. The College also houses the Psychology Services Center Doctoral Internship Program which is accredited by the Commission on Accreditation of the American Psychological Association. Also accredited by the Commission on Accreditation of the American Psychological Association is the South Florida Consortium Internship program, which is sponsored by the College of Psychology.

Questions related to the programs' accredited status should be directed to the Commission on Accreditation:

> *Office of Program Consultation and Accreditation*
> *American Psychological Association*
> *750 1st Street, NE, Washington, D.C., 20002-4242*
> *Phone: 202-336-5979/E-mail: apaaccred@apa.org*
> *Web: www.apa.org/ed/accreditation*

The specialist and doctoral programs in school psychology and the master's degree program in school counseling, offered through the College of Psychology, are approved by the Florida Department of Education. In addition, the specialist program in school psychology holds the designation of National Recognition (approval) by the National Association of School Psychologists (NASP).

The College of Psychology offers two programs, (1) the M.S. in School Counseling and (2) the Psy.S. in School Psychology, for practitioners in P-12 schools that are accredited by the National Council for Accreditation of Teacher Education (NCATE). The accreditation for these programs is awarded to the university through the Fischler School of Education as follows: The Fischler School of Education at Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE) (www.ncate.org). This accreditation covers initial teacher preparation programs and advanced educator preparation programs at all university locations and online. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

Nova Southeastern University's College of Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. Nova Southeastern University's College of Psychology maintains responsibility for this program and its content. Nova Southeastern University's College of Psychology is approved to offer continuing education by the State of Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling. Provider # BAP 330 – exp. 03/31/2019. Nova Southeastern University's College of Psychology is approved to offer continuing education by the State of Florida Board of Medical Therapies/Psychology, Office of School Psychology. Provider # SCE 11 – exp. 11/30/2019. Nova Southeastern University's College of Psychology is approved to by the National Association of School Psychologists to provide continuing education for school psychologists. Nova Southeastern University maintains responsibility for the program. Provider # 1024. Nova Southeastern University's College of Psychology is an NBCC-Approved Continuing Education Provider (ACEP™) and may offer NBCC-approved clock hours for events that meet NBCC requirements. The ACEP solely is responsible for all aspects of the program. Provider #4548.

Consistent with all federal and state laws, rules, regulations, and/or local ordinances (e.g., Title VII, Title VI, Title III, Title II, Rehab Act, ADA, Title IX, and the Florida Civil Rights Act), it is the policy of Nova Southeastern University not to engage in discrimination or harassment against any persons because of race, color, religion or creed, sex, pregnancy status, national or ethnic origin, nondisqualifying disability, age, ancestry, marital status, sexual orientation, gender, gender identity, military service, veteran status, political beliefs or affiliations, and to comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders, and regulations. Any such acts are unacceptable and strictly prohibited by the university.

In addition, the law prohibits retaliation against an individual for opposing any practices forbidden under this policy, for bringing a complaint of discrimination or harassment, for assisting someone with such a complaint, for attempting to stop such discrimination or harassment, or for participating in any manner in any investigation or resolution of a complaint of discrimination or harassment. This nondiscrimination policy applies to admissions, enrollment, scholarships, loan programs, athletics, employment, and access to, participation in, and treatment in all university centers, programs, and activities. NSU admits students of any race, color, religion or creed, sex, pregnancy status, national or ethnic origin, nondisqualifying disability, age, ancestry, marital

status, sexual orientation, gender, gender identity, military service, veteran status, political beliefs or affiliations, and activities generally accorded or made available to students at NSU and does not discriminate in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school administered programs.

President's Message

Welcome to Nova Southeastern University!

NSU's main campus is located in Greater Fort Lauderdale with locations around Florida, the Bahamas and Puerto Rico. We are at the heart of the region's academic and research hub, and just minutes from some of the world's best beaches. With more than 26,000 students and 152,000 alumni around the world, you will find Shark Friends in every corner of the country – and beyond. Nova Southeastern University is the largest independent, not-for-profit university in the Southeast, and the seventh largest in the United States. As president of NSU, I invite you to become an ambassador of this extraordinary educational institution that is in its fourth decade of existence.

NSU's undergraduate programs are diverse and all serve as a conduit into more than 100 graduate and professional programs. NSU boasts a strong health professions division and our dual-admit program for undergraduate students is great for those with who wish to pre-apply to our nationally ranked graduate and professional programs. Our business school is the largest in Florida and caters to future business leaders and entrepreneurs who seek a personalized real-world education. Alumni from our school of education are teachers and administrators across the county, including more than 300 sitting superintendents and 38 college presidents hold our Ed.D. degree. NSU's programs in psychology, conflict resolution and family therapy are nationally renowned. So, whether you are preparing to study law, computer sciences or marine biology – NSU is the best choice to pursue higher education.

We are proud to be classified as one of only 37 universities, out of more than 4,000, that have the dual designation of both "high research" and "community engaged." This did not happen by accident. Our faculty and student researchers are changing the world in areas such as coral reef preservation, cancer drug therapies, autism, neuro-immune medicine, and many others. And our students, faculty and staff give back to the community each year through approximately 2,000 different community events. NSU is committed to providing the highest quality faculty in small classroom environments where interaction is a key ingredient in the learning process.

I invite you to take a few minutes and look around our website and discover NSU. Get to know our faculty, our students and programs – I am sure you will like what you see. Our virtual campus map will give you building-by-building access to our classrooms, athletics facilities, student union, and libraries. And, if you are in town, please stop by to say hello and join us for a tour of our beautiful 300-acre campus.

Sincerely,

George L. Hanbury II, Ph.D.
President and CEO

Dean's Message

As Dean, it is my privilege and pleasure to welcome you to the College of Psychology at Nova Southeastern University! Our College offers bachelor's degree programs in psychology and behavioral neuroscience, as well as graduate programs in clinical and school psychology, counseling, experimental psychology, forensic psychology, and general psychology, along with other specialized training experiences.

Whether you are a first year graduate student seeking a master's degree in experimental psychology, a second year counseling student on your practicum, or a fourth year Ph.D. student working toward completing your dissertation, you are a vital and valued part of this college. As such, I invite you to seek out and embrace the myriad opportunities that are available to you during your time here. Enrich your understanding of your chosen field of study through coursework and hands-on training in the lab, clinic, or community. Get to know the classmates who will become your friends and colleagues, who will be a part of your professional network for decades to come. Perhaps most importantly, learn everything you can from your professors, both inside and outside of the classroom. They have successfully navigated the professional world to which you are seeking membership. They are talented and knowledgeable leaders in their fields, and they are here to be your mentors. Accept their support, praise, and feedback with gratitude and humility.

With these and all the opportunities that await you, make the most of your time at NSU. Discover your passion. Find your voice. Pursue your goals. Develop new goals. Learn, grow, graduate, and make us all proud to be Sharks!
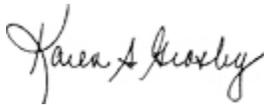
Karen S. Grosby, Ed. D.
Dean, College of Psychology

COLLEGE OF PSYCHOLOGY
ACADEMIC CALENDAR 2018-2019
Doctoral, Specialist, & Master's Programs

Fall 2018 – Full Semester	
Thursday, August 16	Orientation for new on-campus students
Monday, August 20	Fall semester classes begin Last day for completing regular registration Late registration fee of $50 will be charged after this date
Sunday, August 26	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, September 2	End of 75% refund
Monday, September 3	**Labor Day – university offices closed**
September 7, 8, 9	Master's on-campus intensive weekend format course
Sunday, September 9	End of 50% refund
Sunday, September 16	End of 25% refund Last day for dropping classes with refund
October 12, 13, 14	Master's on-campus intensive weekend format course
Saturday, October 20	Counselor Preparation Comprehensive Exam (CPCE) *(Clinical Mental Health Counseling – all locations)*
Sunday, November 18	Last day to withdraw from classes (no refund)
Thursday, November 22 Friday, November 23	**Thanksgiving – university offices closed**
Sunday, December 9	Fall semester classes end
Monday, December 24 – Tuesday, January 1	**Winter Holiday – university offices closed**

Fall I 2018 (8-Week)	
Monday, August 20	Fall I classes begin Last day for completing regular registration Late registration fee of $50 will be charged after this date
Sunday, August 26	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, September 2	End of 75% refund
Monday, September 3	**Labor Day – university offices closed**
Sunday, September 9	End of 50% refund
Sunday, September 16	End of 25% refund Last day for dropping classes with refund
Sunday, September 23	Last day to withdraw from classes (no refund)
Sunday, October 14	Fall I classes end

Fall II 2018 (8-Week / Intensive Weekend Format)	
Monday, October 15	Fall II classes begin Last day for completing regular registration Late registration fee of $50 will be charged after this date
Sunday, October 21	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, October 28	End of 75% refund
Sunday, November 4	End of 50% refund
Sunday, November 11	End of 25% refund Last day for dropping classes with refund
Sunday, November 18	Last day to withdraw from classes (no refund)
Thursday, November 22 **Friday, November 23**	**Thanksgiving – university offices closed**
Sunday, December 9	Fall II semester classes end

Winter 2019 – Full Semester	
Monday, December 24 – Tuesday, January 1	**Winter Holiday – university offices closed**
Wednesday, January 2	University offices reopen
Monday, January 7	Winter semester classes begin Last day for completing regular registration Late registration fee of $50 will be charged after this date
Sunday, January 13	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, January 20	End of 75% refund
Monday, January 21	**Martin L. King, Jr. Day – university offices closed**
January 25, 26, 27	Master's on-campus intensive weekend format course
Sunday, January 27	End of 50% refund
Sunday, February 3	End of 25% refund Last day for dropping classes with refund
February 15, 16, 17	Master's on-campus intensive weekend format course
Saturday, February 23	Counselor Preparation Comprehensive Exam (CPCE) *(Clinical Mental Health Counseling – all locations)*
March 4 – March 8	**Spring Break**
Sunday, April 14	Last day to withdraw from classes (no refund)
Sunday, May 5	Winter semester classes end

Winter I 2019 (8-Week)	
Monday, January 7	Winter I classes begin Last day for completing regular registration Late registration fee of $50 will be charged after this date
Sunday, January 13	End of 100% refund Last day for completing late registration Last day for adding classes
Monday, January 21	**Martin Luther King, Jr. – university offices closed**
Sunday, January 20	End of 75% refund
Sunday, January 27	End of 50% refund
Sunday, February 3	End of 25% refund Last day for dropping classes with refund
Sunday, February 10	Last day to withdraw from classes (no refund)
Sunday, March 3	Winter I classes end

Winter II 2019 (8-Week)	
Monday, March 11	Winter II classes begin Last day for completing regular registration Late registration fee of $50 will be charged after this date
Sunday, March 17	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, March 24	End of 75% refund
Sunday, March 31	End of 50% refund
Sunday, April 7	End of 25% refund Last day for dropping classes with refund
Sunday, April 14	Last day to withdraw from classes (no refund)
Sunday, May 5	Winter II semester classes end

Summer 2019 – Full Semester	
Monday, May 6	Summer semester classes begin Last day for completing regular registration Late registration fee of $50 will be charged after this date
Sunday, May 12	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, May 19	End of 75% refund
Sunday, May 26	End of 50% refund
Monday, May 27	**Memorial Day – university offices closed**
Sunday, June 2	End of 25% refund Last day for dropping classes with refund
Saturday, June 29	Counselor Preparation Comprehensive Exam (CPCE) *(Clinical Mental Health Counseling – all locations)*
Thursday, July 4	**Independence Day – university offices closed**
July 12, 13, 14	Master's on-campus intensive weekend format course
Sunday, July 21	Last day to withdraw from classes (no refund)
August 2, 3, 4	Master's on-campus intensive weekend format course
Sunday, August 11	Summer semester classes end

Summer I 2019 (8-Week)	
Monday, May 6	Summer I classes begin Last day for completing regular registration Late registration fee of $50 will be charged after this date
Sunday, May 12	End of 100% refund Last day for completing late registration Last day for adding classes
Sunday, May 19	End of 75% refund
Sunday, May 26	End of 50% refund
Monday, May 27	**Memorial Day – university offices closed**
Sunday, June 2	End of 25% refund Last day for dropping classes with refund Last day to withdraw from classes
Sunday, June 23	Summer I classes end

Summer II 2019 (8-Week)	
Monday, June 24	Summer II semester classes begin Last day for completing regular registration Late registration fee of $50 will be charged after this date
Sunday, June 30	End of 100% refund Last day for completing late registration Last day for adding classes
Thursday, July 4	**Independence Day – university offices closed**
Sunday, July 7	End of 75% refund
Sunday, July 14	End of 50% refund
Sunday, July 21	End of 25% refund Last day for dropping classes with refund Last day to withdraw from classes
Sunday, August 11	Summer II semester classes end

INTRODUCTION TO THE COLLEGE OF PSYCHOLOGY

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

The College 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 & Procedures Handbook* was designed to familiarize you with the specific policies and procedures governing the Psy.D. clinical psychology program. Knowledge of the contents of this handbook and of the *College of Psychology Catalog*, available at http://psychology.nova.edu/, 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 health service 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.

Reservation of Power
Nova Southeastern University reserves the right to amend, modify, add to, or delete its rules, policies and procedures without notice, 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 the 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.

College Philosophy
The College of Psychology 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, school psychology, mental health counseling, school counseling, and clinical psychopharmacology. It encourages the advancement of knowledge through research. Finally, it provides high-level psychological services to a variety of individuals with varying needs.

The college further provides for a variety of professional needs simultaneously. There is a strong commitment to the advancement of psychological knowledge. Faculty members 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. The doctoral (Psy.D.) program in school psychology builds upon the College's specialist program (Psy.S.) in school psychology, which is approved by the Florida Department of Education, the National Association of School Psychologists (NASP), and accredited by the National Council for Accreditation of Teacher Education (NCATE). Both school psychology programs provide training for students intending to practice school psychology in a variety of school and school-related settings. The master's programs in mental health counseling and school counseling provide quality training for individuals engaging in service delivery (under supervision) within agencies and schools. The center college also provides educational experiences for the professional community through the Continuing Education Program Series.

The College 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 is represented as it relates to the breadth of societal needs.

Academic Calendar
Please refer to the academic calendar in this handbook for specific calendar dates. The academic calendar can also be found on the College of Psychology website http://psychology.nova.edu/ for the most updated information.

Tobacco-Free Policy
Smoking and tobacco use are prohibited in all Nova Southeastern University facilities and on all university property and other properties owned or leased by the University with no exception. For a complete description of NSU's tobacco-free policy refer to http://www.nova.edu/tobacco-free/policy.html

Academic Programs

Various programs are offered through the College of Psychology including B.S. degrees in Psychology and Behavioral Neuroscience; M.S. degrees in Counseling, Experimental Psychology, Forensic Psychology, General Psychology, Mental Health Psychology, and School Counseling; Psy.S. degree in School Psychology; and doctoral degrees in School (Psy.D.) and Clinical Psychology (Psy.D. and Ph.D.).

The Ph.D. Program in Clinical Psychology is accredited by the Commission on Accreditation of the American Psychological Association. The Psy.D. Program in Clinical Psychology is accredited by the Commission on Accreditation of the American Psychological Association. The Psy.D. Program in School Psychology is accredited by the Commission on Accreditation of the American Psychological Association

Additionally, the college offers a joint Doctoral/MBA program that was established in response to the interest of clinical psychologists to be trained in the practice of business. Current College of Psychology doctoral students interested in admittance to the M.B.A. program should contact the College of Psychology Director of Academic Affairs. The student will fulfill the typical clinical psychology admissions process by completing the application packet obtainable at the College of Psychology and indicate, at that time, that they intend to be admitted to the joint psychology and M.B.A. program. Typically students will begin M.B.A. classes during the 3rd year of their psychology studies if they are in good standing and will pay the respective current tuition rates for both the clinical psychology program and the M.B.A. Program.

Clinical Psychology Doctoral Programs
By offering both the Doctor of Psychology (Psy.D.) and the Doctor of Philosophy (Ph.D.) degrees, the College of Psychology demonstrates its commitment to train health service 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 doctoral internship at an approved 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 year.

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 College of Psychology seeks to develop strong mentoring relationships between faculty members 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 1960s, 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 Psy.D. program is founded on this practitioner-informed-by-science model, which prepares students to provide empirically supported or evidence-based assessment and intervention methods, and to evaluate their efficacy. The Psy.D. program offers academic, practicum, internship, and research experience directly relevant to the practitioner, while retaining the important scientific base upon which professional competence and knowledge rest. To that end, the Psy.D. program prepares students to be lifelong 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 trains students to perform as clinicians, public and 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.

The overarching aim of the Psy.D. Clinical Psychology program is to prepare students to enter careers as health service psychologists concerned primarily with direct service delivery informed by the research base. Students will develop proficiencies in the Profession-Wide Competencies and Discipline-Specific Knowledge areas outlined by the Standards of Accreditation (SoA) of the American Psychological Association (APA) through the lens of the practitioner-informed-by-science training model. Accordingly, we aim to train future Health Service psychologists who demonstrate a) an understanding of the breadth of scientific psychology through knowledge of the foundations of the discipline of psychology (or the discipline-specific knowledge areas), including the history and systems of psychology, basic knowledge in scientific psychology, integrative knowledge in scientific psychology, and methods of inquiry and research; b) an understanding of the foundations of practice in health service psychology, including ethical and legal standards, individual and cultural diversity, professional values and attitudes, and communication and interpersonal skills; c) entry-level clinical skills and competencies necessary for effective work in practitioner informed by science roles, including assessment, intervention, supervision, and consultation; d) An understanding of and ability to apply research methods and statistics to inform professional practice.

Our program prepares students for entry-level practice as health service psychologists who will be life-long consumers of research. Following degree conferral, our graduates will be eligible for licensure as doctoral-level psychologists. We expect they will be well-prepared to practice in a wide-range of health service psychology settings, including medical, government and community institutions and agencies, and they will be committed to engage in service delivery with diverse clients in accordance with the highest ethical and professional standards.

The integration of science and practice is accomplished through the coverage of discipline-specific areas of knowledge (Affective, Behavioral, Cognitive, Developmental, and Social), Profession-Wide Competencies, and the conceptual foundations underlying them. In addition,students are exposed to evidence-based assessments and interventions in courses and through formal practicum/supervision experiences. This integration is furthered through statistics and research methods courses, which provide students with tools to be more effective and critical consumers of scientific research.

Licensure Associated with Degrees Conferred Through the Academic Programs
A degree conferred by any College of Psychology program, including those that are APA or NCATE/CAEP accredited, may not automatically mean (1) acceptance of the program curricula by a given state for the purpose of professional licensure or certification; (2) acceptance of the program curricula for the purpose of any nongovernmental certification; or (3) satisfaction of an employer's preconditions/qualifications for employment. Students are responsible for verifying periodically their individual eligibility for licensure, certification, internship, and employment through careful review of the applicable requirements of specific states, provinces, agencies and employers, as such requirements are subject to change without notice.

Training Programs

The College is dedicated to providing training not only to its students but also to the psychology and mental health community at large. In addition to its academic degree programs, various other training opportunities exist to further this goal.

Institute of Trauma and Victimization
The Institute of Trauma and Victimization (ITV) was founded to create a focus of interest in the area of trauma and victimization and to form a network for collaboration between students and colleagues from both within and outside of the College. The mission of the institute is to stimulate research and sponsor training and service delivery in the field of trauma and victimization to develop and evaluate innovative interventions for those exposed to trauma, and to establish links with relevant groups, organizations and colleagues in the local, national, and international community, and involving students in existing College of Psychology trauma-related programs that share a three-fold mission:
1. Provision of specialized psychological services to a particular population of clients exposed to trauma;
2. Doctoral level clinical training in the provision of psychological services to the population of traumatized clientele;
3. Execution of an ongoing program of research on that population of traumatized clientele.

Southeast Institute for Cross-Cultural Counseling
The Southeast Institute for Cross-Cultural Counseling is committed to enhancing the cause of multiculturalism at the College of Psychology. It strives to promote a welcoming climate for ethnic minority students and for those mainstream students who are particularly interested in pursuing cross-cultural studies. Nontraditional methodologies in counseling and assessment specifically targeted for minority groups are introduced. Courses and in-service colloquia in the area of multiculturalism and cross-cultural counseling and psychotherapy are provided. The institute seeks to promote multicultural and international research. In addition, students are encouraged to initiate projects and dissertations that validate existing and newly constructed assessment methods with diverse populations.

Psychology Services Center Internship Program
Nova Southeastern University's Psychology Services College Internship Program is accredited by the Commission on Accreditation of the American Psychological Association. Each year interns are selected from a nationwide pool of applicants to participate in supervised clinical experiences, training meetings, seminars, and research.

Consortium Internship Program
The College of Psychology sponsors the Consortium Internship Program. Accredited by the Commission on Accreditation of the American Psychological Association (APA), the consortium provides services to a vast array of clinically diverse populations within local community settings.

Continuing Education Series
The College of Psychology offers the professional community a series of continuing education programs each year, featuring nationally renowned presenters. Constantly seeking the expert knowledge of the college's faculty and other leading professionals within the field, these courses offer the latest information in psychology and mental health in both a practical lecture and

hands-on format. Workshops are specifically designed to meet the needs of postgraduate professionals in the field. Students can attend the workshops free of charge. Nova Southeastern University's College of Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. Nova Southeastern University's College of Psychology maintains responsibility for this program and its content. A listing of scheduled workshops can be found at https://psychology.nova.edu/ce/index.html

Research

In addition to training individuals to provide care and treatment for those with psychological problems, the college is equally committed to encouraging sophisticated applied research. The college is distinguished by its special commitment to clinical research geared toward understanding and resolving problems confronting modern society. In addition to ongoing faculty research, doctoral students engage in research activities, thereby multiplying the efforts and expertise required to understand the complexities of psychological disorders. Areas of research in which the college is engaged include:

Alcohol and substance abuse	Multicultural assessment and intervention
Anxiety disorders	Neuropsychology
Attention deficit and hyperactivity disorder	Pediatric psychology
Battered women's syndrome	Police stress
Child-clinical psychology	Posttraumatic stress disorder
Clinical biofeedback	Psychoanalytic therapy
Couples and families	Psychodiagnostic assessment
Domestic and family violence	School phobia
Forensic psychology	Sexual abuse
Gender issues	Sleep
Geriatric mental health	Social-clinical psychology
Health psychology	Suicide
Long-term mental illness	Trauma and dissociation
Mood disorders	

Computer/Statistical Lab
Research in the college is supported by extensive computer facilities, including an in-house computer lab with 30 terminals, several printing stations, full time technical assistance, servers and network. The university also has computer labs across campus and wireless networks. Methodological, statistical, and computer consultation is available to faculty members and students engaged in research or related course work.

Protection of Human Subjects
The college adheres to published professional and governmental guidelines and regulations for protecting human subjects in research. **Any research that involves human subjects conducted by NSU faculty members, staff members, or students, whether funded or unfunded, must be submitted to the College of Psychology representative for decision about possible Institutional Review Board (IRB) review. All faculty members, staff members and students involved in research studies must complete an on-line course with regard to the protection of human subjects (CITI course).** To obtain more information visit the NSU IRB website at www.nova.edu/irb/manual/ All IRB policies and procedures can be accessed at the IRB website: http://www.nova.edu/irb/manual/policies.html

Clinical Services

The Psychology Services Center (PSC) provides services to all residents of the tri-county area, including children, adolescents, adults, and elderly clients, regardless of race, color, sex, age, non-disqualifying disability, religion or creed, sexual orientation, or national or ethnic origin.

The PSC's clinical staff consists of professionals in psychology, mental health counseling, and social work. More than 100 College of Psychology masters, specialist, and doctoral students receive practicum training within the PSC. Services offered by the PSC include the following:

- Assistance with smoking, gambling and over-eating issues
- Behavioral modification
- Biofeedback
- Counseling for older adults
- Family and multifamily therapy
- Consultation and referral
- Multilingual services (when available)
- Neuropsychological assessment and evaluation
- Pain management
- Psychodynamic psychotherapy
- Psychoeducational evaluations for gifted and school related issues
- Psychological testing
- Stress management
- Testing and treatment for ADHD
- Treatment for Challenging Behaviors
- Treatment for adolescent drug abuse and prevention
- Treatment for adults with issues resulting from traumatic experiences
- Treatment for children and adolescents experiencing behavioral and emotional issues
- Treatment for children and adolescents who have experienced a trauma
- Treatment for depression, anxiety and emotional disturbances
- Treatment for eating disorders and body image issues
- Treatment for insomnia and other sleep disorders
- Treatment for serious emotional disturbance
- Treatment for victims, perpetrators or children affected by domestic violence

Adult Services Program

Adult Services Program treatment providers are committed to working with individuals motivated to improve their level of functioning and mental health well-being. Services available include individual and group psychotherapy as well as psychological assessments as it relates to treatment recommendations. A comprehensive biopsychosocial diagnostic and treatment approach is used to help adults 18 and older with a wide variety of psychological problems/difficulties including

- mood disorders
- severe and persistent mental illness
- social skills problems
- stress
- other mental health issues

Child, Adolescent, and Family Services Program
Child, Adolescent, and Family Services Program treatment providers are committed to working together with children, adolescents, and their families toward the goal of improving their quality of life. Services include individual, group, play therapy, and psychological assessment, as well as parenting skills training. A comprehensive diagnostic and treatment approach is used to assist families with children ages 4 through 17 with varying emotional, cognitive, and/or behavioral difficulties such as

- attentional deficit/hyperactivity disorder
- mood and anxiety disorders
- school and behavioral problems
- childhood bedwetting and incontinence
- other mental health issues facing children and adolescents

Faculty Specialty Clinical Training Programs

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.

ADHD Assessment Consultation & Treatment Program. This program serves children and adolescents and their families that demonstrate behavioral problems consistent with a diagnosis of ADHD. Empirically supported assessment and treatment is emphasized.

Anxiety Treatment Center. This program specializes in the treatment of anxiety and obsessive compulsive disorders. The mission of the clinic is to provide state-of-the-art treatments with proven efficacy based on cutting-edge research. Domains of treatment include phobias, generalized anxiety, social anxiety, and panic disorders. In addition, a specialized track within the program offers treatment for obsessive compulsive disorder, body dysmorphic disorder, hoarding, hair pulling and skin picking, and tic disorders.

Biofeedback and Health Psychology Center. This program offers psychological evaluation, intervention, and consultation for the optimum management of an ongoing health-related concern, as well as for the optimum maintenance of a healthy lifestyle. Biofeedback and other health psychology interventions can be provided to assist individuals with the management of a chronic disease, headaches and other types of chronic pain, healthy eating and exercise, changing health-compromising behaviors, coping with aversive medical/dental procedures, and overall health promotion. When indicated, and with appropriate release of information, interaction with the clients' significant others and/or other health care providers can be incorporated.

Child and Adolescent Traumatic Stress Program. The NSU Child and Adolescent Traumatic Stress Program (CATSP) provides children, and adolescents (from birth to 18 years) who are experiencing post-trauma symptoms with specialized psychological services to help them gain greater satisfaction in their lives. In addition to the availability of services for children and adolescents, the families of these traumatized children may also obtain services. Special populations served include: 1) children who are experiencing psychological problems and

physical complaints as a result of suffering some type of trauma; 2) children who have experienced trauma as a function of witnessing violence, automobile accidents, school shootings, or natural disasters; 3) children and adolescents who have been abused and are experiencing elimination disorders (wetting and soiling), nightmares, regressive behavior, fear and avoidance, and other problems associated with post-traumatic stress disorder; 4) children with acute, chronic, and/or genetic medical disorders who are exhibiting a traumatic stress reaction related to the medical problem. Services are also offered to families of children with these medical disorders. CATSP also houses the division of Forensic Family Psychology Program of CATSP which serves individuals and/or families that have been ordered by the court to complete psychological evaluations, family therapy, reunification therapy, or parent effectiveness and empathy training. Often these services are rendered as part of a multi-disciplinary team including guardians ad litem and other community professionals.

Family Violence Program. The Family Violence Program provides psychological services to children, adolescents, and adults in: 1) offering assistance in identifying and overcoming effects of abuse, while also helping perpetrators learn nonviolent behaviors, 2) assisting children who have witnessed violence to overcome its effects, and 3) helping adolescents learn anger management skills and promoting nonviolent ways of resolving conflicts. Individual and/or group therapy sessions are offered on a sliding scale fee basis. Treatment techniques such as: assertiveness skills, communication skills, and problem solving skills are emphasized.

Guided Self-Change Healthy Lifestyles Program. The Guided Self-Change (GSC) Healthy Lifestyles outpatient program at Nova Southeastern University's College of Psychology offers a unique short-term, evidence-based, non-12 step alternative treatment for substance use disorders. The treatment is not available elsewhere in Florida and has been recognized in the Surgeon General's report Facing Addiction in America (November 2016) as an appropriate treatment for individuals who have mild alcohol or drug problems. The GSC program which has been evaluated and is available in both English and Spanish is a motivational cognitive-behavioral harm reduction treatment developed in 1984 by Drs. Linda and Mark Sobell. The clinic offers services for individuals concerned about their use of alcohol, other drugs (prescribed and non-prescribed), or their use of tobacco products. It also offers services for individuals who have difficulties falling asleep or staying asleep, who want to develop a healthier lifestyle, lose weight, exercise more, quit gambling, or reduce internet or video game use. The program, evaluated in over 12 clinical studies, empowers people to take responsibility for their own change and utilize personal strengths for setting and achieving goals. Services are available in English and Spanish.

Intensive Psychodynamic Psychotherapy Center. This program provides diagnostic and in-depth treatment services to adolescents and adults 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.

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 or organic versus functional psychiatric symptoms; differential diagnosis of dementia versus depression; evaluation to determine cognitive, emotional, or

behavioral symptoms subsequent to head injury; diagnosis of learning disability, Attention Deficit Hyperactivity Disorder, or intellectual disability; 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.

Nova Southeastern University Counseling Center for Older Adults (NCCOA). This program provides psychotherapy to individuals who are 55 and over. 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.

Psychological Services for the Emotionally Distressed. Psychological Services for the Emotionally Distressed offers treatment and assessment for adolescents and adults with severe and persistent mental illness, including psychotic disorders and severe mood disorders. These patients experience a range of psychotic sequelae such as hallucinations, delusions, isolation, regressive and/or bizarre behavior, impaired social and daily living skills, and restricted, inappropriate or labile affect. Diagnoses may include schizophrenia, schizophreniform disorder, schizoaffective disorder, bipolar disorder, major depressive disorder, and severe personality disorders. Students will work primarily within a supportive psychodynamic framework, but will also have the opportunity to integrate other approaches.

School-Related Psychological Assessments and Clinical Interventions. This program offers comprehensive psychological evaluations for school-related academic, developmental, behavioral, and learning problems. These evaluations include interviews of all individuals as necessary (e.g., parents, child or adult client, teachers), behavioral observations, formal test administration, personal feedback on results, psychological reports, and school consultation as appropriate. In addition a variety of evidence-based and innovative interventions are available as needed.

Trauma Resolution Integration Program (TRIP). This clinic specializes in assessing and treating men and women ages 18 and above with psychological difficulties related to a history of trauma (including but not limited to child abuse, domestic violence, combat trauma, rape, criminal assault, natural disasters or political violence,); or 2) who are experiencing serious dissociative symptoms, whether or not they seem to be related to a trauma history. Treatment modalities offered by TRIP include individual therapy, group Dialectical Behavioral Therapy (DBT) and, when indicated, couples and family therapy.

Psy.D. Curriculum and Degree Completion Requirements

The overarching aim of the Psy.D. Clinical Psychology program is to prepare students to enter careers as health service psychologists concerned primarily with direct service delivery informed by the research base. Accordingly, we aim to train future Health Service psychologists who demonstrate a) an understand the breadth of scientific psychology through knowledge of the foundations of the discipline of psychology or the discipline-specific knowledge areas, including the history and systems of psychology, basic knowledge in scientific psychology, integrative knowledge in scientific psychology, and methods of inquiry and research; b) an understanding of the foundations of practice in health service psychology, including ethical and legal standards, individual and cultural diversity, professional values and attitudes, and communication and interpersonal skills; c) entry-level clinical skills and competencies necessary for effective work in practitioner informed by science roles, including assessment, intervention, supervision, and consultation; d) An understanding of and ability to apply research methods and statistics to inform professional practice. Students will develop proficiencies in the Profession-Wide Competencies and Discipline-Specific Knowledge areas outlined by the Standards of Accreditation (SoA) of the American Psychological Association (APA) through the lens of the practitioner-informed-by-science training model. These Profession-Wide Competencies and Discipline-Specific Knowledge areas are outlined in appendix I.

The Psy.D. program is a full-time, on campus program typically requiring the successful completion of a minimum of five years of post-baccalaureate study, including four years on campus, and one year on a full-time doctoral clinical internship. A minimum residency requirement of at least the first three years of full time study must be met. A student is required to graduate within seven years of the date of first enrollment. (See Time Limits Section)

Students must satisfactorily complete the following requirements:
1. Required curriculum
2. Successful attainment of discipline-specific and profession-wide competencies
3. Elective course work and/or concentration course work
4. Clinical requirements: clinical practica, Clinical Competency Examination, and clinical internship
5. Research requirements: Directed Study and dissemination of research

Through these required components students will develop proficiencies in the Profession-Wide Competencies and Discipline-Specific Knowledge areas outlined by the SoA of the APA. Each of these components is discussed in the following sections of this handbook.

Required Curriculum Course Work
The curriculum of the Psy.D. doctoral program is designed to provide the knowledge and training necessary for the student to develop as a health service 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. The program meets curricular requirements of the American Psychological Association. Graduates from the Psy.D. program have been eligible for licensure in Florida and other states. However, a degree conferred from an APA accredited program may not automatically mean acceptance of the program curricula by a given state for the purpose of professional licensure. Students are responsible for verifying their individual eligibility through careful review of the state licensure regulations in the state in which they plan to practice to determine its specific requirements. A list of state boards from

which current requirements and addresses can be obtained can be accessed through the Association of State and Provincial Psychology Boards website (http://www.asppb.net/?page=HandbookTemp) or you can address general questions to the Office of Academic Affairs.

The Psy.D. curricula are developed and monitored on an ongoing basis by College of Psychology faculty to:

1) be consistent with APA accreditation requirements, and
2) prepare graduates for the professional practice of health service psychology.

The 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 College of Psychology. Note that a certain number of electives must be taken in the intervention area.

The Psy.D. program requires a minimum of 119 credit hours, and its curriculum 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. However, students are strongly discouraged from deviating from the recommended model curriculum sequence as this may impact their financial aid status. To assist the student in completing the program, a selection of required and elective courses is offered during the summer sessions. In unusual circumstances, students may 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 must clear 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.

Discipline-Specific Knowledge Areas and Profession-Wide Competencies
For successful completion of the program, students must complete the curriculum presented herein. In so doing, students must demonstrate successful attainment of competencies that reflect general knowledge of the field of psychology (e.g., history and systems, basic content areas in scientific psychology, advanced integrative knowledge, research methods, statistical analysis, and psychometrics) as well as foundational skills in areas integral to successful practice as a health service psychologist (e.g., research, assessment, intervention, ethical/legal standards, communication and interpersonal skills, individual and cultural diversity, professional values and attitudes, supervision, and consultation/interprofessional/ interdisciplinary skills). These competencies are embedded within the program's requirements and are listed in Appendix I.

Elective Coursework
Students are required to complete 15 credits of electives as part of the curriculum requirements. Six of these credits must be intervention courses (listed as PSY 46XX and some 47XX). All courses that meet the intervention elective requirements can be found below in the section *Intervention Elective Courses*. A variety of elective courses are offered each semester. Students in concentrations or tracks can use their required concentration courses to meet elective requirements. It should be noted, however, that in some instances the concentration requirements will not fulfill the six credits of intervention elective courses requirement. Detailed information about concentrations and tracks is provided below. Students should consult with the model curriculum to determine when elective courses should be taken.

Concentrations

Although the college's doctoral programs are committed to the general training of health service 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 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. Students who enter a concentration may be required to take additional courses beyond those required to complete the curriculum.

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 court system, which include issues regarding competency and criminal responsibility; psychological damages in civil trials; civil competencies; psychological autopsies; and child custody and parental fitness. Course work includes: Introduction to Forensic Psychology; Forensic Psychology: Criminal Law; Forensic Psychology Assessment; Psychological Interventions in Forensic Settings; Forensic Psychology: Family Law; and Special Issues in Forensic Psychology: Supervision, Consultation, Ethics, and Controversial Issues.

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; Anatomy and Physiology; Assessment in Health Psychology; and two intervention Health Psychology courses.

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; and Child and Adolescent Neuropsychological Assessment , in addition to a one year practicum in neuropsychology. Psy.D. students will complete a research project equivalent to a Major Paper under the direction of a neuropsychology faculty member, as well as have the opportunity to take the Ph.D. three course statistical sequence. Students will also complete yearly research submissions to APA and the National Academy of Neuropsychologists as well as other activities to enhance their knowledge and skills.

Psychodynamic Psychology. Psychodynamic Psychology (PP) is a discipline of psychology that presents a theory of personality and an explanation of the framework for understanding 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; Narcissistic, Borderline, and Other Character Disorders; Psychodynamic Treatment of Affective Disorders; Psychodynamic Treatment Approach to Family and Group Therapy; and Psychodynamic Psychotherapy in Practice.

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, and psychopharmacology, as well as program development and public policy. Course work includes: Community Psychology with the Seriously Mentally Ill; Treatment of Serious Mental Illness; Consultative Psychopharmacology; and Diagnostic Assessment of Long Term Mental Illness.

Tracks
Students wishing to specialize in a subject area can elect to complete course work in a track. No formal admission requirements are necessary and students complete the courses at their own volition. Students will notify the Director of Academic Affairs of their intention to complete a track.

Child, Adolescent, and Family Psychology Track. Child, Adolescent, and Family Psychology (CAFP) address the assessment and treatment of children and adolescents with significant emotional and behavioral problems and troubled families. The area focuses on empirically supported assessment and treatment methods. In addition, the area is concerned with efforts to promote and better understand healthy child and family development as well as the prevention of psychological problems of youth.

Multicultural/Diversity Track. This track is designed to provide coursework, research, and practicum experiences to better enable students to work effectively in our demographically changing society.

Trauma Track. The object of the Trauma track is to deliver specialized training in trauma as it pertains to the assessment and treatment of individuals. In addition, research into trauma issues is stressed.

En Route Master of Science in Clinical Psychology
Students enrolled in the Psy.D. program in clinical psychology may earn as an intermediate degree, the Master of Science in clinical psychology. The curriculum for this degree consists of successful completion of all courses including practicum and supervision in the first two years of the model doctoral curricula (76 credit hours). Courses transferred into Nova Southeastern University'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 independent practitioners. Rather, this degree should be utilized by the 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.

Model Curriculum

The following pages contains the model curriculum to be followed by students entering the program in 2018-2019 academic year and descriptions of all required and elective courses offered by the program.

Nova Southeastern University College of Psychology
Psy.D. Program 2018-2019 Model Curriculum

First-Year Fall Semester	Prerequisites or Corequisites	Credits
1403 Adult Psychopathology**		3
1405 Development: Child and Adolescent*		1.5
1407 Development: Adult & Older Adult*		1.5
1417 Ethics and Professional Issues**		1.5
1418 Ethics and Legal Issues**		1.5
1501 Assessment: Intelligence Testing with Lab**		3
1603 Systems of Psychotherapy*		1.5
1605 Diversity in Assessment & Intervention** OR		3
1401 History & Systems of Psychology*		

First-Year Winter Semester		Credits
1401 History & Systems of Psychology* OR		3
1605 Diversity in Assessment & Intervention**		
1408 Child & Adolescent Psychopathology**	1405	3
1502 Diagnostic Interviewing**	1403	3
1610 Adult Intervention I**	1403, 1407	3
1703 Pre-Practicum**	Pre/Co Req 1605, 1502	1
1806 Intermediate Statistics w/Lab*		3

First-Year Summer Semester		Credits
1416 Cognitive/Affective Aspects of Behavior*		3
Elective[1]		3

Second-Year Fall Semester		Credits
2507 Objective Personality Assessment**	1501, 1502	3
2602 Systems/Family Therapy**		3
2604 Child & Adolescent Intervention**	1405, 1408	1.5
2701 Clinical Practicum I**	All First Year Except 1416, 1806	3
2703 Supervision I		1
2809 Research Design***		3
2107 Theories of Measurement*	1806	3

Second-Year Winter Semester		Credits
2112 Biological Bases of Behavior*		3
2509 Behavioral Assessment**		1.5
2511 Projective Personality Assessment**	1501, 2507	3
2606 Case Conceptualization**	1610, 2602, 2604, 2701, 2703	3
2702 Clinical Practicum II**	2701	3
2704 Supervision II	2703	1

Second-Year Summer Semester		Credits
2406 Psychopharmacology*	2112	1.5
270A Summer Practicum I**	2702	3
270B Summer Supervision I	2704	1

Third-Year Fall Semester		Credits
4607 Group Theory/Processes** OR	1610, 2604	3
3403 Social Aspects of Behavior*		
3501 Integrated Report**	2507, 2509, 2511	3
3701 Clinical Practicum III**	2507-9-11, 2602, 2604, 2606, 2702-4, 270A Pre/Co Req 3501	3
3703 Supervision III	270B	1
5890 Directed Study: Research**	2809	2

Third-Year Winter Semester	Prerequisites	Credits
3403 Social Aspects of Behavior* OR		3
4607 Group Theory/Processes**	1610, 2604	
3702 Clinical Practicum IV**	3701	3
3704 Supervision IV	3703	1
5890 Directed Study : Research**	2809	2

Third-Year Summer Semester	Prerequisites	Credits
370A Summer Practicum II**	3702	3
370B Summer Supervision II	3704	1
Elective[1]		3

Fourth-Year Fall Semester	Prerequisites	Credits
Clinical Competency Exam**	All required courses plus 6 credits of intervention electives	
4499 Advanced Professional Development**		1
2 Electives[1]		6

Fourth-Year Winter Semester	Prerequisites	Credits
4402 Consultation & Supervision**	2701-4, 270A, 270B	3
Elective[1]		3

Fifth-Year		Credits
5700 Internship (.5 credit per semester summer, fall, winter & summer)	All course work including 5890: Directed Study: Research	2

[1]**For the 15 credits of electives, students must complete 6 credits of intervention (46XX and some 47XX) electives and 9 credits in any area. Students admitted into a concentration should follow concentration requirements.**
In some instances, elective practica that are predominately intervention oriented may be counted as intervention electives

TOTAL DEGREE CREDITS	**119**

[2]**Neuropsychology and Forensic concentration students require additional credits to fulfill concentration requirements beyond their 15 credits of electives. Neuropsychology students are required to take: PSY 4401, PSY 4405, PSY 4406, PSY 4501, PSY 4515, PSY 4517, PSY 1807, PSY 2808, PSY 2812. Forensic students are required to take: PSY 4418, PSY 4419, PSY 4449, PSY 4450, PSY 4560, PSY 4690. Of these required concentration courses, several will fulfill some of the elective requirements, the remaining concentration-required courses will be taken over and above the model curriculum requirements.**

* Discipline-specific Knowledge (DSK) Course ** Profession-wide Competency (PWC) Course ***Both DSK & PWC course

PSY. D. DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY COURSE DESCRIPTIONS

There are some required courses (e.g., Diversity in Assessment & Intervention, Group Theory and Process) that may require some personal disclosures by the student as part of the course requirements. Other elective courses (e.g., Advanced Group Theory and Process) may require a higher level of ongoing self- disclosure as part of the class process.

General Required Courses

PSY 1401 History & Systems of Psychology (3 credits)
This course examines the historical progression of ideas central to psychology, the philosophical and empirical roots of those ideas, and their confluence into the predominant systems of the present day. In so doing, it covers the fundamentals of scientific thinking, their bearing on theory development, the relationship between philosophical and empirical thought, and theoretical models of historical and current significance. It also focuses on the dynamic interplay between theoretical constructs and empirically derived knowledge. Particular emphasis is placed on principles used to examine the merits of evidence that supports or disconfirms theory.

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-5* as a diagnostic tool.

PSY 1405 Development: 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. This course will be focus on normal and accelerated developmental progress, as well as factors that threaten to impede normal development.

PSY 1407 Development: Adult & Older Adult (1.5 credits)
This course will review developmental theories of aging and personality development in adulthood and later adulthood. Topics will include perceptual, cognitive, personality and social processes of aging.

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 1416 Cognitive/Affective Aspects of Behavior (3 credits)
This course examines cognitive and affective processes that affect behavior. Topics include information processing, memory, attachment, unconscious processing, schemata development, bias, self-regulations, and attribution theory. The interface of cognition and affect will be examined in relation to issues in clinical psychology.

PSY 1417 Ethics and Professional Issues (1.5 credits)
The course consists of eight three-hour sessions that address ethical conduct and professional issues in the science and practice of health service psychology. Areas include clinical practice of psychology, research, evidence based treatments, obtaining how to use the APA Publication

Manual (6th ed.), and a brief historical review of the development of the profession. Professional issues and topics will include (a) becoming a doctoral psychologist including membership in professional organizations (e.g., state and national groups including the American Psychological Association); (b) social media in practice and personal use; (c) becoming licensed and board certified; (d) presenting oneself as a professional and self-care; (e) early career building starting in graduate school; (f) developing a professional CV and completing the CITI research training certificate; and (g) suicidal clients and confidentiality. The course will provide an opportunity for discussion and interaction among students as they come to understand professional and ethical issues and concerns facing health services psychologists today. Discussions will also focus on key benchmarks going through the 4-year doctoral program at the College of Psychology [e.g., selecting practicum and internship sites, clinical competency exams (CCE), selecting a COP mentor, directed studies, dissertations, posters and publications as a graduate student].

PSY 1418 Ethics and Legal Issues (1.5 credits)
This course consists of eight three hour sessions that address ethical conduct and legal issues in the science and practice of health service psychology. The course covers aspects of the clinical practice of psychology, research, teaching, supervision, assessments, treatment, diversity issues, licensing issues and the historical development of the APA Code of Ethics.

PSY 1603 Systems of Psychotherapy (1.5 credits)
This course covers the scientific and philosophical origins, fundamental principles, and treatment implications of the primary systems of psychotherapy. It follows the integrative steps that flow from each system's theory of personality to its theory of psychopathology and culminates in its therapeutic process and therapy relationship. How these systems utilize theoretical formulations and assessment data to inform treatment is highlighted.

PSY 2112 Biological Bases of Behavior (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 3403 Social Aspects of Behavior (3 credits)
This course studies the social antecedents of human behavior. The main theories of social psychology are examined in relation to clinical psychology.

PSY 4402 Consultation and Supervision (3 credits)
This course is intended to increase a student's awareness and competencies with ethical issues in therapy. In addition, students' consultation and supervision skills are developed.

PSY 4499 Advanced Professional Development (1 credit)
To enhance critical thinking, oral and written exposition, and knowledge of career development needed to enter the profession; this course will focus on enhancing internship application

effectiveness. Students will be directed in preparing a curriculum vita, conducting self-evaluation of personal and professional roles, developing effective interviewing skills, and synthesizing training, experience, conceptualization models, and philosophy. Students will learn to make application decisions in terms of goodness of fit. Course assignments include the development of written products needed for internship application.

Assessment Required Courses

PSY 1501 Assessment: Intelligence Testing with Lab
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 Diagnostic 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. Prerequisite: PSY 1403

PSY 2507 Objective Personality Assessment (3 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. Prerequisite: PSY 1503, 1505

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.

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. Prerequisite: PSY 1503, 1505, 2507

PSY 3501 Integrated Report (3 Credits)
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 2507, 2509, 2511

Intervention Required Courses

PSY 1605 Diversity in Assessment and Intervention (3 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 psychological 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. Prerequisite: PSY 1403, 1407

PSY 2602 Systems/Family Therapy (3 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. Prerequisite: PSY 1610, 2602, 2604, 2701, 2703

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. Prerequisite: PSY 1610, 2604

Practicum and Internship Required Courses

PSY 1703 Pre-Practicum I (1 credit)
This course provides the student with the opportunity to learn and practice a variety of interviewing and clinical skills necessary for effective psychotherapeutic functioning. This experiential lab course will focus on brief didactic presentations followed by student role-playing and instructor feedback. Corequisite: PSY 1502

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. Prerequisite: All first year courses; except 1416

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

PSY 270A Summer Clinical Practicum (3 credits)
See description for PSY 2701 Clinical Practicum I. Prerequisite: PSY 2702

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. If supervision is provided in a group format, the time is adjusted to account for the multiple members of the supervision group. For instance, when two students receive 90 minutes of supervision in a group per week, that would constitute the equivalent of 45 minutes of individual supervision per week.

PSY 2704 Supervision II (1 credit)
See description for PSY 2703 Supervision I. Prerequisite: PSY 2703

PSY 270B Summer Clinical Supervision (1 credit)
See description for PSY 2703 Supervision I. Prerequisite: PSY 2704

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). Prerequisite: PSY 2507, 9, 11; 2602, 4, 6; 2702, 4; 270A; co-prerequisite: 3501

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

PSY 370A Summer Clinical Practicum (3 credits)
See description for PSY 3701 Clinical Practicum III. Prerequisite: PSY 3702

PSY 3703 Supervision III (1 credit)
See description for PSY 2704 Supervision II. Co-requisite/Prerequisite: PSY 3501, 2704

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

PSY 370B Summer Clinical Supervision (1 credit)
See description for PSY 3703 Supervision III. Prerequisite: PSY 3704

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. Prerequisite: All course work including 5890

Methodology, Research, and Directed Study Required Courses

PSY 1806 Intermediate Statistics with Lab (3 credits)
This course covers basic inferential and descriptive statistics to proficiency. Multivariate statistics is taught from a consumer perspective. A computer lab is included.

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 2107 Theories of Measurement (3 credits)
This course examines the theories, techniques, and statistics of psychological measurement. Topics

covered include classical test theory, methods of reliability and validity assessment, test and item analysis, scaling procedures, test construction, item response theory, and generalizability theory. Both conceptual understanding and practical application are covered. Prerequisite: PSY 2806

PSY 5890 Directed Study: Research (4 credits)
Directed Study: Research will be under the direction of two faculty members. 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 a case study, or a treatment manual. A scholarly paper will be required as a final product, submitted by the student to the supervising faculty members. In order for a student to be eligible to apply for an internship placement, as signed and dated Research Completion Form with a copy of the Abstract and a complete copy of the directed study must be submitted to the Office of Academic Affairs no later than the last day of Summer Session I. Prerequisite: PSY 2809

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

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

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 4401

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.

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 significance in our work as therapists.

PSY 4414 Behavioral Principles of Learning (3 credits)
This course provides a comprehensive review of the psychological principles of learning derived from experimental research and validated by applied experimental/empirical studies. General topics include the nature of learning, behavior without learning, learning without words, and learning with words. Specific topics covered include types of behavior, motivational influences on behavior, respondent behavior and conditioning, operant behavior and conditioning, stimulus control, schedule influences on behavior, observational learning, verbal behavior and rule-governed behavior, and behavioral accounts of language and cognition. The course is designed to give students a good grounding for assessment and intervention courses with a behavioral orientation.

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.

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

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.

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.

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.

PSY 4433 Advanced Readings in Behavior Analysis (3 credits)
This course provides an advanced in-depth examination of seminal and contemporary articles in Applied Behavior Analysis and the Experimental Analysis of Behavior. The course is designed to give students a broader understanding of key scientific and conceptual developments in the field. It also provides students with the opportunity to identify, describe, and discuss advanced articles in the field and prepare students to effectively explain behavior analysis to other professionals and consumers.

PSY 4435 The Teaching of Psychology (1 credit)
This seminar will focus on the theoretical and practical aspects of teaching undergraduate and graduate psychology. Examination of models of course construction, teaching pedagogy, and assessment of learning will be explored. Students will create an individual philosophy of teaching with a focus on identity development, both as a psychologist and educator. Didactic training will be complemented by experiential opportunities for teaching in a variety of formats.

PSY 4441 Object Relations Theories (3 credits)
The primary objectives of this course is to trace back the origin and subsequent development from the work of Freud through the growth of both British and American object relations theorists.

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.

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.

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 with the Seriously Mentally Ill (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.

PSY 4482 Consultative Psychopharmacology (3 credits)
This course in advanced psychopharmacology emphasizes the selection and coordination of appropriate pharmacological treatments for specific psychological disorders. It focuses on the consultation function of psychologists with non-psychiatric medical personnel.

PSY 4490 Military Psychology (3 credits)
This course covers the application of psychology to military environments. It provides an overview of current assessment and treatment models, covering both clinical operational psychology. Topics include fitness for duty evaluations, brief psychotherapy in the U.S. Military, clinical health psychology and behavioral medicine in military healthcare settings, suicide prevention in the military, combat stress, psychological interventions after disaster or trauma, assessment and selection of personnel, future

directions in military psychology, and military internship opportunities for graduate students. This course is relevant to those interested in a career in the military or those providing services to veterans, law enforcement, or intelligence personnel in the civilian sector.

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.

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.

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.

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.

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.

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.

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.

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, synthetization and integration of material will be highlighted.

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.

PSY4565 International Psychology (3 credits)
This course examines a variety of contemporary psychological topics in International psychology. Students evaluate mainstream as well as alternative theoretical, methodological, and applied approaches that are relevant to the study and practice of psychology within a global context. Clinical issues are reviewed with regard to transnationally conceptions of etiology and treatment of mental health problems.

PSY4566 Assessment in Clinical Health Psychology (3 credits)
This course is designed to provide students with basic competencies in the selection and utilization of appropriate psychological assessment strategies in health care settings and in communicating assessment findings to various audiences across these settings.

Intervention Elective Courses

PSY 3605 Adult Intervention II (3 credits)
This course covers primary approaches to treating personality disorders in adults. Problems covered include narcissistic borderline, antisocial, and dependent personality disorders. Intervention with solid empirical and theoretical support, are highlighted. Prerequisite: PSY 1610, 2507, 2511, 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.

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.

PSY 4604 Advanced Applied Behavior Analysis (3 credits)
This course provides a comprehensive review of Applied Behavior Analysis at an advanced level. Students will learn the history of behavioral psychology, the experimental analysis of behavior and applied behavior analysis. The basic principles of behavior are reviewed as a foundation for the application in ABA methods. Students will design an intervention program using ABA methods to improve socially meaningful behavior with the approval of the instructor.

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.

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.

PSY 4612 Therapy with HIV/AIDS Patients (3 credits)
The objective of this course is to have students become thoroughly familiar with psychosocial, medical, and legal aspects of HIV, as well as to examine their own feelings as therapists dealing with people infected with HIV.

PSY 4613 Intervention in Clinical Geropsychology (3 credits)
This course covers multiple aspects of working with older adults, including psychopathology, clinical assessment approaches, and psychotherapeutic interventions. The focus is on the effects of age upon psychopathology, conceptualization from a biopsychosocial perspective, the use of instruments in the assessment of mood, personality, and cognition, specialized psychotherapeutic approaches, and a description of the settings in which a clinical geropsychologist works. Emphasis is on familiarizing students with evidence-based interventions designed for the unique problems of the older adult.

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.

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.

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.

PSY 4619 Applications of Mindfulness in Psychology (3 credits)
This course provides an introduction to the traditions, practice and applications of Mindfulness in Psychotherapy. Recent empirical research points to the influence of Mindfulness on both brain development and therapeutic application. This course will examine some of the empirical research and help students participate and lead in some of the practices that make this a very rich and life-enhancing model for both patient and practitioner.

PSY 4623 Cognitive Behavioral Case Conceptualization (3 credits)
This course addresses the process of conceptualizing case material from a cognitive behavioral theoretical model 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.

PSY 4628 Clinical Biofeedback (3 credits)
This course provides a review of the areas of clinical application of biofeedback techniques. Emphasis will be place on integrated biofeedback with general psychotherapeutic processes for children and adults. Diagnostic categories include general anxiety 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.

PSY 4629 Health Psychology (3 credit)
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.

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.

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.

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.

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.

PSY 4635 Psychodynamic Therapy I (3 credits)
The 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.

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.

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.

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.

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; handing dreams and fantasy; the metaphor and other poetic dictation; and the erotic transference and countertransference.

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.

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 examinations in this class.

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.

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 will also be discussed.

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.

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.

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.

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.

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.

PSY 4666 Seminar in Forensic Neuropsychology (3 credits)

This course will explore the use of neuropsychological testing and theory in forensic settings. The focus will include applications to both criminal cases as well as civil cases. The course will take both a neuropsychological and forensic perspective on the testing procedures and how they relate to legal as well as neuropsychological data. Applications to mitigation in criminal sentencing, competency, ability to stand trial, determination of intellectual disability, civil damages, civil liability, and related issues will be discussed along with the appropriate examples from actual cases. Students with practicum or other experience will be encouraged to present cases that illustrate the issues described in the case as well. The course will have a seminar format in which the implications of this information can be thoroughly discussed and debated. Mock testimony will be presented by students to illustrate the practical applications of the course material.

PSY 4668 Substance Abuse, Health, and Mental Health (3 credits)
The major goal of this course is for students to learn about substance use and misuse, and related prevention and treatment. In addition, because substance use disorders can significantly affect our health and mental health problems and concerns (e.g., depression, aging, medication use, diabetes, hypertension) this course will address a broad range of issues involved in the assessment and treatment of comorbidity and the relationship of substance use disorders to the management of different health and mental health problems.

PSY 4669 Clinical Interventions for Anxiety Disorders (3 credits)
This course will cover the assessment, diagnosis, and treatment of anxiety disorders. Available literature on treatment outcome studies, as well as current literature on the theories of anxiety disorders will be reviewed. The course will focus on actual treatment applications of anxious patients. Treatment modalities will include cognitive/behavioral therapy, mindfulness, and motivational interviewing approaches. Students will practice the interventions studied.

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."

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 to 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.

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 psychosocial profiling procedures with selected subtypes of violent offenders, also will be covered.

PSY 4677 Feminist Therapy (3 credit)
Feminist therapy is an intervention technique based on the social psychology theories of the new women's movement. The goal is to help empower women by separating the issues of life that come from living with discrimination and the resulting feelings of oppression from the psychobiological and intrapsychic issues that are brought into the therapy session. Feminist techniques that emphasize analysis of power of dynamics across the lifespan have impacted the various interventions used in treatment towards mental health as well as in its own therapy theory. Feminist therapy theory and the various feminist therapy techniques will be surveys in this course.

PSY 4678 Eating Disorders: Theory and Intervention (3 credits)
This course will review the history of eating disorders and the development of interventions for the treatment of eating disorders, including psychoanalytic, self-psychological, relational, systemic and cognitive-behavioral. Individual, familial, socio-cultural and biological aspects of eating issues and body image difficulties will be addressed as well as relevant research.

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.

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.

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.

PSY 4683 Interventions with Medical Patients (3 credits)
This course is designed to familiarize students with clinical interventions, related assessment concerns and research relevant to health problems. Topics that will be covered include relevant assessment issues that need to be considered when evaluating medical patients for psychological intervention and psychological interventions with specific medical populations. Students will learn to design and implement intervention protocols for a number of different physical disorders as well as learns applied techniques, such as various forms of relaxation procedures.

PSY 4687 Rehabilitation Psychology (3 credits)
This course provides an overview of Rehabilitation Psychology as a specialty area within professional psychology that assists people dealing with chronic, traumatic and/or congenital injuries or illnesses to achieve optimal physical, psychological and interpersonal functioning. Students in the course will

learn how the field is differentiated from both Neuropsychology and Health psychology. Furthermore, students will be provided with opportunities to understand the role of the Rehabilitation Psychologist in being an effective member of the central interprofessional team. Particular attention will be paid to theory and research pertaining to providing services consistent with the level of impairment, disability and handicap relative to the personal preferences, needs and resources of the individual. Students will be challenged to use their understanding of this theory and research to suggest opportunities for intervention with various populations.

PSY 4690 Psychological Interventions in Forensic Settings (3 credits)
This course will cover psychological intervention techniques that are known to have success with juvenile and adult offenders in jail, prison and court-ordered treatment programs to eliminate behavioral problems that are due to mental illness, abuse, and/or substance abuse. Psychological interventions including medication and therapy can assist in the behavioral management of those offenders and hopefully prevent recidivism.

PSY 4691 Infant and Toddler Mental Health (3 credits)
This course will cover clinical applications of developmental psychopathology, with an emphasis on infants, toddler and their families. Major theories of development and current research on the systemic etiological pathways of atypical adaptation will be reviewed. Assessment strategies will include observing infants and toddlers at play, clinical interviewing of caregivers, identifying red flags, recognizing 0-3 diagnostic classifications, administered developmental screening tests, and interpreting results. Implications for appropriate theory driven and empirically based treatment will be discussed including play techniques and attachment-theory driven interventions.

PSY 4692 Parent Focused Interventions (3 credits)
This course will review current theory and research on parent-focused prevention and intervention efforts intended to benefit children and adolescents. Topics will include the rationale for a behavioral/family systems approach to parent training and its application to contemporary families. Difficulties associated with conducting both research and interventions in family setting will be reviewed with particular attention to problems of measuring and defining "ideal" parenting practices and difficulties in translating program objectives into clinically meaningful outcomes. Parent-focused interventions for both externalizing and internalizing problems will be considered.

PSY 4693 The Application of Psychology to Organization Settings (3 credits)
The focus of the course is on the application of the principles of psychology to organizational settings. Students will acquire understanding of interventions at the individual, group and organizational development levels. Further, concepts, skills, and tools that are essential to successful organizational interventions will be demonstrated.

PSY 4695 School Based Interventions with Ethnically Diverse Families I (3 credits)
This course, *which includes both academic and clinical components*, is designed to teach students about the family lives and school experiences of low-income, ethnic minority youth, then train and supervise students as they co-lead an intervention targeting children's academic and mental health outcomes. Coursework is devoted to understanding how families and schools can better support low-income youth, and the intervention is intended to enhance family and school support for local ethnic minority and immigrant communities.

PSY 4696 School Based Interventions with Ethnically Diverse Families II (3 credits)
This course is a continuation of School Based Interventions with Ethnically Diverse Families I.

PSY 4698 Assessment & Intervention in Spanish

This course is intended to increase fluently bilingual students¿ competence and comfort in using their Spanish speaking skills in professional mental health settings. Students will have the opportunity to conduct and observing Spanish, biopsychosocial and diagnostic interviews; standardized assessments of intelligence, achievement and mental health functioning; presentations on various mental health and adjustment problems and the risk and protective factors that contribute to them; and intervention strategies drawn from evidence-based practices and culturally competent treatments. The application of these skills to clinical practice will be highlighted.

PSY 4699 Positive Psychology (3 credits)
The present course will describe how the scope of psychology has recently been broadened beyond exclusive concern with identifying pathology and treating or preventing disorder. This course will provide an overview of the emerging field of 'Positive Psychology. ' Students will be provided with opportunities to understand theory and research pertaining to the psychology of human strengths, assets, abilities and talents as well as the constructs of optimism, happiness, hope and resiliency. Students will be challenged to use their understanding of this theory and research to suggest opportunities for intervention with various populations.

PSY 4709 Psychological Interventions for Obsessive-Compulsive and Related Disorders (3 credits)
This course will encompass how to diagnose and treat the new DSM-5 section of Obsessive-Compulsive Disorder (OCD) and Related Disorders, which include Body Dysmorphic Disorder, Hoarding Disorder, Trichotillomania (Hair-Pulling Disorder), and Excoriation (Skin-Picking) Disorder. These problems will be examined from the perspectives of theoretical principles and mechanisms of action, treatment outcome studies, and practical considerations pertaining to implementing evidence supported treatments (ESTs) in various clinical settings. Given its well-documented utility in this area of practice, the focus will be on learning about cognitive behavioral methodologies such as exposure and response prevention (ERP) and habit reversal training (HRT). Illustrated by "real-life" case examples, students will have the opportunity to craft case formulations and practice designing and troubleshooting clinical interventions for these conditions.

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.

PSY 4702 Clinical Practicum VI (3 credits)
See description for PSY 4701 Clinical Practicum V

PSY 470A Summer Elective Practicum (3 credits)
See description for PSY 4701 Clinical Practicum V

PSY 5701 Clinical Practicum VII (3 credits)
See description for PSY 4701 Clinical Practicum V

PSY 5702 Clinical Practicum VIII (3 credits)
See description for PSY 4701 Clinical Practicum V

PSY 8701 Supplemental Practicum and Supervision (1 credit)
This course is designed to enhance the knowledge, skills, and profession-relevant attitudes of students preparing for the doctoral internship.

Clinical Training

Clinical Practicum
The Clinical Practicum sequence in the doctoral programs is intended to provide the student with closely supervised assessment and intervention experiences. Depending on the setting, it can also include training in consultation and liaison. Practicum settings include the NSU Psychology Services Center (PSC) and a broad array of community treatment settings in Broward, Dade, and Palm Beach counties. The PSC consists of both general programs for adult and child/adolescent/family services and 13 faculty specialty clinics. Collectively, these practicum settings give students the opportunity to work with a diverse array of clients and clinical presentations.

Students are required to complete six (4-month) practica, usually during their second and third years of matriculation. Except in unusual circumstances, practicum placements typically span three practica over a 12-month period. Students register for both the clinical practicum and faculty supervision during each of the three semesters of each practicum year. In addition, following successful completion of the two required practica, students have the option of registering for an elective practicum, which may span two or three consecutive semesters or 8-12 months depending on the site and the student's internship start date. Students may request elective practicum placements, but such placements cannot be guaranteed, as the number of requests may exceed the number of available positions. Four weeks during each 12-month placement (and a proportional equivalent for an 8-month rotation) are allowed for vacation time. Leave time is to be discussed and approved in advance with the program supervisor. Agency placements and faculty supervision assignments are made by the Director of Clinical Training, whose office oversees the practicum process. Students should be aware that some practicum sites require evening or weekend as well as daytime hours. Students are also expected to meet all clinical obligations during holidays and academic session breaks, unless they have previously arranged for vacation. Students should carefully read the most recent practicum brochure descriptions for other relevant requirements including some that require working during NSU's holidays.

The first year-long practicum, typically taken in the second year of study, requires a minimum of ten (10) hours per week, and the second year-long practicum, typically taken in the third year of study, requires a minimum of fifteen (15) hours per week. The required hours for an elective practicum, typically taken in the fourth year of study by those who choose to take it, are identical to those for the first practicum. Because some practicum sites require more hours than the minimum, students need to carefully read the practicum brochure descriptions before applying to sites. Of the total hours, 40% are expected to be devoted to clinical contact (assessment, intervention, or consultation). The balance are to be committed to support activities (writing progress notes, reports, and other documentation, consulting with other staff, returning telephone calls, and related functions), receiving supervision, and participating in training activities. Clients in some practicum programs or facilities have higher than average cancellation or no show rates. Students in these practica will have to adjust their caseloads accordingly, and schedule more clients per week to meet the expected number of client contact hours.

Most practicum placements have fall start times. A smaller number of practicum placements will

begin in the summer, and a limited number of practicum placements offer both summer and fall starting times. Summer practica generally start on or about May 1 of the practicum year, and fall practica generally start when the fall semester begins. Students may request clinical practicum placements that begin in the summer, but such starting times cannot be guaranteed, as the number of requests may exceed the number of available positions. Students who begin their first practicum year in the summer may also request to begin their second in the summer, but students who begin their first practicum year in the fall may not do so, as this would entail enrolling in two practica simultaneously, which is not permitted. Students are responsible for the cost of their own fingerprinting and background checks, parking fees and any other site specific requirements for practicum placements that require them.

As health service psychologists in training, students must be cognizant that psychological services are provided in an increasingly regulated health care environment. Federal, state, and local regulatory bodies, federal and state statutes, and the practices of such third party payers as insurance companies all impact service delivery. Students in clinical practicum are required to comply with all applicable state, federal, and professional statutes, guidelines, and rules for such matters as charting, other aspects of clinical documentation, and confidentiality. Attendance is mandatory at compliance training sessions that may be provided multiple times during each practicum year for students placed in the NSU PSC as well as community placements.

In the first practicum year, students who begin in the summer enroll sequentially in PSY 270A and PSY 270B in the summer, PSY 2701 and PSY 2703 in the fall, and PSY 2702 and PSY 2704 in the winter. By contrast, in the first practicum year, students who begin in the fall enroll sequentially in PSY 2701 and PSY 2703 in the fall, PSY 2702 and PSY 2704 in the winter, and PSY 270A and PSY 270B in the summer. In the second practicum year, students who begin in the summer enroll sequentially in PSY 370A and PSY 370B in the summer, PSY 3701 and PSY 3703 in the fall, and PSY 3702 and PSY 3704 in the winter. By contrast, in the second practicum year, students who begin in the fall enroll sequentially in PSY 3701 and PSY 3703 in the fall, PSY 3702 and PSY 3704 in the winter, and PSY 370A and PSY 370B in the summer. Eligibility for practicum is determined by successful completion of all prerequisite courses for practicum placement listed below and by meeting all of the *College of Psychology Core Performance Standards for Admissions and Progress* (outlined elsewhere in this handbook). Policies regarding practicum selection and assignment, performance evaluation, problem resolution, and related matters can be found in the *Handbook of Doctoral Practicum Training* at https://psychology.nova.edu/common-pdf/students/practicum-handbook-201819.pdf

Prerequisite Courses for Practicum Placement

To enroll in the first semester practicum, the following courses must be successfully completed:

PSY 1401 History and Systems of Psychology
PSY 1403 Adult Psychopathology
PSY 1405 Developmental: Child and Adolescent
PSY 1407 Developmental: Adult and Older Adult
PSY 1408 Child and Adolescent Psychopathology

PSY 1417 Ethics and Professional Issues
PSY 1418 Ethics and Legal Issues
PSY 1501 Assessment: Intelligence Testing with Lab
PSY 1502 Diagnostic Interviewing
PSY 1603 Systems of Psychotherapy
PSY 1605 Diversity in Assessment and Intervention
PSY 1610 Adult Intervention I
PSY 1703 Pre-Practicum I

To enroll in the second semester of the first practicum, the following courses must be successfully completed:

PSY 270A Summer Practicum (for summer starts), or PSY 2701 Clinical Practicum I (for fall starts)
PSY 270B Summer Supervision (for summer starts), or PSY 2703 Supervision I (for fall starts)

To enroll in the third semester of the first practicum, the following courses must be successfully completed:

PSY 2701 Clinical Practicum I (for summer starts), or PSY 2702 Clinical Practicum II (for fall starts)
PSY 2703 Supervision I (for summer starts), or PSY 2704 Supervision II (for fall starts)

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To enroll in the first semester of the second practicum, the following courses must be successfully completed:

PSY 2507 Objective Personality Assessment
PSY 2509 Behavioral Assessment
PSY 2511 Projective Personality Assessment
PSY 2602 Systems/Family Therapy
PSY 2604 Child & Adolescent Intervention
PSY 2606 Case Conceptualization - Co/prerequisite
PSY 2702 Clinical Practicum II and PSY 270A Summer Practicum
PSY 2704 Supervision II and PSY 270B Summer Supervision

To enroll in the second semester of the second practicum, the following courses must be successfully completed:

PSY 370A Summer Practicum (for summer starts), or PSY 3701 Clinical Practicum III (for fall starts)
PSY 370B Summer Supervision (for summer starts), or PSY 3703 Supervision III (for fall starts)

To enroll in the third semester of the second practicum, the following courses must be successfully completed:

PSY 3701 Clinical Practicum III (for summer starts), or PSY 3702 Clinical Practicum IV (for fall starts)
PSY 3703 Supervision III (for summer starts), or PSY 3704 Supervision IV (for fall starts)

To enroll in elective practicum all required assessment and intervention courses and the required practicum sequences must have been successfully completed. Placement in an elective practicum is contingent on practicum site availability. First and second practicum students will be assigned to practicum sites before elective practicum assignments are made.

Practicum Placement Assignments

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 College of Psychology Web site. 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 COMMUNITY SUPERVISORS TO DISCUSS PLACEMENTS WITHOUT THE ADVICE AND CONSENT OF THE DIRECTOR OF CLINICAL TRAINING.** Only in extraordinary circumstances will students be permitted to accept a practicum in a setting where they are currently or were recently employed. The Director of Clinical Training is responsible for final assignments. Elective practicum placements will be offered on the basis of availability.

Once a student is notified of his/her placement, he/she MUST contact the specified contact person at the practicum site within two weeks to schedule an interview. Most sites require an interview to which students should bring an up-to-date curriculum vitae. Some placements require criminal or other background checks, substance abuse screening, and/or health status/immunization confirmation. Students should also ask each site about what they consider appropriate dress standards.

Practicum Training Evaluations

At the end of each semester of clinical practicum, both the site supervisor and faculty supervisor complete a written evaluation of the student's attainment of profession-wide competencies, including: research; ethical and legal standards; individual and cultural diversity; professional values, attitudes and behaviors; communication and interpersonal skills; assessment; intervention; supervision; and consultation and interprofessional/interdisciplinary skills. Every semester, all practicum students must be directly observed by their primary licensed supervisor (this does not apply to intensive supervisors) either live-in person, by a one-way mirror, or audio/video recordings. These observations are intended to inform the evaluations of student performances. 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 have been received. At the

conclusion of each practicum year, practicum sites will receive summary comments compiled from all student evaluations, excluding comments specific to the on-site supervisor.

A grade lower than a B- in practicum or failure to attain minimum levels of achievement for any profession-wide competency area is considered unsatisfactory performance and will require remediation and/or retaking of the practicum course (see Remediation Policy in this handbook and in *the Handbook of Doctoral Practicum Training*). It is a policy of the department that students are assured due process regarding concerns which might arise over their performance and functioning in practicum. For additional information please refer to the *Grievance and Appeals* section of the handbook.

If a student experiences any difficulty while at the practicum site, he or she should report it immediately to the Director of Clinical Training or his/her designee. Such problems may include lack of or inadequate supervision, impaired staff relationships, not receiving sufficient clinical hours, inappropriate or inadequate assignments, etc. Questions regarding practicum policies and procedures should also be directed to the Office of Clinical Training.

Clinical Competency Examination
All Psy.D. students are required to sit for and pass the Clinical Competency Examination (CCE) as part of meeting internship eligibility. The examination evaluates the student's knowledge and skills across the following domains: assessment and diagnosis, intervention, communication and interpersonal skills, and professionalism. A student following the model curriculum may sit for the CCE as early as the fifth semester of clinical practicum, provided that grades of B- or better were obtained in four prior semesters of Clinical Practicum and Supervision. Additional eligibility requirements can be found in the most recent version of the *Clinical Competency Examination Guidelines* found at https://psychology.nova.edu/common-pdf/studentresources/cce-guidelines-201819.pdf. In the event a student fails the examination, it can be retaken up to three times, using a new case each time. A remediation process lasting no less than three months is required after a first failure, and lasting no less than six months after a second or third failure. Failure to pass the examination on the fourth sitting results in automatic dismissal from the Psy.D. program.

The Clinical Competency Examination is designed to ensure that students have attained the discipline specific knowledge areas and profession-wide competencies needed to enter the doctoral internship and thereafter enter the profession. The CCE requires the student to prepare written and oral case presentations, and to defend them before a faculty committee assigned for this purpose. It is the student's responsibility to obtain case materials necessary to sit for the CCE.

To be eligible to sit for the examination after completing either four or five semesters of Clinical Practicum and Intensive Supervision, students must have successfully completed the required assessment and therapy course sequence plus three credits of intervention electives (46XX or some 47XX), and be enrolled in a second intervention (PSY 46XX or some 47XX) course. To be eligible to sit for the examination after completing six semesters of Clinical Practicum and Intensive Supervision, students must have successfully completed the same course sequence plus six credits of intervention electives (46XX or some 47XX). In either case, students in

concentrations should check with the Director of Clinical Training regarding the number of intervention electives to be completed. The course sequences noted herein are outlined elsewhere in this student handbook. In addition, the student must be in good academic standing (e.g., not on probation, leave of absence, etc.).

The CCE must be successfully passed prior to a student's first internship application deadline. CCEs cannot be scheduled during semester breaks. 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. Any student failing the CCE after submitting one or more internship applications must immediately, by telephone and subsequently by letter, withdraw all pending applications for the following calendar year. Copies of letters of withdrawal from internship applications must also be provided to the Director of Clinical Training within one week of such CCE failure.

Specific procedures for the CCE are outlined in the *Clinical Competency Examination Guidelines* (https://psychology.nova.edu/common-pdf/studentresources/cce-guidelines-201819.pdf) promulgated each year and are available on the College of Psychology Web site.

Internship
The final component of the Psy.D. in Clinical Psychology curriculum is the completion of a 1-year, 2000-hour doctoral internship. Students are required to complete such training at APA-accredited or CPA-accredited internship training programs (although only students planning to be licensed in Canada should pursue CPA-accredited internships as most U.S. licensing boards no longer recognize CPA-accredited internships and students may not be able to get licensed in the U.S.) Request to apply to unaccredited programs are considered by the Director of Clinical Training on an individual basis. These programs must hold APPIC membership. Students who wish to apply APPIC member sites that are not APA accredited must complete a waiver. The specifics about this waiver will be discussed in PSY 4499 Advanced Professional Development. 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.

In order to apply to internship, a student must be in good academic standing. Students are expected to demonstrate readiness for internship by having successfully completed, or being projected to complete prior to the start of internship, all prerequisite courses and DSK and PWC competency assignments delineated on appendix I, and must have successfully completed the Clinical Competency Examination within the time frame specified. Eligibility for internship application in the fall also requires a student's completion of the Directed Study research project. Such eligibility entails submission to the Academic Affairs Office of a signed and dated Research Completion Form and a completed copy of the Directed Study by July 1 of the summer immediately preceding the fall semester when the student applies to internship. Additionally, the research dissemination competency requirement will have to be met by September 1 of the year a student is applying to internship.

The Director of Clinical Training will verify the student's eligibility to accept and subsequently begin an internship.

All students will be formally evaluated at least twice in the course of internship. Students are encouraged to contact the Director of Clinical Training to discuss any problems or concerns about meeting internship competencies. Students should review the academic dismissal policy to familiarize themselves with internship-related circumstances that may lead to automatic dismissal from the program. Prior to voluntarily or involuntarily resignation from an internship a student must immediately contact the Director of Clinical Training.

Specific guidelines and procedures for the internship application process are made available annually on the College of Psychology website. Concurrently with their completion and submission of internship applications, students complete a course entitled Advanced Professional Development (PSY 4499) to facilitate critical thinking and related skills needed for success on internship and in their careers.

Research Training

Upon completion of the program, all Psy.D. students will demonstrate research-related competencies that reflect their ability to understand and apply research to their practice. These competencies will be developed through a variety of experiences in the program, including coursework, the Directed Study research project and dissemination of research. Every Psy.D. student is required to successfully complete a Directed Study research project, which contributes to his/her preparation to be a critical research consumer to inform professional practice. 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. Students are also required to publish or present on a research topic prior to internship. Research training also includes ethical comportment and decision making, some of which is covered in this section and some in the section on Protection of Human Subjects in Research.

Directed Study

Goals and Objectives. The directed study is the capstone research requirement for students in the Psy.D. Clinical program. In the model curriculum, it follows preparation in methods of data analysis and research design, and so is intended to be completed during the fall, winter and summer semesters preceding the student's fourth year of study. The primary objective of the Directed Study is to consolidate the student's preparation for identifying, critically reviewing and incorporating relevant aspects of the scientific knowledge base to advance his/her expertise in a substantive area of the profession. Hence, the program graduate is prepared to be a practitioner informed by science. As such, he/she can provide assessment, intervention and consultation services in a manner that reflects current knowledge and standards of the profession. Through the preparation of the directed study, students will demonstrate the ability to conduct scholarly activity and the substantially independent ability to formulate scholarly activities of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. Please see Appendix II for comprehensive directed study guidelines.

Guidelines and Requirements. The product of the Directed Study project is a scholarly paper that can take one of four forms. These forms include a) a critical literature review; b) an empirical study; c) a case study; or d) a treatment manual. The directed study is an independent project conducted under the direction/supervision of a two-member faculty committee: the primary faculty advisor (chair of the committee), and a second faculty member who serves as an advisor to the project (committee member).

Before registering for the Directed Study, students are expected to be in good academic standing. A prospectus form signed by the student, proposed committee chair and proposed committee member must be filed with the Office of Academic Affairs no later than noon on the last business day before the start of the fall semester of the academic year in which the directed study is to be completed. Failure to submit this signed prospectus as indicated will result in cancellation of the student's registration for Directed Study.

Unlike most course papers, the Directed Study project is completed through an iterative process. As such, the student is expected to meet regularly with the committee chair and member to outline the steps for the project, submit drafts of its various sections, and utilize feedback provided on these sections to further the work. This process will continue until all competencies (as delineated in the rubrics) are met or until the final deadline date for completion of the directed study (i.e., July 1), whichever comes first.   Because of this iterative process, it is strongly recommended that the student meet early in the fall semester with the faculty committee to plan for timely submissions of the component drafts and final project submission (as delineated in the prospectus). In instances where a student fails to attain all competencies by the final deadline date, the student will not be permitted to continue on to the internship application process and a remediation plan (described below) to support the student will be implemented.

The directed study document must be prepared in accordance with the most recently published APA style manual, and must be a minimum of 25 pages in length (excluding title page, abstract and references). A recommended timeline is presented on the prospectus form (See Appendix II). Final documents are due no later than July 1. The committee may choose to adopt a longer page minimum and/or earlier submission deadlines of the final document. Such requirements are to be specified on the prospectus form. Students must submit one print copy of the final draft to each committee member by July 1 or by the earlier submission deadline noted previously on the prospectus.

The two committee members will evaluate the quality of the directed study utilizing rubrics that delineate competencies associated with each of the four project types (see Directed Study Guidelines in Appendix II). To successfully complete the directed study requirement, students will be required to receive ratings of "meets competencies" or "exceeds competencies" for all competencies listed on the corresponding rubrics. Students will be required to revise drafts accordingly until the ratings from both members of the committee reach the "meets" or "exceeds" criteria.

Should this iterative process of draft revision not be successful and a student fails to demonstrate competency attainment on the directed study (by receiving ratings less than 3 on any item of the directed study rubric by one or both committee members), a remediation committee (consisting of the Director of Academic Affairs and two other faculty members) will be assigned by the Office of Academic Affairs to develop a competency/directed study remediation plan to be implemented through the completion the directed study project (see appendix III for competency remediation plan form). Any such remediation plan will include deficiencies noted by the original faculty evaluators, steps to be implemented to effect the warranted remediation steps, and methods for evaluating the resubmitted project, if different from those used for the original project. The remediation committee may recommend that the student continue working with the original faculty committee or may require that a new two-faculty committee be formed.

To be eligible to apply for the doctoral internship, students must pass the Directed Study: Research (See PSY 5890 Directed Study: Research). This completion date is defined by the Office of Academic Affairs as July 1 of the summer prior to applying to internship.

Dissemination of Research

The research dissemination competency must be met by all students. At minimum, one publication or presentation must be completed by September 1 of the year students apply for internship in order to be eligible to apply for internship. The details of this requirement are listed below:

1. Research publications in peer-reviewed journals will fulfill the research dissemination requirement. Alternatively, a presentation of a paper session, poster session, or symposium at a conference, where the student is the first author of the work, will also fulfill the research dissemination requirement, as long as the proposal is peer-reviewed and that the scientific committee that reviews submissions includes doctoral-level psychologists. This will cover international, national, statewide, and local conferences. Proof of acceptance and a copy of their poster/presentation must be provided to the Office of Academic Affairs.

2. There will be a list of acceptable organizations/conferences where research may be presented on file in the Office of Academic Affairs. Submissions to conferences not listed must first be approved by the DAA or his/her designee who will make the decision whether or not said conference is appropriate, (and if deemed appropriate will be included on a list for future students to see).

3. If a student does not present at one of these approved conferences, she or he may do a research-based presentation at a research event sponsored by the College of Psychology or other college or academic unit of NSU with prior approval by the DAA and/or his/her designee. This may be research that has, as its basis, a CCE, or a directed study, but the requirement will be that five (5) out of the six (6) elements on the Research Dissemination Rubric (Appendix IV) must be met.

Independent Study
While not a program requirement, Psy.D. students interested in conducting additional research may do so by enrolling in Independent Study with the written consent of the proposed faculty advisor. Students must submit a signed prospectus form with a description of the proposed research to the Office of Academic Affairs.

Research with Human Subjects
All research conducted at the College of Psychology, including that done with clinic clients, students, or volunteers, must be submitted to the Institutional Review Board (IRB) and receive approval or exemption **prior to beginning the research.** Additional information about IRB procedures are described elsewhere in this handbook. Additionally, IRB policies and procedures can be accessed at the IRB Web site at http://www.nova.edu/irb/index.html

Statement on Research Conduct and Use of Research Data
The College of Psychology adheres to the ethical principles of the American Psychological Association on research conduct and the use of research data.

For faculty-initiated and directed research, the faculty member bears the responsibility for clarifications concerning research data. For student-initiated research, the student bears the responsibility for clarifications concerning research data. For research done at external agencies, the cooperating agency will provide approval in writing for all relevant aspects of the research. The student's faculty supervisor/directed study chair is responsible for monitoring this process. To protect the originality of the research, the student's faculty supervisor/directed study chair is also responsible to approve or disapprove requests by others in or out of the college to use the student's data before the publication of the research by the university.

Statement on Authorship of Research Involving Students
The College of Psychology adheres to the ethical principles of the American Psychological Association and Nova Southeastern University policies on authorship of research involving students, as presented below.

Authorship Credit. "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. Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's doctoral Dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate." (American Psychological Association, 2003 with 2010 Amendments, *Ethical Principles of Psychologists*, and *Code of Conduct Principle* 8.12).

Guidelines Regarding Research Advisor Authorship. Please refer to the American Psychological Association *A Graduate Student's Guide to Determining Authorship Credit and Authorship Order* http://www.apa.org/science/leadership/students/authorship-paper.pdf and to the APA Science Student Council webpage *Tips for Determining Authorship Credit* http://www.apa.org/science/leadership/students/authorship-paper.aspx

Evaluation of Doctoral Students

Grading Policy
The following policies apply to all academic programs in the College of Psychology. All degree programs in the College of Psychology assign grades to course work according to the following system:

Grade	Points or Percentage Earned	Quality Points
A	93-100	4.00
A-	90-92	3.75
B+	88-89	3.50
B	83-87	3.00
B-	80-82	2.75
C+	78-79	2.50
C	73-77	2.00
C-	70-72	1.75
F	Below 70	0.00

In all courses, a letter grade will be assigned based on the individual instructor's assessment and evaluation of the student's work. Some courses, for example, Directed Study: Research, and internship are graded in terms of pass (P) or fail (F).

Before the first class session, dropped courses will be deleted from the student's record. A grade of W 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 before the 11th scheduled class. A grade of W will appear on the student's official transcript. Students failing to officially withdraw before the 11th scheduled class will be subject to grading as described in the course syllabus. Students should consult the College's academic calendar for specific dates associated with these deadlines.

An IP (in progress) grade indicates that clinical activities are ongoing. It is used for clinical practicum and supervision. The grade of PR (Progress) may be used for any courses or practicum where remediation of Profession Wide Competency elements are required (refer to the remediation section below for additional details about remediation process in courses and practicum) and/or Directed Study in which a student continues to demonstrate progress toward the completion of said requirement.

An I (incomplete) indicates that the student has not completed some of 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 members when students fail to complete the majority of course requirements. Students cannot be assigned an "I" to finish extra credit work.

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 on 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 lower than a B- or an I has been received in a prerequisite course.

Remediation Policy
Academic courses, including the practicum and supervision sequence, the Directed Study and the doctoral internship, require knowledge and/or skill competency attainment. Students must attain all delineated competencies (listed in Appendix I of this handbook) by either the applicable measurement point (e.g., at the end of a course or any instructor-approved course extension, at the end of a practicum year, upon submission of the Directed Study, at the defense of the Clinical Competency Exam, at the end of the internship year) or at the completion of any specified remediation process. Students are also awarded grades (either letter grades or pass/fail grades) in academic courses, including the practicum and supervision sequence, the Directed Study and the doctoral internship. The program tracks student progress in both grades earned and competencies attained. Meeting the delineated requirements with regards to both competencies and grades will determine successful progress through the program and will inform any warranted remediation processes.

Remediation Process for Coursework: Competency Attainment
Students who do not attain a competency in a course will not progress to the next practicum or internship until successfully remediating the competency failure, regardless of grade earned in the course. Remediation for competencies may occur during the course of the semester, if applicable, as directed by the faculty member teaching the course or at the end of the course and within a specified time period determined by the faculty member. If the student fails to attain the competency at the end of the specified period determined by the instructor, the Director of Academic Affairs, in consultation with the faculty member for the course, will establish a remediation plan in writing for a second attempt at remediation. To review the documentation form associated with the second remediation attempt, please refer to appendix III. If a student does not attain the required competency element(s) by the specified end of the second remediation period, the student will earn an F in the course, and must re-take the course until they earn a B- or better or meet criteria for program dismissal.

Remediation Process for Coursework: Grade Failure
A student who earns a B- or higher in a course but fails to attain specific competencies specified for it will not be required to retake the course. However, a grade lower than B- in a required course does not satisfy matriculation 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 the specific curriculum requirement. 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. When a student fails a required course and one or more competencies within said course, the opportunity for competency attainment will be shifted to the subsequent completion of the same course.

A student will not be permitted to register for a sequential course when a grade of I or a grade below B- has been received in a prerequisite course. As part of the remediation policy of the college, an instructor who gives a grade below B- indicates on a written form the reason for the grade and suggestions for remediation. The Director of Academic Affairs will review these suggestions and meet with the student's instructor as necessary for further support planning. 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 below B- 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 below B- 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.

Remediation Process for Practicum and Supervision: Competency and Grade Attainment
A grade lower than B- in a clinical practicum or supervision course during any semester or failure to attain one or more delineated competencies by the end of the practicum year requires a student to be evaluated by the Director of Clinical Training regarding fitness to continue in the clinical practicum sequence. Dismissal from or otherwise being asked to leave a clinical practicum likewise triggers an evaluation of fitness to continue by the Director of Clinical Training. At his/her discretion, the Director of Clinical Training may include other members of the Clinical Training Committee in such determination. If reinstatement in the clinical practicum sequence is judged to be feasible, successful completion of a remediation process may be required prior to such reinstatement. To review the documentation forms associated with the remediation process, please refer to the Practicum Handbook (https://psychology.nova.edu/common-pdf/students/practicum-handbook-201819.pdf). In addition, if a student is to be continued, the practicum must be repeated (although possibly not at the same practicum placement) and a grade of B- or higher must be earned.

If a student in a first, second, or elective practicum evidences difficulties in attaining any of the profession-wide competencies as defined in the practicum evaluation form and/or behavioral difficulties that interfere with his/her development of the performance expected for his/her level of training, three stages of remediation may be employed.

The three stages of remediation include: First, the on-site supervisor, faculty supervisor, or both will discuss the difficulties with the student, suggest changes (e.g., additional reading) or implement changes (e.g., providing for supervisor review additional audio recordings of

practicum performance), and monitor and provide feedback on their impact. Second, if such steps do not lead to the warranted knowledge or skill improvement, the on-site and faculty supervisor will jointly develop a written performance improvement plan, review it with the Director or Associate Director of Clinical Training, and discuss and sign it with the student before implementation. The fully signed performance improvement plan will be provided to the Director of Clinical Training for monitoring and placement into the student's clinical training file. Third, if the performance improvement plan does not result in the targeted change(s) during the period specified, the matter will be referred to the Director of Clinical Training. In consultation with the Clinical Training Committee, the Director of Clinical Training will meet with the student and his/her supervisors, identify the areas of continuing deficit or surfeit, and determine whether interruption of the clinical practicum sequence is warranted to facilitate more intensive remediation steps. Such steps can include, but are not limited to, retaking a specified skills course, shadowing more advanced practicum students, specified reading, and a recommendation for personal therapy. A minimum time period for the remediation process may be specified. Behavioral indicators for successful completion of the remediation process will be identified and included in a written remediation plan. At the scheduled conclusion of the remediation period, the student, the Director of Clinical Training, and the practicum supervisor(s) will meet again to review the student's performance on the behavioral indicators, and determine whether the student (1) can return to clinical practicum training, (2) needs to extend the remediation plan with or without modification(s), or (3) warrants referral to the Professional Standing Committee for a determination of his/her fitness to continue doctoral training. Appendix III includes documentation forms associated with the remediation process.

Annual Reviews

Evaluation of student progress in achieving Discipline-Specific Knowledge and Profession-Wide Competencies is conducted annually through a meeting with a designated faculty mentor. These evaluations complement ongoing feedback provided during the year (i.e., course performance, practicum evaluations), and can include recognition of accomplishments in a range of professional domains. The evaluation may also include important issues related to professional development and progress that warrant attention. Students will bring to the meeting an updated vita and transcript as well as copies of practicum evaluations for the previous academic year. Additionally, individual development plans (IDP) completed by the student will be reviewed. Please refer to appendix V for the IDP template.

These annual evaluations are designed (1) to provide students with an update regarding progress in the program, (2) to promote self-evaluation, and (3) to foster the development and achievement of future goals in professional development. With faculty mentorship, students are expected to assume primary responsibility for their professional development. This meeting will allow students the opportunity to discuss with the faculty member achievements reached during the past year that build on goals identified previously and to further refine professional development goals.

Students are expected to monitor their progress in coursework, profession-wide competency attainment, related professional activities, and College of Psychology core standards for admission and progress. Core performance standards are outlined in the following section and should be reviewed carefully. Students must actively participate in understanding, analyzing, and

developing strategies when they experience academic, research, clinical, or professional functioning difficulties.

Advisement and assistance are available on an ongoing basis through assigned mentors, and may also be requested at any time through the offices of the Director of Academic Affairs or Director of Clinical Training.

Evaluation of Behavioral and Professional Performance

To assist students in transitioning to the role of health service psychologist, behavioral and professional performance will be reviewed early in their matriculation. Faculty will begin within the first semester to monitor these areas of functioning. They may identify problems in their students' functioning, provide constructive feedback to them, and /or discuss concerns with the DAA in order to determine the need for remediation or follow-up.

To identify and remediate early in the training sequence student behavioral, professional, personal, and/or interpersonal problems that may impede attainment of the competencies required to complete the program and enter the profession, the faculty will meet twice annually to identify any students with such problems and develop remediation plans for them when necessary. Such meetings will take place at the end of the first and second semesters of the first year. On these two occasions, faculty members who have taught, supervised and/or mentored first year students will convene a meeting chaired by the Director of Academic Affairs. Faculty will discuss any concerns that have arisen in their interactions with any one of these students. The faculty member or members who express concerns about a particular student will discuss and agree on the necessity, appropriateness and content of a remediation plan. When deemed to be necessary, a written plan that includes remediation steps, how and when their efficacy will be assessed, and the consequences of not meeting one or more of these steps will be developed, discussed with and signed by the student, and placed in his/her training file. This meeting will include the Director of Academic Affairs, the Director of Clinical Training and the student.

At the second student review meeting of the academic year (and prior to the start of the first practicum placements), all faculty who taught, supervised, or mentored 1st year students during the year to that point will convene to review student progress and to evaluate each student's readiness for practicum. The Director of Academic Affairs and Director of Clinical Training will co-chair the meeting. Students for whom remediation plans were implemented following the first review meeting will have their progress in meeting the terms of the remediation plan evaluated. For students who met the terms of their remediation plans, no further action(s) will be taken, and they will be so notified in writing. Those who did not satisfy all remediation terms, or who developed additional problems, will again meet again with the Directors of Clinical Training and Academic Affairs for further remediation. Students evidencing problems for the first time will meet with the Directors of Academic Affairs and Clinical Training in a manner identical to that for students evidencing problems at the end of the first semester. Students identified as not being ready to start practicum training will be so notified in writing, and if their problems are judged to be remediable, a written remediation plan will be developed.

In the event that there are first year students completing remediation, a meeting will be called

during the fall semester of their second year that will include the DCT, DAA and any faculty who expressed concerns about that student to follow-up on their progress. This will allow determination of whether sufficient progress has been made by the student in meeting the terms of his/her remediation plan. If the Director of Academic Affairs, the Director of Clinical Training, and the majority of core faculty members attending such meeting judge the student's progress in meeting the terms of his/her remediation or any amended remediation plan to be unsatisfactory, a process that could lead to dismissal from the program will be initiated. The student will be so notified in writing. The Director of Academic Affairs, the Director of Clinical Training, a faculty representative of the student's choosing, and the student will then participate in a due process hearing. Possible outcomes of such a due process hearing are limited to additional remediation steps to be pursued during a leave of absence, or dismissal.

This procedure is designed to identify and remediate any student difficulties before they result in serious ethical, interpersonal, behavioral or academic consequences. However, the faculty may agree that a student's behavior problems are more serious than the more informal remediation process described above can address, and may decide that a referral to the Professional Standings Committee should be made. Additionally, a Professional Standings referral can be made at any time an individual faculty member feels that it is appropriate.

Students with performance difficulties that do not show improvement despite remediation efforts or other efforts will be reviewed for readiness to begin or continue practicum training. If warranted, faculty will make a recommendation to the Director of Clinical Training with regard to placement. In addition, students with continuing problems may be referred to the Professional Standing Committee for evaluation, feedback, and recommendations that could include further remediation or actions up to and including suspension, or termination from the program. When a student-trainee's conduct clearly and demonstrably (a) impacts their performance, development, or functioning, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of the University, program, or the field of psychology to the profession or public, representatives of the program will review such conduct.

If any actions or behaviors are deemed to be severe in nature, it may result in an immediate referral to the NSU Behavioral Concerns Committee or the Nova Southeastern Office of Student Affairs.

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

   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 Chair of the Department of Clinical and School Psychology 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 be eligible to begin or continue in practicum or will be terminated from 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 academic probation will be permitted to sit for CCE, apply for internship, or register for Dissertation or Directed Study: Research credit.

Academic probation may affect the student's financial aid status.

Dismissal. Automatic dismissal from a doctoral program in the College of Psychology will occur when any of the following conditions exist:

1. Academic probation extends beyond one year.
2. More than two grades below B- are received.
3. Two grades of F are received.
4. The Clinical Competency Examination is failed a fourth time.
5. Received a grade of Fail for internship. Internship cannot be repeated.
6. Being dismissed from or having employment involuntarily ended on internship.

Students who are academically dismissed will not be considered for re-admission.

College of Psychology Core Performance Standards for Admission and Progress

The standards required for admission and evaluation of progress keep in mind the safety and well-being of clients and others whom graduates of the program will eventually serve. Students will be evaluated on an ongoing basis, including in courses, practicum, field experience, internship, capstone experiences, etc. Candidates for the degree must possess with or without reasonable accommodation, multiple abilities and skills. In addition to academic abilities and skills, students must possess intrapersonal, communication, behavioral, and personal attributes that are considered integral and necessary parts of professional functioning. Many of these correspond to the Profession-Wide Competencies assessed throughout the program.

Students and trainees should know—prior to program entry, and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, capacity for self-care, and personal fitness for practice); and, (b) ensure—insofar as possible— that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner.

Because of this commitment, and within the parameters of their administrative authority faculty, training staff, supervisors, and administrators must strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

While difficult to operationally define all characteristics associated with quality professionalism, students and faculty members have targeted observable categories that are considered integral to professional functioning including responsible behavior, ethical behavior, intrapersonal and interpersonal functioning. Examples of these behaviors are listed below:

Responsible Behavior

> Responds constructively to feedback from supervisors or program faculty

> Demonstrates dependability in commitment (punctuality in attending classes, submits work and meets with clients on time. Accepts responsibility for own work).

> Successfully completes remediation plan and activities

> Resolves issues or problems that interfere with the capacity to acquire knowledge, skills, and attitudes necessary to enter the profession, professional development, or other functioning in a satisfactory manner. Seeks appropriate guidance.

Demonstrates professional comportment.

Abides by the Nova Southeastern University Student Code of Conduct, all College of Psychology policies and procedures, policies and procedures of practicum, internship, or field experience agencies, or schools, and state or federal law.

Reports immediately any change in status, including arrests, convictions, or incidents in school or field experiences when enrolled as a student.

Ethical Behavior

Abides by the ethical standards of the profession (e.g. American Psychological Association).

Complies with university and program requirements, including academic integrity.

Intrapersonal Behavior

Displays usual and customary judgment, flexibility, discretion, self-awareness, self-reflection, and self-evaluation.

Demonstrates the ability to function independently.

Understands the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories.

Participates in activities pursuant to professional development.

Interpersonal Behavior

Demonstrates mature behavior.

Presents a generally respectful, non-hostile, and cooperative attitude.

Demonstrates social skills that facilitates interaction and communication with others; listens well, demonstrates empathy.

Relates well to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories.

Is open to the processes of supervision, including the provision of feedback on personal or interpersonal functioning.

Is able to explore issues that may interfere with the appropriate provision of care or impede professional development or functioning.

When a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of the university program or psychology to the profession or public, representatives of our programs will review such conduct in the manner described below. Students should be aware that these areas of professional functioning apply to social media platforms as well. As such, postings or other social media activities/content that violate the APA Ethical Principles of Psychologists and Code of Conduct, legal statutes, NSU Code of Student conduct or the College's Core Performance Standards for Admissions and Progress may result in a similar review of conduct as described below.

Faculty are responsible for monitoring these areas of functioning, identifying deficits in their students, providing constructive feedback to them and offering a remediation plan to address those difficulties. Listed below are the procedures in place for addressing these areas of functioning.

Procedures for the management of student professional misconduct within the Clinical Psychology Doctoral Programs

   Level I Intervention. Student violates professional standard or questionable behavior for **first time**
1. Instructor conferences with student, gives feedback and suggests remediation.
2. Instructor completes Professional Behavior Checklist (see Appendix VI) and submits it to Academic affairs where it will be maintained. It will list concerns and remediation suggested.

   Level II Intervention. Student violates standards or questionable behavior for **second time** with same or another instructor
1. Instructor conferences with student, gives feedback and suggests remediation.
2. Instructor completes Professional Behavior Checklist and submits it to Academic affairs where it will be maintained. It will list concerns and remediation suggested.

With TWO referrals, the Director of Clinical Training and Director of Academic Affairs will meet with the student, give feedback and suggest remediation. The meeting will be documented and the student will be followed in one month for follow-up on their progress by the Director of Clinical Training/Director of Academic Affairs

   Level III Intervention. Student violates standards or questionable behavior for **third time** with same or another instructor
1. Instructor conferences with student, gives feedback and suggests remediation.

2. Instructor completes Professional Behavior Checklist and submits it to Academic affairs where it will be maintained. It will list concerns and remediation suggested.

With THREE referrals, the student will be referred to the Professional Standings Committee for evaluation, feedback and remediation. The meeting will be documented and the committee will follow-up with the student in whatever manner it deems appropriate. It is within the purview of the committee to recommend actions up to and including remediation, suspension, or termination from the program. If any behavior is deemed to be severe in nature, it may result in an immediate referral to the Professional Standings Committee, the NSU Behavioral Concerns Committee, or the Nova Southeastern University Office of Student Affairs.

During the Pre-Practicum Doctoral course, TA and facilitators will complete a feedback form when they perceive unprofessional or problematic behavior. They will provide feedback regularly to students as a normal part of their role, but will complete and forward the Professional Behavior Checklist when they have serious concern about the student. Forms will be sent to the Pre-Practicum Faculty who will meet formally with the student, provide feedback, and suggest remediation, if appropriate. Those faculty will forward a formal feedback form to the academic affairs office and it will be treated as described above.

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 Psy.D. program is divided into three semesters. Students are required to register for Fall, Winter, and Summer semesters while fulfilling the minimum residency requirement as outlined in the Residency and Full-Time Status section of this handbook. Summer semester offers courses that are semester long or have the same amount of work condensed into the first or second half semester. All 3 credit courses meet 15 class hours per credit, regardless of scheduling format; 1.5 credit courses meet for 7.5 weeks.

Attendance. Students are required to attend all scheduled learning activities including classes, lectures, seminars, and exams. 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. Students are required in the first year to attend all program colloquia and/or brown bag meetings scheduled in the fall and winter semesters. First-year students who fail to attend these meetings will be required to provide documentation for absence to the Office of Academic Affairs. Failure to provide such documentation may result in completion of a Professional Behavior Checklist by the Director of Academic Affairs.

Religious Holidays. It is the policy of the University to excuse, without penalty, absences due to religious observances and to allow the makeup of work missed. Special required out-of-class activities are ordinarily not scheduled on days of religious observances.

Student Enrollment

Residency and Full-Time Status. All students must be in full-time residence for a minimum of the first three academic years 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 Psy.D. program, students must be registered **continuously** under one of the following categories until all program requirements are met.

1. While fulfilling the minimum three-year residence requirement, students are considered to be full time if they complete at least 9 credit hours each of fall and winter semesters. Completing less than 9 credit hours in each of fall and winter semesters requires special permission from the Director of Academic Affairs. Students should refer to their model curriculum to determine residence requirements for each summer semester.
2. Students who have completed the minimum of the first three years in residence should refer to their model curriculum for their fourth and fifth year requirements.

For certain forms of financial aid, full-time and part-time status may be defined differently. Students applying for financial assistance MUST clarify this with the Office of Student Financial Services and Registration.

Continuous registration for a minimum of 1 credit in the fall and winter semesters must be maintained until the degree is awarded. All students going on internship must register for PSY 5700 each semester for the duration of their internship.

Leave of Absence. A Leave of Absence (LOA) is a university-approved temporary period of time during which the student is not enrolled, but is not considered withdrawn from the university.

Students must apply in writing for a leave of absence to the Director of Academic Affairs and/or Director of Clinical Training. 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 seven year time limit. Students on leave of absence are not permitted to participate in any university related activity, including practicum/supervision, Clinical Competency Exam defense or directed study. Students returning from a leave of absence must meet with the designated directors to discuss readiness to resume studies and clinical activities. 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 or the University's Behavioral Concerns Committee. 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.

A Leave of Absence may impact a student's financial aid status. Students should discuss the impact of such a request with the office of financial aid.

Time Limits. To assure that an awarded degree represents up-to-date knowledge and skill competencies needed to enter the profession, students are required to complete their program and be awarded a doctoral degree within seven years from the time of first enrollment.

In the event that a student does not complete all requirements within the seven-year time limit (excluding approved leaves of absence), he or she must enroll in and complete 18 credits per year. This must consist of at least 6 credits of course work (including independent study) each fall and winter semester. The additional 6 credits may be taken during the summer, either 3 credits of course work and 3 credits of supervision, or 6 credits of course work; alternatively, these 6 credits may be taken as an additional 3 credits of course work during both fall and winter semesters.

Failure to Register/Withdrawal. Students who fail to register for a required semester or who voluntarily withdraw from the program 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.

Advising
Orientation. All new students are required to attend orientation before the start of the fall semester. At orientation, students are provided with needed information about College of Psychology and NSU resources, an overview of academic guidelines, and opportunities to meet program faculty and advanced students in the program.

Faculty Mentors. Early in the fall semester first year students will have an opportunity to learn about faculty professional interests and initiatives (including clnical, research and advocacy interests). Students then will select a faculty member by following the steps described below:

- By November 1st of their first year, PsyD students should have successfully selected a faculty mentor by speaking to that faculty member.
    - o If the faculty agrees and is available, he/she will let Academic Affairs know that the student should be added to their "roster of mentees."
    - o If a student approaches a faculty member whose "roster of mentees" is full, they will let the student know that they have no slots and the student may seek other potential mentors.
    - o Incoming students who enter the <u>Neuropsychology and Forensic concentrations</u> during their first year will be assigned a mentor in their concentration, and do not need to seek out another.

- Students who have not been able to find/select a mentor by November 1st, will be asked to write a one-page essay about what they hope to find in a mentor. This will be submitted to Academic Affairs, who will assign a mentor to the student before the end of the Fall semester. Academic Affairs will make assignments based on faculty availability and, to the extent possible, the trainee's noted interests in their essay.

- Students submitting their Directed Study prospectus (the Summer following their Second Year) may choose to switch their mentor to their directed study first reader. This will depend on that faculty members' approval and subsequent notification to Academic Affairs to update their "roster of mentees."

- The complete list of assigned mentors and trainees will be reviewed in the first faculty meeting of the Winter semester each year and finalized by the faculty.

- Mentors and trainees meet at least twice each year.
    - o One of these meetings must be an individual meeting to complete the Annual Review and Individual Development Plan (see Appendix V for Individual Development Plan).
    - o The other meeting may include discussion of progress on initial goals, discussion of relevant upcoming opportunities (e.g., conferences, funding opportunities), career guidance/support, discussion of self-care needs, preparation for internship, and other topics of relevance to the student's professional goals.

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

It is the policy of the College of Psychology that doctoral students in clinical psychology should select either the Ph.D. or the Psy.D. program before 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. There is no opportunity to transfer from one program to the other.

Tuition and Fees
Doctoral tuition for 2018-2019 will be charged at the rate of $1,110 per credit hour. **Students should anticipate an annual review of tuition and 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	$1,110 per credit hour
Application Fee	$ 50 (nonrefundable)
Seat Deposit	$1,000(nonrefundable, payable after acceptance and credited toward first semester's tuition)
Registration Fee	$ 25 per semester
Late Payment Penalty	$ 100 per semester
Textbooks and Supplies	$1,100 (approximate cost per semester)
Professional Liability Insurance	$ 10 per semester
Student Services Fee	$ 450 per semester (4 cr. or more)/$175 per semester for less than 4 credits
Application for Degree Fee	$ 100
Transcript Fee	$ 10 per transcript
Fingerprinting/Background Check or other practicum site required expenses	$ determined by agency

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

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

Refund Policy
The period in which a student is able to obtain a 100% refund may occur *prior* to the first class meeting. Please note that withdrawal dates are also *prior* to the end of the term (e.g., Fall term withdrawal date is November 18, 2018 and the end of the term is December 9, 2018).

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.

Class Cancellation Policy
The university reserves the right to cancel any class. If a class is cancelled and a replacement is not offered, then students will receive a full refund of tuition paid for the cancelled class. If the student registered for only one class, then the registration fee would be refunded as well.

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 full-time residency requirement is satisfied, dropping a course that would bring a student's course load below the minimum semester requirements (e.g., 9 credits) requires approval by the Director of Academic Affairs.]

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

100% refund if course is dropped by the last day of the 1st week of semester
 75% refund if course is dropped by the last day of the 2nd week of semester
 50% refund if course is dropped by the last day of the 3rd week of semester
 25% refund if course is dropped by the last day of the 4th week of semester

Withdrawal from a Course
When the student withdraws from a course prior to the first class, the course is deleted from the student's record. A "W" grade is assigned when a student withdraws from a course after the last date indicated on the academic calendar to drop courses with a refund and prior to last published date to withdraw for the term. If the student fails to withdraw by the final published date to withdraw for the term, the student will be assigned a grade of "F."

A withdrawal on the official transcript will be included in attempted credit hours. A withdrawal from a course may affect student's financial aid status.

Students withdrawing from their program will not be considered for readmission.

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 before matriculation in the doctoral program. Request for transfer credit for FIRST SEMESTER COURSES must be made during the summer, before July 20. Request for transfer credit for ALL OTHER COURSES must be made during the fall, before September 30.

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 APA accredited program.

2.   Only specific courses that meet the criteria defined by the APA Standards of Accreditation as Category 1 or Category 2 in discipline-specific knowledge will be considered for transfer. Specifically, these are: History and Systems of Psychology, Cognitive and Affective Aspects of Behavior, Biological Aspects of Behavior, Developmental Aspects of Behavior, Quantitative Methods and Psychometrics. Credits will not be awarded for electives.

3.   No transfer credits may be applied to pre-practicum, practicum, internship, research, thesis, or electives.

4.   It was completed no longer than five years before the student's first enrollment in the program.

5.   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.

6.   The course is not offered solely in an online format.

The student must provide the Office of Academic Affairs with the syllabus and catalog description of courses for which transfer is sought. Faculty members evaluating transfer courses will consider the quality/rigor, currency, standardization, and fairness of the method of establishing the knowledge of courses being evaluated. 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 resulting evaluations are reviewed by the Director of Academic Affairs who makes the final determination.

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.

Degree Conferral
Students who have completed all requirements for the doctoral degree must submit an online application for degree. **Instructions are available via the Office of the University Registrar's website**: **http://www.nova.edu/registrar/instructions.html** . A fee is required upon submission of the degree application form. Degrees are conferred at the following times only:

End of Fall Semester
End of Winter
End of Summer Session I
End of Summer Session II

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 Office of the Dean for completion of

academic requirements is the date that demarcates predoctoral from postdoctoral training and supervision. The date is included on the transcript, and the Office of the Dean will verify it to licensing boards. Upon approval, the application is presented to the NSU 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. Students are encouraged to submit their degree applications at least one month prior to the completion of their internship.

Graduation
Graduation exercises for Nova Southeastern University take place each summer. Eligibility to graduate is determined by having completed all requirements before 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.

Provisional Admissions
Students may be provisionally admitted to the doctoral program based on a review of unofficial transcripts or other specific program admission requirements. However, this admission includes a condition that final and official documents and requirements must be received within 90 calendar days from the start of the term. If these final and official documents and/or requirements are not received by that time, the student will not be allowed to continue class attendance. Financial aid may not be disbursed to a provisional/conditional student until he or she has been fully admitted as a regular student (all admission requirements have been approved by the college/program admissions office). Students will need to clarify this with the Office of Student Financial Services.

College of Psychology E-Mail Account
NSU requires that all students maintain one official university-assigned computer account that is used to access major computing resources, including electronic mail. **All official electronic mail communications directed to College of Psychology students will be sent exclusively to NSU-assigned computer accounts to ensure timely and accurate delivery of information.** Students may forward their NSU generated electronic mail to external locations, **but do so at their own risk.**

Should you elect to forward your NSU email account to an external location, please keep in mind that NSU and College of Psychology administration use electronic mail on a regular basis as a means of keeping students informed.

<center>**Veterans Administration Requirements**</center>

Standards of Progress
A student receiving veterans' benefits must maintain satisfactory progress. Students will be

considered to be making satisfactory progress as long as they meet the academic standards set by their school for retention in their degree programs.

A student who, at the end of any evaluation period, has not attained and maintained satisfactory progress will be certified, in a probationary status, for only one additional evaluation period. Should this student not attain and maintain satisfactory progress by the end of the probationary period (one evaluation period), the student's VA educational benefits will be terminated for unsatisfactory progress.

A student whose VA educational benefits have been terminated for unsatisfactory progress may petition the school to be re-certified after one evaluation period has elapsed. The school may re-certify the student for VA educational benefits only if there is a reasonable likelihood that the student will be able to attain and maintain satisfactory progress for the remainder of the program.

For VA payment of benefits purposes, an "I" (Incomplete) designation for a course must be converted to a credit grade counting toward graduation, or a failing grade, by the end of one calendar year unless permission for a delay is granted by the Academic Dean for that program. An "NG" (no grade) designation for a course must be converted to a credit grade counting toward graduation, of a failing grade, by the end of one regular semester unless permission for a delay is granted by the Academic Dean for that program.

Grade/Progress Reports
Each VA student will be provided a grade/progress report at the end of every evaluation period (e.g. term, semester). A copy of each report will be placed in the student's permanent file maintained by the school. The university periodically furnishes each student with a working transcript that shows current status of grades and earned semester hours for all courses completed and/or attempted, plus grades for courses in which the student is currently enrolled.

Credit for Prior Training (CPT)
Nova Southeastern University complies with federal regulations for veterans' training that it is mandatory for all veterans benefit recipients to report either prior education and/or training. A student receiving veterans' benefits that have previous post-secondary educational training/experience must request official transcript(s) be sent to the school. If the transcript has not been received prior to the end of the student's second term here at Nova Southeastern University, the student cannot be certified for veterans' benefits for the upcoming term. The student can be certified for veterans' benefits after the transcript has been received.

The school will evaluate the student's previous training and/or experience and grant credit as appropriate. Should credit(s) be accepted and/or granted, the student's tuition and training time will be reduced proportionately, with the veteran and VA so notified.

Nova Southeastern University Statement of Student Rights and Responsibilities

This code seeks to promote high standards of behavior and 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.

Code of Student Conduct Statement
The university is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. However, the exercise and preservation of these freedoms and rights require a respect for the rights of all in the community to enjoy them to the same extent. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the university as defined by the university administration or with the rights of other members of the university cannot be tolerated. Students enrolling in the university assume an obligation to conduct themselves in a manner compatible with the university's function as an educational institution. To fulfill its functions of imparting and gaining knowledge, the University retains the power to maintain order within the University and to exclude those who are disruptive to the educational process.

In support of the Code of Student Conduct, any violations of the Code of Student Conduct and Academic Responsibility and/or university policies and procedures may result in disciplinary action and/or criminal prosecution. Violations of academic and/or supplementary standards will be handled through the student's academic college, center, or school. Violations of conduct standards, supplementary standards, university policies, and/or procedures will be handled by the Office of the Vice President of Student Affairs or by the individual academic college, center, or school as deemed appropriate. Violations of sexual misconduct/discrimination will be handled by the Office of the Vice President of Student Affairs.

Changes to the Code of Student Conduct and Academic Responsibility will be posted on the Student Affairs Web site. Students are required to be familiar with the rules, policies, and Code of Student Conduct and Academic Responsibility.
www.nova..edu/student-handbook

Nova Southeastern University is committed to furthering scholarship, academic pursuits, and service to our society. As an institution, our purpose is to ensure 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
• scrupulous respect for the equal rights and dignity of others

• dedication to the scholarly and educational purposes of the university and participation in promoting and ensuring the academic quality and credibility of the institution

Students are responsible for obtaining, learning, and observing the established university and academic college 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, the state of Florida, as well as any other laws, rules, and/or regulations of other jurisdictions. All members of the community should inform the appropriate official of any violation of conduct regulations.

Academic Standards. The university is an academic community and expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The university can function properly only when its members adhere to clearly established goals and values. Accordingly, the academic standards are designed to ensure that the principles of academic honesty are upheld. The following acts violate the academic honesty standards:

Cheating. Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise

Fabrication. Intentional and unauthorized falsification or invention of any information or citation in an academic exercise

Facilitating Academic Dishonesty. Intentionally or knowingly helping or attempting to help another to violate any provision of this code

Plagiarism. The adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment

Students are expected to submit tests and assignments that they have been completed without aid or assistance from other sources. Using sources to provide information without giving credit to the original source is dishonest. Students should avoid any impropriety or the appearance thereof in taking examinations or completing work in pursuance of their educational goals.

Students are expected to comply with the following academic standards:

Original Work. Assignments such as course preparations, exams, texts, projects, term papers, practicum, or any other work submitted for academic credit must be the original work of the student. Original work may include the thoughts and words of another author. Entire thoughts or words of another author should be identified using quotation marks. At all times, students are expected to comply with the University and/or program College's recognized form and style manual and accepted citation practice and policy. Work is not original when it has been submitted previously by the author or by anyone else for academic credit. Work is not original when it 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 before or during the course of the examination, re-examination, and/or remediation.

Referencing the Works of Another Author. All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each program College's specific accepted reference manuals and rules of documentation. Standards of scholarship require that the writer give proper acknowledgment when the thoughts and words of another author are used. Students must acquire a style manual approved by their College and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular college. At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a College-recognized method of citation. Deviating from College standards (see above) are considered plagiarism at Nova Southeastern University.

Tendering of Information. All academic work must be the original work of the student. Knowingly giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited

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 the following:

• plagiarism
• any form of cheating
• conspiracy to commit academic dishonesty
• misrepresentation
• bribery in an attempt to gain an academic advantage
• forging or altering documents or credentials
• knowingly furnishing false information to the institution

Students in violation will be subjected to disciplinary action.

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 or arbitrary manner.

For a complete description of Nova Southeastern University's Academic Standards please see the NSU Student Handbook.

Conduct Standards. 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, college, and program rules and regulations and all local, state, and federal laws. Students are responsible for adherence to the university code of conduct and all university policies and procedures while attending or participating in university-sponsored programs, activities, and/or events off the main campus or at any NSU sites.

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 found in the NSU Student Handbook. The university and each college, center or program may prescribe additional standards for student conduct. Reasonable notice may be provided when additions or changes are made to the standards for student conduct. Students should refer to their college and/or Student Affairs Web site for policy updates or changes.

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, associate deans, or directors may, in their discretion, immediately suspend students pending a hearing on charges of academic, conduct, or supplemental standards violations. Violations of academic, conduct, or supplemental standards are subject to disciplinary action, up to and including, expulsion from the university. Violations of academic standards will be handled through the student's academic college or school. Violations of conduct or of supplementary standards will be handled by the Office of the Vice President of Student Affairs or by the individual academic college, school, or center as deemed appropriate.

If the student is found in violation of the Code of Student Conduct and Academic Responsibility and/or university or college policies and procedures, sanctions may be imposed. The university reserves the right to take additional disciplinary action as it deems appropriate. Sanctions are delineated in the NSU Student Handbook.

Professional Standing Committee
The Professional Standing Committee of the College of Psychology is appointed by the Dean of the college and serves in a variety of capacities related to the review of student professional standing matters. The committee consists of faculty and other members as appointed by the Dean.

The committee may be asked to review alleged violations of the University Student Code of Conduct, including academic standards and ethical standards of the field. In addition, the Committee may conduct reviews concerning emotional, behavioral problems serious enough to suggest interference with professional functioning, academic performance, or performance in a clinical practicum or internship setting.

The purpose of the committee's review and recommendations are not limited to disciplinary actions; but may encompass efforts to remediate a deficiency or problems so that the student can continue their education and function competently as a professional. Committee activities are designed to insure a process by which all relevant facts can be determined, including providing the student with full opportunity to present important information. Actions the committee may recommend to the Dean could include, but are not limited to, remediation, referral, warning or sanctions up to suspension or termination.

In instances of complaints regarding violations of Student Conduct and Academic

Responsibility, the Dean may charge the committee with conducting a formal investigation into the facts pertaining to allegations of misconduct. In such cases the committee will adhere to professional standing committee guidelines that insure a timely and complete review of the facts. The process will insure that the student and involved parties have the opportunity to present relevant information.

Student Grievances and Appeals

The College of Psychology faculty and staff value professionalism, honesty, and ethical conduct in the handling of student concerns. At all times, matters are handled in the spirit of education and development. 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. At all times, the respect and protection of students is of utmost concern.

Evaluation of course work and competency examinations reside within the expertise of faculty who are uniquely qualified by their training experience. Such evaluations and grades are not subject to formal appeal under this section unless there is an allegation of federally/state protected discrimination, but rather are subject only to appeal under the policy on grade disputes.

Informal Procedure

Before 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 all academic matters to the attention of the Director of Academic Affairs and all clinical practica, clinical supervision, Clinical Competency Examination, or internship matters to the attention of the Director of Clinical Training. This appeal should be presented to the appropriate director within 30 working 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 College of Psychology within another 30 days.

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 College'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 that 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. The program will make all reasonable efforts to expedite reviews and conclude the Formal Appeal procedure within 60 days from the date the formal

written appeal is submitted to the Dean. However, based upon the individual circumstances and nature of the appeal, the Dean has the discretion to extend the period of time in which to complete the appeal and will inform the student of such in writing.

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 five 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 student policies & 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.

Policy on Grade Disputes
Grade disputes shall be limited to concerns about the method(s) (i.e. error in calculation of grades) by which grades are determined. A student seeking to dispute a decision regarding a course grade and/or other evaluation should seek solutions through the following administrative channels by entering at the appropriate level and proceeding in the order stated:

a. Course Instructor/Supervisor
b. Director of Clinical Training (practicum, internship, supervision, CCE only) or
   Director of Academic Affairs
c. Chair (final level of dispute)

A student seeking to resolve a grade problem or dispute through the administrative channels cited above must initiate such action in writing within five business days (excluding official school holidays and weekends) from the date that the grade was recorded in WEBSTAR. The grade dispute should include a concise statement of the basis of the dispute and shall not exceed one (1) page. The student will then have five days from the time of notification of the decision at each level in order to proceed to the next level in the administrative channels cited above (i.e., if the student receives notification of an unfavorable decision by the course instructor/supervisor, the student must proceed with his/her appeal to the program administrator within five days of said notification). Where a student fails to either initiate this process or proceed through this process within the specified time frame, the student will be deemed to have waived his/her right to dispute the grade in question.

In the case of a grade dispute or other appeals relating directly to a student's academic performance, an administrator may not substitute his/her judgment for the performance appraisal of the faculty member rendering the grade or assessing the students' work.

Student Rights and Responsibilities

Family Educational Rights and Privacy Act (FERPA)
<u>The Family Educational Rights and Privacy Act of 1974 (FERPA)</u>, also known as the Buckley Amendment, afford students certain rights with respect to their education records. These rights include:

- The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar's Office written requests that identify the record(s) they wish to inspect. The Registrar's Office will arrange for access and notify the student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the student believes is inaccurate or misleading. Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, may discuss their problems informally with the University Registrar. If the decision is in agreement with the students' requests, the appropriate records will be amended. If not, the student will be notified within a reasonable period of time that the records will not be amended, and will be informed by the Office of the University Registrar of their right to a formal hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, collection agent, loan servicing agent, or the National Student Clearinghouse); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- The right to file a complaint with the Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605 concerning alleged failures by Nova Southeastern University to comply with the requirements of FERPA.

Nova Southeastern University hereby designates the following student information as public or "Directory Information." Such information may be disclosed by the institution for any purpose, at its discretion.

Student name	Dates of attendance
Local and home address	Degrees, Honors and awards received
Telephone numbers	Enrollment Status
Major field of study	Year in School
Participation in Sports	Anticipated Graduation Date
Place of birth	E-mail address

Release of Student Information
Students can give consent to permit Nova Southeastern University to discuss and/or release personal identifiable information to a third party such as a spouse, a parent, a guardian, etc. This consent must be provided in writing with the student's signature. To provide a written consent, complete the Authorization for Release of Information form (http://www.nova.edu/registrar/forms/release_of_information.pdf).

Students may also withhold directory information (as defined above) by completing the Request to Prevent Disclosure of Directory Information form (http://www.nova.edu/registrar/forms/disclosure.pdf) Students are warned; however, prior to making a decision to withhold personally-identifiable data, that undesirable consequences frequently occur, such as, names of students on the Dean's List are not published, names are not listed in commencement bulletins, and requests from prospective employers are denied. After completing the form, submit it to the University Registrar's Office, 3301 College Avenue, Fort Lauderdale, FL 33314.

Deceased Student Records
Records of deceased students will be made available to the parent(s), spouse, or executor/executrix of the deceased student and other authorized parties upon written request. The request must include the need for the records; must identify the requestor's relationship to the deceased student; and must be accompanied with an official record certifying authorization to receive the student records, i.e., assignment as executor/executrix. An official copy of the death certificate must accompany the request, if the university does not have prior notice of the student's death. The university reserves the right to deny the request.
For further assistance on this matter, students should contact the University Registrar's Office.
*Acrobat Reader is needed to view any form that is designated with PDF.

Ethical Issues in the College of Psychology
All students and graduates are expected to be knowledgeable about and conform to both the letter and spirit of the *Ethical Principles of Psychologists* (https://www.apa.org/ethics/code/principles.pdf) as approved and adopted by the Committee on Scientific and Professional Ethics and conduct (adopted American Psychological Association, June, 2003), Florida Licensing Law, and the provisions of the American Psychological Association's Guidelines for Practitioners (http://www.apa.org/practice/guidelines/index.aspx). A copy of the full text of materials to which students and graduates are expected to conform is available in the Office of the 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. Students have an obligation to disclose if they have been convicted of a criminal offense, been found not guilty, or entered a plea of guilty or nolo contendere (no contest), regardless of adjudication. The disclosure obligation is a continuing one. All students must report to the

College of Psychology any such arrest or conviction at the time of completion of their application to the program and throughout their time enrolled at the college. The College of Psychology will consider new information submitted and, in appropriate circumstances, may change the status of an applicant or student. Students at application give permission to make any necessary inquiries and voluntarily and knowingly authorize any former school, government agency, employer, person, firm, corporation, its officers, employees and agents, or any other person or entity making a written or oral request for such information.

2. 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 NSU Board of Trustees has met and conferred the degree.

3. It is misleading and inappropriate to append "Psy.D. student" or some similar designation, after your name.

4. A student should guard against being in a position of having final **responsibility** for clinical work. This is most important both ethically and legally.

5. 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.

6. 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."

7. Students should familiarize themselves with the state of Florida law for psychologists (*Florida Statutes*, Chapter 490).
http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=0400-0499/0490/0490.html

Dual Relationships between Faculty Members 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 members and students are bound to arise. Faculty members and students are therefore urged to be sensitive to and aware of the existence of dual relationships, to enter into these with full awareness of their implications, and to avoid them whenever possible.

Sexual relationships between a university faculty member or administrator and a student who are not married to each other or who do not have a preexisting analogous relationship are inappropriate whenever the university faculty member or administrator has a professional responsibility for the student in such matters as teaching a course or 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 member 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 preexisting 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 be or 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 College of Psychology. 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 members 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 before 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.

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Students with Disabilities

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Nova Southeastern University 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 or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by reasons of his or her disability.

If an applicant self discloses his or her disability to the university, the university will ensure that the applicant is advised of the procedures to seek accommodation. The procedure the student applicant is to follow is the same as that for those existing students who request an accommodation. As such, the procedures set forth herein would apply to a student applicant. In the event it is determined that a student is qualified to apply following the consideration of an accommodation request, that student will then be placed into the applicant pool and treated as any other applicant.

For additional information on the university ADA policy and obtaining reasonable accommodations, please contact the Office of Student Disability Services at (954) 262-7185. Refer to *NSU Student Handbook* http://www.nova.edu/studentaffairs/forms/studenthbk_2016-17.pdf (p. 44) for complete policy. Student's requests for accommodation will be considered on an individual basis in accordance with the College's procedures.

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Other Policies and Information

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Cellular Phone Policy
The university recognizes that students routinely possess cellular phones and other electronic devices with video, camera, or voice recording capabilities. In support of each individual's reasonable expectation of privacy, the copyright and intellectual property laws, the use of these electronic device features by NSU students must be in conjunction with express consent. **Students are expressly forbidden to video, use camera or voice recordings without the express consent of the subject(s) being photographed or recorded.** You may not place any pictures or videos of people on a Web page without the expressed permission of the people in the pictures or videos. Any student whose use of their cellular phone violates another's reasonable expectation of privacy or produces any media as a result of the cellular phone capabilities without express consent may be found in violation of this policy. Violations of this policy may lead to disciplinary action that may result in confiscation of the cellular phone and referral to Student Affairs as a violation of the NSU Code of Student Conduct.

Computer Policy
The use of a personal computer during classes is at the discretion of the individual instructor.

The computing resources of Nova Southeastern University are intended to be used for its programs of instruction and research and to conduct the legitimate business of the university. All uses 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 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. For a complete description of Nova Southeastern University's computer policy refer to the NSU Student Handbook.

Health Insurance Portability and Accountability Act (HIPAA)
The American Health Insurance Portability and Accountability Act of 1996 (available at http://www.hhs.gov/ocr/privacy/) is a set of rules to be followed by doctors, hospitals and other health care providers. HIPAA took effect on April 14, 2006. HIPAA helps ensure that all medical records, medical billing, and patient accounts meet certain consistent standards with regard to documentation, handling and privacy.

College of Psychology doctoral students are required to complete HIPAA training modules in the course: PSY 1418 Ethics and Legal Issues.

No Direct Payment to Faculty Members
Direct student payment to faculty members 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. Students should note that counseling for NSU students is provided by the Henderson Student Counseling Center; further information regarding the services provided by the counseling center can be found in the NSU Student Handbook.

Protection of Human Participants in Research
The procedures described herein apply to both funded and unfunded research performed by students and faculty. The College adheres to published professional and governmental guidelines and regulations for protecting human participants in research. **Any research conducted by NSU faculty, staff, or students, which involves human participants, whether funded or unfunded, must be submitted to the College of Psychology IRB Representative to determine the necessity of review by the Institutional Review Board (IRB). All NSU faculty, staff, and students involved in research studies must complete an on-line course related to the protection of human participants (CITI course).** To obtain more information, visit the NSU IRB website at www.nova.edu/irb/training.html . All IRB policies and procedures can be accessed at the IRB website: http://www.nova.edu/irb/manual/policies.html .

All research studies involving human participants are reviewed in one of three ways; College Level Review (previously labeled Exempt Research), Expedited Review, or Full Review. Every research protocol process begins with the principal investigator completing the New Protocol Submission *xForm* in IRBManager. IRBManager is the electronic submission system used by the NSU IRB for submitting research protocols for review by the IRB Office. The principal investigator will be responsible for completing the New Protocol Submission *xForm* in IRBManager and ensuring that all consent forms and research instruments to be used in the study are uploaded into the *xForm* in the appropriate locations. Once completed, the principal investigator will submit their protocol in IRBManager for review by the college representative from the College of Psychology. Note that students submitting IRB protocols will be required to have the faculty member supervising the student's research study review and sign-off on the submission. The college representative may choose to reassign a submission to his/her alternate college representative for review. Contact the program office for further information regarding the College of Psychology college representative and his/her alternate college representative.

The college representative/alternate, not the principal investigator, is charged with reviewing the submission, to determine the appropriate level of review for the study, as well as assuring that all necessary documents are included. Examples of studies falling into the different categories of reviews may be found on the IRB website here: www.nova.edu/irb/review.html . The college representative/alternate will work with the principal investigator to prepare the required IRB documents in accordance with NSU policies and procedures. Once the submission is complete, the college representative/alternate will review the research protocol to determine if the research

warrants review by the IRB Office. Research that is determined to not have potential risk to participants and meets specific guidelines, will be exempted from review by the IRB Office, following review by the college representative or alternate.

If the IRB college representative/alternate determines that the proposed research poses potential risk to participants, the submission will automatically be electronically submitted in IRBManager for further review by the IRB Office. Upon receipt of the IRBManager submission, the IRB Office will pre-review the research protocol before forwarding to the IRB Chair or their designee(s). The IRB Chair or their designee(s,) in conjunction with the IRB Office, will determine if the research can be reviewed through expedited review or if the research needs to be reviewed by the full IRB Board during their monthly meeting. After review, the IRB Office will notify the principal investigator, via the IRBManager electronic submission system, of any changes that must be made, in addition to any other decisions regarding approval or disapproval of a research submission.

Remember that all research, including that done with clinic clients, students, or volunteers, must be submitted to the College of Psychology IRB Representative and receive approval or exemption **prior to beginning the research.** Policies and procedures can be accessed at the IRB Web site at http://www.nova.edu/irb/index.html

International Students
Nova Southeastern University is authorized by the Student and Exchange Visitor Program (SEVP) to accept international students at its Main Campus in Davie, Florida, and at its regional campuses in Florida and Puerto Rico.

Prior to seeking admission to one of NSU's regional campuses, the student must check with the academic program office to ascertain that a full course of study is available at that campus for the full duration of their degree program. All international students are responsible for maintaining legal status as an F-1 student in the United States.

Once an international student has been admitted to an NSU academic program, the Office of International Students and Scholars (OISS) will assist him/her in obtaining a form called the I-20. This is the form the student will have to show at the American Embassy or Consulate in their country to obtain a student visa. To obtain information on the documentation needed to obtain an I-20, please visit http://www.nova.edu/internationalstudents/prospective/i20.html

Hurricane Information
In the event of a pending hurricane, the president of the university will determine whether the university will close. Information on the closing of the university will be available from the 24 hour "Hurricane Hotline" at 1.800.256.5065. Off-campus students should contact the program office or where applicable the off-campus student education center for updated information.

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Student Aid and Employment

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College of Psychology Student Aid Program
College Scholarships: The College of Psychology maintains a limited amount of scholarship

funds. Information on various scholarships, including College of Psychology, is available at: http://www.nova.edu/financialaid/scholarships/

College of Psychology Student Employment

Student employment opportunities are available within the College of Psychology or its affiliates. These positions are generally awarded on a competitive basis and usually require a 10- to 20-hour time commitment per week.

   Assistantships. Assistantships are available for College of Psychology students through the College. Included are clinical positions within the various clinics, graduate assistantships, research assistantships, and teaching assistantships. Contact the Director of employee services for information regarding the availability of assistantships.

Student Facilities

College of Psychology Testing Library

The college maintains its own library of testing instruments and kits for use by current clinical and school psychology students, College of Psychology, PSC and Consortium interns and College of Psychology faculty. Loan arrangements may vary according to the course and equipment involved. Conditions will be explained by the course instructor. It is the responsibility of the student to check the test kits and materials to verify they are complete and undamaged at checkout. **The student is held responsible for replacement of lost or damaged tests, materials, and/or equipment checked out from the Testing Library. Renewed tests are due one week from renewal date, unless otherwise specified. Overdue tests will be assessed a fee of $3.00 per day per test, excluding weekends and holidays.**

Main Campus Mailboxes

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

Notice (Bulletin) Boards

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 defense meetings, CCEs, continuing education seminars, apartments for rent, etc.

After approval from the Office of the Dean, students may post notices on the bulletin boards located in the first floor lounge, the student carrel area, and designated bulletin boards on the second floor. Other boards are for department or university use only. Students are prohibited from posting, altering, or removing notices or messages from these boards. No announcements or notices may be posted anywhere, on doors, walls, or in the elevator.

COLLEGE OF PSYCHOLOGY
Department of Clinical and School Psychology Organization

Karen S. Grosby, Ed.D.   Dean

John E. Lewis, Ph.D.   Chair, Department of Clinical and School Psychology

Ana I. Fins, Ph.D.   Director of Academic Affairs
                                           Clinical Psychology Doctoral Programs

Barbara Garcia-Lavin, Ph.D.   Director of Clinical Training
                                           Clinical Psychology Doctoral Programs

Ana Martinez, Psy.D.   Director of Clinical Services/Chief Psychologist
                                           Psychology Services Center

Sarah Valley-Gray, Psy.D.   Director of Continuing Education & Special Projects
                                           Director of Training, School Psychology Doctoral Program

Angela Waguespack, Ph.D.   Director, Specialist Program in School Psychology

Full-Time Faculty
Department of Clinical and School Psychology
2018-2019

Amarilis Acevedo, Ph.D., ABPP, University of California, associate professor. Geriatric psychology; neuropsychological assessment.

Soledad Argüelles-Borge, Ph.D., Nova Southeastern University. Adult caregiving issues, impact of culture on caregiving; best practices for writing a dissertation.

Ryan Black, Ph.D., Nova Southeastern University, assistant professor. Psychometrics, including Classical Test Theory and Modern Test Theories (e.g., Item Response Theory); linear and nonlinear mixed effects regression models; research design and methodology; assessment and treatment of serious and persistent mental illness; post-marketing surveillance of prescription opioid abuse.

Paula Brochu, Ph.D., University of Western Ontario, Canada, assistant professor. Prejudice, stereotyping, discrimination, and stigma from the perspectives of both the perceiver and the target, including the processes underlying the expression of prejudice, as well as the consequences of stigma on human functioning.

Stephen N. Campbell, Ph.D., Howard University, associate professor. General clinical/community psychology of social change; dual diagnosed; program design and consultation; conduct disorder.

Peter Caproni, Ph.D., Adelphi University, assistant professor. Therapeutic/collaborative assessment; school-based consultation; psychological services within schools; emotional/behavioral issues with children and adolescents.

Ralph E. (Gene) Cash, Ph.D., ABPP, NCSP, New York University, professor. School psychology; psychoeducational assessment, diagnosis, and treatment; depression; anxiety disorders; suicide prevention; forensics, including child custody, wrongful death effects, and disabilities; stress management; and psychology and public policy.

Alexandru F. Cuc, Ph.D., New School University, associate professor. Cognitive psychology; conversational remembering; group dynamics; collective amnesia of traumatic events; autobiographical memories.

Jennifer Davidtz, Ph.D., University of Massachusetts Amherst, assistant professor and director, Psychology Services Center Internship Program. Community mental health; the treatment of long-term mental illness, borderline personality disorder, and complex trauma; countertransference and other intersubjective psychotherapy process phenomena; psychotherapy integration.

Christian DeLucia, Ph.D., Arizona State University, associate professor. Emergence of problem behaviors during adolescence, with a particular emphasis on adolescent substance

use and abuse; statistical methods for the analysis of longitudinal data; and methodological issues relevant for the design and analysis of psychosocial interventions.

Frank A. De Piano, Ph.D., University of South Carolina, professor. Professional interests include hypnosis (past president of Division 30, Psychological Hypnosis), community psychology, health and medicine, and the development of models for professional training of psychologists.

Jan Faust, Ph.D., ABPP, 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, associate professor. Health psychology, behavioral sleep medicine; insomnia; effects of sleep on psychological and biological markers of health; effects of sleep disruption on firefighter health; chronic fatigue syndrome.

Diana Formoso, Ph.D., Arizona State University, assistant professor. Risk and protective factors that shape youth development within low-income, ethnic minority families; family conflict, parenting, and child outcome and how they are impacted by families' ecological and cultural context (e.g., economic hardship, neighborhood risk, immigration and acculturation); intervention development for ethnic minority children and families experiencing adversity; the family lives and school experiences of immigrant youth.

Barbara Garcia-Lavin, Ph.D., Nova Southeastern University, assistant professor. Director of Internship Training. Psychological assessment, training/supervision, autism and developmental disabilities, youth aggression and conduct problems, health psychology, and school psychology.

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.

Tom Kennedy, Ph.D., University of Miami. Neuropsychological assessments, behavioral medicine interventions, psychotherapy, group therapy, family therapy.

Jeffrey L. Kibler, Ph.D., University of Miami, professor. Cognitive-behavioral regulation of emotion/mood disorders. Behavioral medicine: biobehavioral aspects of posttraumatic stress, psychosocial stress, and pain; psychosocial risks for illness (e.g., heart disease); health risk reduction; psychophysiology; minority health: predictors of biobehavioral research participation for individuals of racial minority.

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

Stephen C. Messer, Ph.D., University of Mississippi, Oxford, associate professor. Research methods; multivariable statistics, latent variable models, longitudinal design and analysis; diagnostic validity and measurement; developmental epidemiology and psychopathology; military psychology and combat-related PTSD.

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

Barry Nierenberg, Ph.D., ABPP, University of Tennessee, associate professor. Rehabilitation and Health Psychology: psychological factors in chronic illness, biopsychosocial aspects of wellness and disease, healthcare disparities, pediatric psychology, child and family adaptations to acute and chronic medical conditions. The business of psychology and professional credentialing.

Scott Poland, Ed.D., Ball State University, professor. Professional experience has included leading national crisis teams and primary interests are suicide intervention, crisis intervention, youth violence, self-injury, school safety and delivery of psychological and counseling services in schools.

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

David Reitman, Ph.D., University of Mississippi, professor. Cross-setting (home and school) problems involving children and adolescents. Emphasis on disruptive behavior (i.e., attention deficit/hyperactivity disorder, oppositional defiant disorder, conduct disorder). Interventions are behaviorally-based, empirical, and focus on parent disciplinary practices, problem-solving, and skills building.

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

Robert Seifer, Ph.D., Nova Southeastern University, associate professor. Sport psychology; psychological performance enhancement in athletes; Attention Deficit Hyperactivity Disorder; positive psychology; clinical practice in community mental health and private practice settings.

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

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.

Ashley Stripling, Ph.D., University of Florida, Gainesville, assistant professor. Geropsychology, clinical training, research and advocacy, promotion of successful, healthy aging through advocacy and clinical interventions; understanding ageism, subjective aging, and the intersection of aging language and perceptions; combating ageist stereotypes.

Lourdes Suarez-Morales, Ph.D., University of Missouri-Columbia, assistant professor. Cultural factors in clinical research. Cognitive, environment, and cultural factors and their relationship to anxiety in youth.

Kayla Gurak Thayer, Ph.D., University of Miami, assistant professor. Psychological treatment of severe psychopathology in adults during all phases of treatment; complex clinical presentations with psychiatric and medical comorbidities; recovery-oriented and evidence-based treatments; veteran and military populations; chronic and severe mental illness; culturally-informed treatments; improving patient mental health outcomes; sociocultural variables and other treatment-related beliefs and behaviors that impact attrition or premature dropout from treatment.

Jessica Valenzuela, Ph.D., University of Miami, assistant professor. Pediatric psychology; Disparities in child health outcomes and health care quality; Chronic illness prevention and disease management; Psychologists in medical settings; Community-based participatory research approaches and academic-community partnerships for health.

Sarah Valley-Gray, Psy.D., ABPP, Nova University, 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. Family and interpersonal violence; police psychology; criminal investigative analysis (psychological profiling) and apprehension; interviewing and interrogation techniques; cognitive behavioral interventions with juvenile offenders; behavioral criminology.

Angela Waguespack, Ph.D., Louisiana State University, associate professor. Psychological, psychoeducational and functional behavior assessment; school-based consultation; psychological services within schools; behavioral interventions with children and adolescents.

Visiting Faculty

Emily Salivar, Ph.D., University of Miami. Couple processes and intervention; treatment dissemination and cost-effectiveness; underserved populations; impact of trauma on relationship functioning

Professors Emeriti

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

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

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

A. Eugene Shapiro, Ph.D., ABPP, New York University. 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 University. Applied and computational statistics; research design and evaluation; cluster analysis; psychometrics.

Lenore Walker, Ed.D., ABPP, Rutgers, State University of New Jersey. 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.

Full-Time Faculty from Other Departments and Colleges

Jonathan Banks, Ph.D., University of North Texas. Working memory, mind wandering, and attentional control.

Matthew Collins, Ph.D., McMaster University. Language development and memory; body position/activity and cognitions and representation of language in the mind.

Timothy Razza, Psy.D., Nova Southeastern University. Psychological assessment; evidence-based treatment of anxiety and disruptive behavior disorders in children and adolescents; assessment of suicide in children and adolescents; and stigma of mental illness.

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

Nurit Scheinberg, Ph.D., Harvard University. Early childhood development evaluation, autism, parental support.

Part-Time Core Faculty

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

Victor O. Wallen, Ph.D., Florida International University. Social welfare; cross-cultural understanding; substance abuse; individual and group therapy; family and marital therapy.

Clinical Faculty

Amy Ellis, Ph.D., Nova Southeastern University, Assistant Director of the Trauma Resolution & Integration Program. Trauma; PTSD.

Maria Fimiani, Psy.D., Nova Southeastern University, Director of Internship Training for the South Florida Consortium Internship Program (SFCIP) and Psychology Services at Broward Health Medical Center (BHMC).

Kristen Jones, Psy.D., Nova Southeastern University, assistant clinical professor; Assistant Director, School Psychology Assessment and Consultation Center. School psychology; psychoeducational assessment and intervention planning, implementation, and monitoring; preschool and school mental health; assessment of autism spectrum disorders; parent-mediated interventions; and developmental-behavioral pediatrics.

Lisa Lashley, Psy.D., Nova Southeastern University, assistant clinical professor, Assistant Director of the Neuropsychological Assessment Center.

Ana Martinez, Psy.D., Nova Southeastern University, associate clinical professor;

Director of Clinical Services. Cognitive-behavioral therapy; child, adolescent, adult, and family therapy; specialty anxiety disorders, cross-cultural issues.

Leonard Schnur, Psy.D., ABPP, Nova Southeastern University, associate clinical professor. Clinical supervision and training; interests include treatment of mood disorders for adult and adolescent populations, time-limited dynamic psychotherapy, and psychotherapy integration approaches for treatment of personality disorders.

Yukari Tomozawa, Psy.D., Nova Southeastern University, assistant clinical professor. Provides treatment for children, adolescents, and families as well as psychological testing. Interests include ADHD, Bipolar disorder, anxiety disorders and other chronic mental illnesses.

Adjunct Faculty
2018-2019

Brian Becraft, Psy.D.
Nova Southeastern University

Courtney Cantrell, Psy.D.
Nova Southeastern University

Sarah Cooper, Psy.D.
Nova Southeastern University

Jessica Garcia, Ph.D., Psy.D.
Nova Southeastern University

Silvia Garcia-Molinet, Psy.D.
Carlos Albizu University

Jonathan Hoffman, Ph.D.
Hofstra University

Patricia Jaegerman, Psy.D.
Illinois School of Professional Psychology

Jessica Ruiz, Psy.D.
Nova Southeastern University

Lauren Rachel Miller, Psy.D
Widener University Institute for Graduate
Clinical Psychology

Latoya Shakes-Malone, Ph.D.
Boston College

Daniella Lang, Ph.D.
Illinois School of Professional Psychology

Nicole Jimenez
Nova Southeastern University

Gabriel Sirkman, Ph.D.
Yeshiva University

Toni Richardi, Psy.D.
Nova Southeastern University

Michael Carifio, Ph.D.
Auburn University

Nurit Sheinberg, Ed.D
Harvard University

Scott Rosiere, Psy.D.
Nova Southeastern University

Michael Simonds, Psy.D.
Carlos Albizu University

Important Telephone Numbers

Dean's Office	Karen Grosby, Ed.D.	(954) 262-5701
	Dean's Office Assistant	(954) 262-5701
Department Chair	John Lewis, Ph.D.	(954) 262-5729
Academic Affairs Office	Ana I. Fins, Ph.D.	(954) 262-5897
	Gita Neemar	(954) 262-5726
Clinical Training Office	Barbara Garcia Lavin, Ph.D.	(954) 262-5749
	Linda Sobell, Ph.D., ABPP	(954) 262-5811
	Cavell Vassell	(954) 262-5749
Accounts Receivable		(954) 262-5200
Financial Aid		(954) 262-3380
Registrar's Office		(954) 262-7200
	Degree Applications	(954) 262-7227
	Grades	(954) 262-7227
	International Students	(954) 262-7240
	Veterans Affairs	(954) 262-7236
	Transcripts	(954) 262-7228
	Loan Deferrals	(954) 262-7251
Loan Disbursal		(954) 262-5200
Student Employment		(954) 262-5782
Testing Library		(954) 262-5940
Campus Bookstore		(954) 262-4750
Alvin Sherman Library, Research, and Information Technology		(954) 262-4601
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COLLEGE OF PSYCHOLOGY				REVISED 8/14/18			
F/T & CLINICAL FACULTY	**Phone**	**Email**	**Room**	**FACULTY (81 TOTAL)**	**Phone**	**Email**	**Room**
Acevedo, Amarilis	25741	aa1011	1076	Shapiro, David	25705	shapirod	2036
Argüelles-Borge, Soledad	25820	soledada	2054A	Shigeto, Aya	28006	as1959	Prkr 245C
Banks, Jonathan	27965	jb2676	Prkr 241	Simco, Ed	25744	ed	2030A
Black, Ryan	25794	blackrya	2039	Sobell, Linda	25811	sobelll	1054
Boucher, Leanne	28469	lb1079	Prkr 223	Sobell, Mark	25747	sobellm	1061
Brochu, Paula	25870	pbrochu	1080	Starratt, Valerie	27674	vs311	Prkr 236
Burns, Myron	27914	myron.burns	Prkr 229	Sternglanz, Weylin	28177	sterngla	Prkr 240
Burns, W. Joe	25708	burns	2028A	Stripling, Ashley	25762	astripling	1027A
Campbell, Stephen	25759	stephcam	2067	Suarez-Morales, Lourdes	25813	suarezmorales	2078
Caproni, Peter	24447/25882	pc491	U Schl 127A/2077	Tartar, Jaime	28192	tartar	Prkr 231
Cash, Gene	25703	cralph	2063	ter Maat, Mercedes	25728	termaat	2079
Collins, Matt	28101	wc292	Prkr 222	Teixeira, Vanessa	45636	vteixeira	ORL 221G
Craddock, Travis	22868	tcraddock	CCR 440	Thayer, Kayla	25880	kg119	1117
Cuc, Alexandru	25889	calex	2064	Thompson, Eric	25691	ethompson	2081A
Davidtz, Jennifer	25817	jdavidtz	1036	Thompson, Isabel	25602	ithompson	2034
DeLucia, Christian	25810	cdelucia	1081	Tomozawa, Yukari	25755	tomozawa	1100A
De Piano, Frank	23766	depiano	OC	Valenzuela, Jessica	25737	jv637	1028
Dorfman, William	25710	dorfman	1120	Valley-Gray, Sarah	25783	valleygr	2073
Dunagan, Mindy	25781	mdunagan	2048	Van Hasselt, Vincent	25752	vanhasse	1079
Ellis, Amy	25714	Amy.Ellis	1074	Voltair, Michael	28190	mvoltair	Prkr 245A
Faust, Jan	25713	jfaust	1062	Waguespack, Angela	25719	waguespa	2070
Fernandez, Mercedes	27804	mf934	Prkr 242	Walker, Lenore	25724	walkerle	2030A
Fimiani, Maria	25689	mf245	1120	**RECRUITMENT/ADM**	**Phone**	**Email**	**Room**
Fins, Ana	25897	anaifins	2017	Arango, Marci (ADM)	23006	marango	2083
Formoso, Diana	25772	formoso	2068	Boros, Paula	25874	pb756	2014
Garcia-Lavin, Barbara	27917	garciala	2016	Gayle, Gregory	25903	ggayle1	2078A
Gold, Steven	25714	gold	1074	Guanche, Chris	27132	cguanche	MSC 2280
Golden, Charles	25715	goldench	1055	Hubbell, Jessica	25832	jhubbell	2010
Holschbah, Mary (Allie)	25899	mholschb	Prkr 228	Kalam, Sherene (ADM)	25721	kalamd	2083
Hillier, Donna (ABA)	27264	donnangu	MSC 2226	Noriega, Anthony	26902	anorieg0	MSC 2280
Iarussi, Melanie	25734	miarussi	2038	Perez, Carlos	25702	perez	MSC 2280
Jones, Kristen	25884	cunningh	1101	**CLINICAL PSYCHOLOGY**	**Phone**	**Email**	**Room**
Jungersen, Tara, Chair	25764	tj290	2040	Neemar, Gita	25726	gneemar	2015B
Kanzki-Veloso, Elda	52652/25804	veloso	Miami 127/2079	Vassell, Cavell	25749	cavell.vassell	2015A
Karl, Shannon	25725	shannon.karl	ORL 221D/2079	**MASTERS PROGRAMS**	**Phone**	**Email**	**Room**
Katell, Alan	25723	katell	2072	Levine, Brenda	25799	bl174	2077A
Kennedy, Thomas	25807	ktom	1057	Pompulius, Junine	25704	jp1443	2081
Karl, Shannon	25725	shannon.karl	ORL 221D/2079	**MASTERS PROGRAMS**	**Phone**	**Email**	**Room**
Katell, Alan	25723	katell	2072	Levine, Brenda	25799	bl174	2077A
Kennedy, Thomas	25807	ktom	1057	Pompulius, Junine	25704	jp1443	2081
Kibler, Jeffrey	25879	kibler	1072	Quesada, Nancy	25740	qnancy	2081
Lashley, Lisa	25886	lkohn	1111	Sokolowski, Connie	25709	cs1747	2081
Lewis, John, Chair	25729	lewis	2018	Stubbs, Natasha	25891	ns183	2081B
Ma, Mindy	27934	mmindy	Prkr 243	Zawoyski, Pat	25720	zawoyski	2081
Martinez, Ana	25831	anamarti	1037	**SCHOOL PSYCHOLOGY**	**Phone**	**Email**	**Room**
McKibben, Bradley	25847	wmckibben	2073A	O'Sullivan, Suzanne	25826	osulliva	2081
Menon, Madhavi	27988	madhavi	Prkr 239	**UNDERGRADUTE**	**Phone**	**Email**	**Room**
Messer, Steve	25792	sm1851	1073	Schenck, Regina	25757	rschenck	2014
Moragne, Timothy	25735	moragne	1075	**SUPPORT STAFF**	**Phone**	**Email**	**Room**
Munoz, James R.	28070	jm2701	Prkr 237	Allen, Bill (Finance)	25785	whallen	MSC 2259
Nierenberg, Barry	25732	nierenbe	1056	Berner, Kirk (Student Support)	25727	kirk	2023
Paro, Carly	25736	cparo1	2031	Coello, Yvette (Dean's Office)	25712	ycoellp	2020
Poland, Scott	25881	spoland	1063	Consalvo, Toni (Finance)	27114	ctoni	MSC 2259
Powell, Patrick	25787	ppowell1	2060	Gaines, Doreen (Clinic)	25788	gainesde	1071
Quintar, Bady	25751	badyq	2066	Kriss, Marilyn (WP)	25763	krissm	2014
Razza, Timothy	28096	razzatim	Prkr 257	Lores, Diana	25761	dlores	2029
Reitman, David	25717	reitmand	2035	Munoz, Lee (Student Support)	25803	mleonisa	2020
Salivar, Emily Georgia	25895	esalivar	1083A	Palmer, Stacy (WP)	25765	stacpalm	2020
Scheyd, Glenn, Chair	27991	scheydjr	Prkr 226	Roman, Alma	24707	romanvel	2028
Schneider, Barry	25742	schneidb	1077	Sloane, Nathalie (Devel)	27123	nsloane	MSC 2235
Schnur, Leonard	25731	schnur	1102	Stokes, Marie (HR)	25782	mdstokes	2041
Seifer, Robert	25681	seiferro	1078				

Clinic Intake - 25823	**Maltz Computer Classroom Problems -**
Help Desk - 24357	1. Call or see lab monitor in 2059, ext. 24954
Maltz Room Reservations - 25763	2. Call Marilyn or Stacy at ext. 25763
NSU Student Counseling - 27050	**Office Desktop and Canvas Problems -**
Parker Classroom Technical Support - 24983	1. Create a ticket using the NSU Service Manager - Icon on your computer desktop
Public Safety - 28999	2. Call ext. 20777 to have Stategic Support create a ticket for you

Appendix I
Psy.D. Program Aims and Competencies

Program Aims

The overarching aim of the Psy.D. Clinical Psychology program is to prepare students to enter careers as health service psychologists concerned primarily with direct service delivery informed by the research base. Accordingly, we aim to train future Health Service psychologists who demonstrate a) an understand the breadth of scientific psychology through knowledge of the foundations of the discipline of psychology or the discipline-specific knowledge areas, including the history and systems of psychology, basic knowledge in scientific psychology, integrative knowledge in scientific psychology, and methods of inquiry and research; b) an understanding of the foundations of practice in health service psychology, including ethical and legal standards, individual and cultural diversity, professional values and attitudes, and communication and interpersonal skills; c) entry-level clinical skills and competencies necessary for effective work in practitioner informed by science roles, including assessment, intervention, supervision, and consultation; d) An understanding of and ability to apply research methods and statistics to inform professional practice. Students will develop proficiencies in the Profession-Wide Competencies and Discipline-Specific Knowledge areas outlined by the Standards of Accreditation (SoA) of the American Psychological Association (APA) through the lens of the practitioner-informed-by-science training model. These Profession-Wide Competencies and Discipline-Specific Knowledge areas are delineated below.

Discipline-Specific Knowledge
The Standards of Accreditation of the American Psychological Association recognize four categories of **Discipline-Specific Knowledge** integral to the training of health service psychologists.

Note: A final grade of 80% or higher is needed in order to pass the course and establish that a student has met the required minimal level of achievement (MLA) for attainment of the Discipline-Specific Knowledge areas.

Described below are the categories of discipline specific knowledge in which students must demonstrate attainment substantial knowledge and their corresponding courses.

Discipline-Specific Knowledge Category 1: History and Systems of Psychology

- History and Systems of Psychology, including the origins and development of major ideas in the discipline of psychology (PSY 1401 History and Systems of Psychology, PSY 1603 Systems of Psychotherapy).

Discipline-Specific Knowledge Category 2: Basic content areas in scientific psychology

- Affective Aspects of Behavior, including topics such as affect, mood, and emotion (PSY 1416 Cognitive/Affective Aspects of Behavior).
- Biological Aspects of Behavior, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior (PSY 2112 Biological Bases of Behavior, PSY 2406 Psychopharmacology).
- Cognitive Aspects of Behavior, including topics such as learning, memory, thought processes, and decision-making (PSY 1416 Cognitive/Affective Aspects of Behavior).
- Developmental Aspects of Behavior, including transitions, growth, and development across an individual's lifespan (PSY 1405 Development: Child and Adolescent; PSY 1407 Development: Adult and Older Adult).
- Social Aspects of Behavior, including topics such as group processes, attributions, discrimination, and attitudes (PSY 3403 Social Aspects of Behavior).

Discipline-Specific Knowledge Category 3: Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas

- Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas, including graduate-level scientific knowledge that entails integration of multiple basic discipline-specific content areas identified in Category 2 (i.e., integration of at least two of: affective, biological, cognitive, social, or developmental aspects of behavior) (PSY 3403 Social Aspects of Behavior).

Discipline-Specific Knowledge Category 4: Research Methods, Statistical Analysis, and Psychometrics

- Research Methods, including topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, experimental, and other quantitative research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; mixed methods; meta-analysis; and quasi-experimentation (PSY 2809 Research Design).
- Statistical Analysis, including topics such as quantitative, mathematical modeling and analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null hypothesis testing and its alternatives, power, and estimation (PSY 1806 Intermediate Statistics).
- Psychometrics, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization (PSY 2107 Theories of Measurement).

Profession-Wide Competencies
The Standards of Accreditation of the American Psychological Association recognize nine Profession-Wide competencies, which serve as the foundation of health service psychology. These competencies are described in the tables below with the training activities that are linked to each competency, their associated evaluation tool and the minimum levels of achievement required for each tool.

Competency:	(i) Research	
Elements associated with this competency	• Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. • Conduct research or other scholarly activities. • Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.	
Required training/experiential activities to meet each element	• Students are required to complete a capstone research project, the **Directed Study**, in order to demonstrate the substantially independent ability to formulate research or other scholarly activities that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. • Students demonstrate they are able to conduct research and other scholarly activities by completing Article Critique Assignment in the **Research Design course (PSY 2809)** • Students demonstrate ability to critically evaluate and disseminate research by engaging in research or scholarship at the local, regional, national, or international level.	
How outcomes are measured for each training/experiential activity listed above	How outcomes are measured: • Directed study final submission • PSY 2809 Article critique assignment • Proof of publication/presentation or Research Dissemination Rubric	Evaluation tool: • Directed Study rubrics • Rubric for Article Critique assignment located within the PSY 2809 course syllabus. • Proof of publication/presentation or Research Dissemination rubric.
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above	• Ratings of 3 or higher on all elements of the Directed study rubric • Total score of 80% of higher on PSY 2809 Article Critique assignment rubric • Proof of first-authorship in peer-review publication or conference or Ratings of "met expectations" on at minimum 5 out of the 6 items on the Research Dissemination rubric.	

Competency:	(ii) Ethical and legal standards

Elements associated with this competency	• Be knowledgeable of and act in accordance with each of the following:
	    o the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
	    o Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
	    o Relevant professional standards and guidelines.
	• Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
	• Conduct self in an ethical manner in all professional activities.

Program-defined elements associated with this competency	• Understand ethical principles in research

Required training/experiential activities to meet each element	• Students:
	    o gain knowledge of the current version of the APA Ethical Principles of Psychologists and Code of Conduct and relevant professional standards and guidelines by passing the **Ethics and Professional Issues (PSY 1417)** course.
	    o gain knowledge of relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels by passing the **Ethics and Legal Issues (PSY 1418)** course.
	    o Act in accordance with APA Ethical Principles of Psychologists and Code of Conduct Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and Relevant professional standards and guidelines during each practica **(PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)**
	• Students recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas during practica **(PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)**
	• Students conduct self in an ethical manner in all professional activities during practica **(PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)**
	• Students become knowledgeable about research ethics in **PSY 1417** (previously PSY 1409), and demonstrate application of research ethics by taking the Human Subjects Research training offered by the Collaborative Institutional Training Initiative (CITI).

How outcomes are measured	How outcomes are measured: • PSY 1417 course grade, PSY 1418 course grade, and Performance on Ethical Legal Standards and Policy item 26 of practicum evaluation. • Performance on Ethical Legal Standards and Policy item 27 of practicum evaluation. • Performance on Ethical Legal Standards and Policy item 28 of practicum evaluation. • CITI Proficiency exam in PSY 1417	Evaluation tool: • Requirements detailed within Ethics and Professional Issues (PSY 1417) syllabus. • Assignments detailed within Ethics and Legal Issues course (PSY 1418) syllabus • Ethics items on Practicum Evaluation located Within practica syllabi • CITI Proficiency Certification as described within PSY 1417 syllabus
Minimum levels of achievement (MLAs)	• Grade of B- or higher on PSY 1417 course grade. • Grade of B- or higher on PSY 1418 course grade. • Ratings of B- or better on Ethical Legal Standards and Policy items (26-28) of Practicum Evaluation. • Score of 90 or better on CITI exam in order to pass PSY 1417.	

Competency:	*(iii) Individual and cultural diversity*
Elements associated with this competency	• An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. • Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. • The ability to integrate awareness and knowledge of individual and cultural differences (ICD) in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. • Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.
Required training/experiential activities to meet each element	• To gain an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves, students will complete a "Who am I paper" in **Diversity in Assessment and Intervention (PSY 1605)** course. • Students will gain knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service by completing a Research Paper assignment in **Diversity in Assessment and Intervention (PSY 1605)** course.

	• The ability to integrate awareness and knowledge of individual and cultural differences (ICD) in the conduct of professional roles
	   1. Students demonstrate ability to integrate awareness and knowledge of ICD in *clinical practice* during each **practica (PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum).**
	   2. They demonstrate ability to integrate knowledge and awareness of ICD in *research* by taking and passing the Human Subjects Research training offered by the Collaborative Institutional Training Initiative **(CITI)**.
	• Students demonstrate the ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their practica **(PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum).**	

How outcomes are measured	How outcomes are measured: • PSY 1605 "Who am I" paper assignment. • PSY 1605 Research Paper assignment. • Performance on ICD items (items 22-25) of practicum evaluation and CITI Proficiency exam in PSY 1417.	Evaluation tool: • "Who am I" paper rubric located within the PSY 1605 course syllabus • Research Paper Assignment rubric located within the PSY 1605 course syllabus • ICD items on Practicum Evaluation located within the practica syllabi and CITI Proficiency Certification detailed within the PSY 1417 course
Minimum levels of achievement (MLAs)	• Total score of 80% or higher on PSY 1605 "Who am I" paper rubric. • Total score of 80% of higher on PSY 1605 Research Paper assignment • Ratings of B- or better on ICD items (items 22-24) of the Practicum Evaluation and Score of 90 or better on CITI exam in PSY 1417. • Ratings of B- or better on ICD item (25) of the Practicum Evaluation.	

Competency:	*(iv) Professional values, attitudes, and behaviors*
Elements associated with this competency	• Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others • Engage in self-reflection regarding one's personal and professional functioning; engage in activities to

	maintain and improve performance, well-being, and professional effectiveness.
	• Actively seek and demonstrate openness and responsiveness to feedback and supervision.
	• Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
Required training/experiential activities to meet each element	During **practicum** placements **(PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)**, • Students are expected to behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. • Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. • Actively seek and demonstrate openness and responsiveness to feedback and supervision. • Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training. Students will also engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness by completing **Advanced Professional Development (PSY 4499)**.

How outcomes are measured	How outcomes are measured: • Professional values, attitudes, and behaviors items (6-14 & 41) on the Practicum Evaluation form. • Course grade in PSY 4499	Evaluation tool: • Practicum Evaluation form • Requirements outlined within PSY 4499 Syllabus
Minimum levels of achievement (MLAs)	• Ratings of B- or better on Professional values, attitudes, and behaviors items (6-14 & 41) of the Practicum Evaluation. • Grade of B- or better in PSY 4499	

Competency:	*(v) Communications and interpersonal skills*
Elements associated with this competency	• Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. • Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. • Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Required training/experiential activities to meet each element	- Students learn to Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services through their course coursework and are assessed on these skills during role plays with standardized patients in the **Pre-Practicum (PSY 1703)** course and during practica **(PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)**. - Students produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts in the following ways: - Produce and comprehend <u>oral and nonverbal communications</u> that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts during role plays with standardized patients in the **Pre-Practicum (PSY 1703)**. - Produce and comprehend <u>written communications</u> that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts on the final comprehensive BPS report assignment in the **Diagnostic Interviewing (PSY 1502)** course. - Communicate clearly using verbal, non-verbal, and written communications in a professional context and demonstrate a thorough grasp of professional language and concepts during practica (PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum). - Students demonstrate effective interpersonal skills and the ability to manage difficult communication well during each **practica (PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)**.	
How outcomes are measured	How outcomes are measured: - Performance the SPICES assessment in Pre-Practicum (PSY 1703) and performance on Communication and Interpersonal skills item 15 on the Practicum Evaluation - Performance the SPICES assessment in Pre-Practicum (PSY 1703), Performance on BPS report in Diagnostic Interviewing (PSY 1502),	Evaluation tool: - SPICES tool within PSY 1703 syllabus - Rubric for BPS Report assignment located within PSY 1502 syllabus - Practicum Evaluation located within Practica Syllabi

	and Performance on Communication and Interpersonal skills items (17 &18) on the Practicum Evaluation.
	• Performance on Communication and Interpersonal skills items (19 & 20) on the Practicum Evaluation.
Minimum levels of achievement (MLAs)	• Score of 80% on SPICES tool and Ratings of B- or better on Communications and Interpersonal Skills item 15 of the Practicum Evaluation. • Score of 80% on SPICES tool, Total score of 80% or higher on PSY 1502 BPS Report rubric, and Ratings of B- or better on Communications and Interpersonal Skills items (17 & 18) of the Practicum Evaluation. • Ratings of B- or better on Communications and Interpersonal Skills items (19 & 20) of the Practicum Evaluation.

Competency:	*(vi) Assessment*
Elements associated with this competency	• Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology. • Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural). • Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. • Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. • Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. • Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
Required training/experiential activities to meet each element	By completing the diagnostic vignette assignments in the **Adult Psychopathology (PSY 1403)** and **Child and Adolescent Psychopathology (PSY 1408)** courses, students will gain: • Knowledge of diagnostic classification systems functional and dysfunctional behaviors, including consideration of client strengths and psychopathology

	• Understanding of human behavior within its context (e.g., family, social, societal and cultural) • Ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. By completing a written assessment protocol in the **Behavioral Assessment (PSY 2509)** course, students will learn to: • Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. By completing the **PSY 1501 Assessment: Intelligence Testing with Lab course**, students will learn to: • interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. By completing written reports in the **Objective Personality Assessment (PSY 2507), Projective Personality Assessment (PSY 2511**), and **Integrated Report (PSY 3501)** courses, and by providing oral feedback from the written report in PSY 3501: • Students communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	
How outcomes are measured	How outcomes are measured: • Performance on Diagnostic Vignette Assignments in Adult Psychopathology (PSY 1403) and Performance on Diagnostic Vignette Assignments in Child and Adolescent Psychopathology (PSY 1408) • Performance on Case Vignette Assessment Protocol Assignment in Behavioral Assessment (PSY 2509) course. • Course grade in PSY 1501. • Performance on Objective Personality Assessment Testing Report Assignment in Objective Personality Assessment (PSY 2507) course; Performance on Projective Personality Assessment Testing Report Assignment in Projective Personality Assessment (PSY 2511) course; Performance on both Written and Oral	Evaluation tool: • Rubric for Diagnostic Vignette Assignment located within Adult Psychopathology (PSY 1403) course syllabus. • Rubric for Diagnostic Vignette Assignment located within Child and Adolescent Psychopathology (PSY 1408) course syllabus. • Requirements detailed within PSY 1501 course syllabus. • Rubric for Case Vignette Assessment Protocol Assignment located within Behavioral Assessment (PSY 2509) course syllabus. • Rubric for Objective Personality Assessment Report located within PSY 2507 course syllabus. • Rubric for Projective Personality Assessment

	portions of Full Battery assessment assignment in the Integrated Report (PSY 3501) course.	Report located within PSY 2511 course syllabus. • Rubric for Full Battery assessment assignment located within the Integrated Report (PSY 3501) course syllabus.
Minimum levels of achievement (MLAs)	- Total score of 80% or higher on PSY 1403 diagnostic case Vignette assignment rubric - Total score of 80% or higher on PSY 1408 diagnostic case vignette assignment rubric. - Total score of 80% or higher on PSY 2509 Case Vignette Assessment Protocol assignment rubric. - Grade of B- or better on PSY 1501. - Total score of 80% or higher on PSY 2507 Objective Personality Assessment Testing Report rubric. - Total score of 80% or higher on PSY 2511 Projective Personality Assessment Testing Report rubric. - Total score of 80% or higher on both Written and Oral portions of the Full Battery Assessment assignment rubric in PSY 3501 Integrated Report.	

Competency:	*(vii) Intervention*
Elements associated with this competency	- Establish and maintain effective relationships with the recipients of psychological services. - Develop evidence-based intervention plans specific to the service delivery goals. - Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. - Demonstrate the ability to apply the relevant research literature to clinical decision making. - Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. - Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.
Required training/experiential activities to meet each element	- Students learn to establish and maintain effective relationships with the recipients of psychological services during each practica **(PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)**. - Students learn to develop evidence-based intervention plans specific to the service delivery goals by: (a) completing the **Case Conceptualization (PSY 2606)** course; (b) completing the Mock Treatment Plan assignment within the **Child and Adolescent Intervention (PSY 2604)** course; and (c) during each practica **(PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer**

	Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)
	• Students learn to implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables by (a) completing the Intervention Strategies Presentation and Role Play assignment in **Adult Intervention (PSY 1610)** course; (b) passing the **PSY 4607 Group Theory/Processes** course; and (c) during each practica **(PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)**.
	• Students learn to demonstrate the ability to apply the relevant research literature to clinical decision making: (a) by completing the Systems and Family Therapy Paper Assignment in the **Systems/Family Therapy (PSY 2602)** course. (d) during each practica **(PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)**.
	• Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking during each practica **(PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)**.
	• Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation during each practica **(PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)**.
	Students demonstrate all six of the above intervention competency elements indicative of readiness for internship by successfully passing the **Clinical Competency Examination (CCE).***
How outcomes are measured	How outcomes are measured: • Performance on Practicum Evaluation form item 16. • Course grade on PSY 2606, performance on Evidence-based Intervention Plan Assignment in PSY 2604, and performance on Practicum Evaluation form item 34 Evaluation tool: • Practicum Evaluation form • Requirements detailed within PSY 2606 syllabus • Rubric for Evidence-based Intervention Plan Assignment in PSY 2604. • Rubric for Intervention Strategies

	• Performance on Intervention Strategies Presentation and Role Play Assignment in PSY 1610, course grade on PSY 4607 Group Theory/Processes course, and performance on Practicum Evaluation form item 35.	Presentation and Role Play Assignment in PSY 1610. • Requirements detailed within Syllabus for **PSY 4607 Group Theory/Processes** course • Rubric for Systems and Family Therapy Paper Assignment in PSY 2602. • CCE Rating Scale
	• Performance on Systems and Family Therapy Paper Assignment in PSY 2602 and performance on Practicum Evaluation form item 36. • Performance on Practicum Evaluation form item 38. • Performance on Practicum Evaluation form item 39. ***Performance on the CCE***	
Minimum levels of achievement (MLAs)	• Rating of B- or better on item 16 of the Practicum Evaluation. • Grade of B- or better in PSY 2606, total score of 80% or higher on PSY 2604 Evidence-based Treatment Plan Assignment rubric, and rating of B- or better on item 34 of the Practicum Evaluation. • Total score of 80% or higher on PSY 1610 Intervention Strategies Presentation and Role Play Assignment rubric, grade of B- or better in PSY 4607 Group Theory/Processes course, and rating of B- or better on item 35 of the Practicum Evaluation • Total score of 80% or higher on PSY 2602 Systems and Family Therapy Paper Assignment rubric and rating of B- or better on item 36 of the Practicum Evaluation. • Rating of B- or better on item 38 of the Practicum Evaluation. • Rating of B- or better on item 39 of the Practicum Evaluation. ****Total score of 70% or higher on the CCE Rating Scale***

Competency:	*(viii) Supervision*
Elements associated with this competency	• Demonstrate knowledge of supervision models and practices.
Program-defined elements associated with this competency	• Exhibits basic knowledge of and sensitivity to issues related to individual and cultural differences as they apply to the supervision process and relationships.
Required training/experiential activities to meet each element	• Students gain knowledge of supervision models and practices by completing the **Consultation and Supervision (PSY 4402;** formerly PSY 3406**)** course, and they will demonstrate requisite knowledge on the

	Supervision Exam in this course. • Students gain basic knowledge of and sensitivity to issues related to individual and cultural differences as they apply to the supervision process and relationships during their practica **(PSY 2701 Clinical Practicum I; PSY 2702 Clinical Practicum II; PSY 270A Summer Clinical Practicum; PSY 3701 Clinical Practicum III; PSY 3702 Clinical Practicum IV; PSY 370A Summer Clinical Practicum)**.	
How outcomes are measured	How outcomes are measured: • Performance on Supervision Exam in PSY 3406. • Performance on supervision and ICD item 42 of Practicum evaluation.	Evaluation tool: • Supervision Exam detailed within PSY 3406 Syllabus • Supervision and ICD item of Practicum Evaluation located within practica syllabi
Minimum levels of achievement (MLAs)	• Grade of B- or better on the Supervision Exam in PSY 3406. • Rating of B- or better on supervision and ICD item 42 of the Practicum Evaluation form.	

Competency:	*(ix) Consultation and interprofessional/interdisciplinary skills*	
Elements associated with this competency	• Demonstrate knowledge and respect for the roles and perspectives of other professions. • Demonstrates knowledge of consultation models and practices.	
Required training/experiential activities to meet each element	By completing and passing the consultation examination within the **Consultation and Supervision (PSY 4402;** formerly PSY 3406**)** course, students will: • demonstrate knowledge and respect for the roles and perspectives of other professions, and • demonstrate knowledge of consultation models and practices.	
How outcomes are measured	How outcomes are measured: • Performance on Consultation Exam in PSY 3406.	Evaluation tool: • Consultation Exam detailed within PSY 3406 syllabus
Minimum levels of achievement (MLAs)	• Grade of B- or better on the Consultation Exam in PSY 3406.	

Appendix II
Directed Study Guidelines

Directed Study Guidelines

NSU
Florida

College of Psychology
**NOVA SOUTHEASTERN
UNIVERSITY**

August 2018

I. INITIATING THE DIRECTED STUDY PROCESS

Every Psy.D. student is required to successfully complete a Directed Study research project, which contributes to his/her preparation to be a critical research consumer to inform professional practice. 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.

Before registering for the Directed Study, students are expected to be in good academic standing.

Goals and Objectives

The directed study is the capstone research requirement for students in the Psy.D. Clinical program. In the model curriculum, it follows preparation in methods of data analysis and research design, and so is intended to be completed during the fall, winter and summer semesters preceding the student's fourth year of study. The primary objective of the Directed Study is to consolidate the student's preparation for identifying, critically reviewing and incorporating relevant aspects of the scientific knowledge base to advance his/her expertise in a substantive area of the profession. Hence, the program graduate is prepared to be a practitioner informed by science. As such, he/she can provide assessment, intervention and consultation services in a manner that reflects current knowledge and standards of the profession. Through the preparation of the directed study, students will demonstrate the ability to conduct scholarly activity and the substantially independent ability to formulate scholarly activities of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

Directed Study Committee

The product of the Directed Study project is a scholarly paper that can take one of four forms. These forms include a) a critical literature review; b) an empirical study; c) a case study; or d) a treatment manual (see rubric for each in Appendix). The directed study is an independent project conducted under the direction/supervision of a two-member faculty committee: the primary faculty advisor (chair of the committee), and a second faculty member who serves as an advisor to the project (committee member). A prospectus form signed by the student, proposed committee chair and proposed committee member must be filed with the Office of Academic Affairs no later than noon on the last business day before the start of the fall semester of the academic year in which the directed study is to be completed. Failure to submit this signed prospectus as indicated will result in cancellation of the student's registration for Directed Study.

Unlike most course papers, the Directed Study project is completed through an iterative process. As such, the student is expected to meet regularly with the committee chair and member to outline the steps for the project, submit drafts of its various sections, and utilize feedback provided on these sections to further the work. This process will continue

until all competencies (as delineated in the rubrics) are met or until the final deadline date for completion of the directed study (i.e., July 1), whichever comes first.   Because of this iterative process, it is strongly recommended that the student meet early in the fall semester with the faculty committee to plan for timely submissions of the component drafts and final project submission (as delineated in the prospectus). In instances where a student fails to attain all competencies by the final deadline date, the student will not be permitted to continue on to the internship application process.

The student should discuss first with the faculty Chair and then with the committee member procedures to be followed. Early discussions and drafts may involve only the faculty Chair. Once the faculty Chair has indicated preliminary approval, the student should submit the manuscript to the faculty member (and CC the Chair on the email). The student should ascertain expected turn-around times (which may vary with time of year) for each member of the committee to return drafts.

II. DEVELOPING AND WRITING THE DIRECTED STUDY

The directed study document must be prepared in accordance with the most recently published APA style manual, and must be a minimum of 25 pages in length (excluding title page, abstract and references). A recommended timeline is presented on the prospectus form (see Appendix). Final documents are due no later than July 1. The committee may choose to adopt a longer page minimum and/or earlier submission deadlines of the final document. Such requirements are to be specified on the prospectus form. Students must submit one print copy of the final draft to each committee member by July 1 or by the earlier submission deadline noted previously on the prospectus.

The two committee members will evaluate the quality of the directed study utilizing rubrics that delineate competencies associated with each of the four project types (see Appendix). To successfully complete the directed study requirement, students will be required to receive ratings of "meets competencies" or "exceeds competencies" for all competencies listed on the corresponding rubrics. Students will be required to revise drafts accordingly until the ratings from both members of the committee reach the "meets" or "exceeds" criteria.

Should this iterative process of draft revision not be successful and a student fails to demonstrate competency attainment on the directed study (by receiving ratings less than 3 on any item of the directed study rubric by one or both committee members), a remediation committee (consisting of the Director of Academic Affairs and two other faculty members) will be assigned by the Office of Academic Affairs to develop a competency/directed study remediation plan to be implemented through the completion the directed study project (see College of Psychology Psy.D. Program in Clinical Psychology Handbook appendix for competency remediation plan form). Any such remediation plan will include deficiencies noted by the original faculty evaluators, steps to be implemented to effect the warranted remediation steps, and methods for evaluating the resubmitted project, if different from those used for the original project. The

remediation committee may recommend that the student continue working with the original faculty committee or may require that a new two-faculty committee be formed. To be eligible to apply for the doctoral internship, students must pass the Directed Study: Research (See PSY 5890 Directed Study: Research). This completion date is defined by the Office of Academic Affairs as July 1. A Research Completion form needs to be submitted as well (see Appendix).

III. WRITING THE DIRECTED STUDY

The student must adhere to the following guidelines in preparing the completed Directed Study. It must be written in the style specified by the American Psychological Association and this document. For the most part, the guidelines in this document have been adapted from the current edition of the *Publication Manual of the American Psychological Association.* It is the student's responsibility to see that the Directed Study is in the proper format. The guidelines in this document supersede those of the *Publication Manual* on a number of points, consistent with the Directed Study being a final publication.

Title and Abstract

The title of the Directed Study should describe the Study and contain the appropriate key words. The number of words in the title should not exceed 15. The maximum length for an abstract is 350 words. Abstracts should adequately summarize the problem, method, results, and the conclusions.

Figures, Table, and Footnotes

These are to be placed at the appropriate point in the text within the body of the Directed Study (not at the end). Short tables may appear on a page with some text. Each long table and each figure are to be placed on a separate page immediately following the first reference to them. Large tables should be typed on larger paper and reduced to the proper size by photocopying. Figure captions are typed below the figure, or in some cases, on the preceding or facing page (it is preferable to have captions on the same page).

Appendices

Although space usually limits the use of appendices in journal articles, the need for complete documentation often dictates their inclusion in a Directed Study. The following materials are appropriate for appendices: verbatim instructions to subjects, consent forms, and instruments scales or questionnaires developed for the study (not previously published ones). Other materials may be included as necessary, to explain the study and to permit independent replications. If possible, merge word-processed files for these documents into the Directed Study; if original materials are used, page numbers must be typed onto them.

IV. TYPING THE DIRECTED STUDY

Aspects of format and style not covered in this guide are in the sixth edition of the *Publication Manual of the American Psychological Association* (APA). Begin to familiarize yourself with APA guidelines from the beginning of your program of study. *Mastering APA Style: Student's Workbook and Training Guide* is an essential learning tool for the study of APA style.

Your Directed Study must be correct in all aspects of style, including—but not necessarily limited to—the following (APA manual section numbers are in parentheses):

1. Writing Clearly and Concisely (3.01–3.23)
2. The Mechanics of Style (4.01–4.49)
3. Displaying Results (5.01–5.30)
4. Crediting Sources (6.01–6.32)
5. Reference Examples (7.01–7.11)

Editing

► You are responsible for preparing and editing your Directed Study according to this guide (and to APA style guidelines) prior to submitting it to your committee chair. Proofread carefully for typographical, grammatical, punctuation, and spelling errors.

► If you and your committee chair determine that editing assistance is you can access the Writing Center for help and support at http://www.nova.edu/wcc/index.html

Margins

► All pages of the Directed Study must have 1-inch margins.

► Margins for appendix items may be larger, but not smaller, than those required for other pages of the manuscript.

► Use the flush-left style and ragged right margin as specified in section 8.03 of the APA manual.

► Continue the narrative text to the bottom margin on a page with a short table or figure (i.e., one that is less than a full page) and on a page that precedes a page with a table or figure.

Typeface and Size

► Use only 12-point Times New Roman typeface, except in the circumstances noted below.

► A sans serif typeface (e.g., Arial) should be used in figures, except for the figure caption.

► A 10- or 11-point type may be used in tables and figures, if necessary, to fit material within the left and right margins or on a single page. Where reduction is necessary, reduce also the table number and title. The type size for a table note or figure caption should be 10 point.

► Italics should be used only where required per section 4.21 of the APA manual. Do not use underlining or colors. Do not use superscript (e.g., the "th" in "5th") or bold type (except for headings and for certain statistical symbols and table data as described in sections 4.45 and 5.07–5.19 of the APA manual). Do not use heavy, bold lines for the horizontal rules in tables.

Line Spacing

► Double-space between all lines of text, in block quotations, between paragraphs, between headings and subheadings, between headings and text, between tables (and figures) and text, and between all lines of the reference list. Refer to section 5.17 of the APA manual for line-spacing guidelines for tables.

► Single-spacing is *permissible* in multiple-line table titles, table notes, figure captions, and text headings; however, consistency throughout the manuscript is required.

Pagination

► For all pages of the main body of the manuscript (from page 1 of the first chapter through all pages of the appendices), place Arabic numerals on the right margin and two line spaces above the 1-in. top margin line.

► The typeface and size of page numbers should be the same as the manuscript type. Do not use running heads.

Indentation

► For the first lines of paragraphs, use the indentation measurements specified in APA section 8.03. Use the required indentation for subheadings and titles in the Table of Contents, for block quotations, for the first lines of numbered lists, and for the second and subsequent lines of a reference-list entry (hanging-indent style).

► In itemized lists, indent the first line of each item; second and succeeding lines should be flush left.

Headings

► As a general rule, use no more than the first three levels of headings as described in sections 3.02–3.03 of the APA manual; use Levels 4-5 judiciously.

Tables and Figures

► Tables and figures must be formatted according to the guidelines of the APA manual.

► No table or figure should carry over to a second page. Tables and figures should be set

flush left, presented horizontally, and placed at the appropriate point in text (i.e., following—as soon as possible—the text reference). Avoid placing a table or figure within a paragraph unless the table or figure is at the top or bottom of the page.

► A figure caption is placed flush left below the figure. The figure caption serves as a title; as such, the first sentence should appear in the Table of Contents listing.

► If you have only one table or figure in the manuscript, do not label it with a number; label the item as "Table" or "Figure."

► Horizontal rules in tables should not extend into the left and right margin areas.

Reference List

► Begin the reference list on a new page. Double-space between entries and within each entry. Use the hanging-indent style. The reference list must be titled as "**References**." Each entry must follow the style guidelines of the APA manual (sections 6.22–6.32 and 7.01–A A7.07).

► Hyperlinks should be used for all URLs. The hyperlinks should be (a) the same typeface and type size as the text, (b) in black, and (c) not underlined.

Appendices

► The format of appendix material may deviate from the format used for other sections of the manuscript. However, sufficient margin space must be provided, pagination must be continuous, and no color should be used.

► Each appendix item must have a cover page on which the title is double-spaced and centered between the required margins. Do not include a separate cover page for the whole appendix section.

► Keep the number of appendix items to a minimum. If only one appendix item is included, label it as "Appendix," not as "Appendix A."

► Landscaped pages should face out from the left side of the manuscript. Page numbers on landscaped pages must be placed in the same position as Arabic numbers on other pages.

Title Page

► See the sample in this guide for the required format.

► The top line (title) must be 1 in. from the top of the page; the bottom line (year) must be 1 in. from the bottom of the page. The byline section and the fulfillment-of-requirements section should be placed so that white space is evenly distributed between all sections.

► The year in which you expect final approval of your Directed Study should be typed under the university name. Do not include a month or day.

► Break each line of the title at a logical point (e.g., avoid the splitting of a phrase). The avoidance of a split phrase takes precedence over the use of a pyramid or inverted pyramid style. Break the lines of the fulfillment statement as shown in the sample.

Statement of Original Work

► See the sample in this guide for the required format.

► Provide a 1/2 in. space above the Name and Date rules.

► A signature is not required. Including the dated page in your manuscript indicates that you attest to all content contained therein.

Abstract

► Single-space within each paragraph, but double-space between paragraphs. Do not indent the first lines of paragraphs. The narrative portion of the abstract (i.e., after the informational first paragraph) should be 220-270 words.

(Example Title Page)

**CHANGES IN COGNITION FROM ELABORATIVE STRATEGIES
IN PSYCHOTHERAPY**

by

Jane Psychologist

A Directed Study Presented to the College of Psychology
of Nova Southeastern University
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

NOVA SOUTHEASTERN UNIVERSITY

2018

SAMPLE ABSTRACT

**CHANGES IN COGNITION FROM ELABORATIVE STRATEGIES
IN PSYCHOTHERAPY**

by

Jane Psychologist

Nova Southeastern University

ABSTRACT
(Maximum 350 words)

Statement of Original Work

I declare the following:

I have read the Code of Student Conduct and Academic Responsibility as described in the *Student Handbook* of Nova Southeastern University. This Directed Study represents my original work, except where I have acknowledged the ideas, words, or material of other authors.

Where another author's ideas have been presented in this Directed Study, I have acknowledged the author's ideas by citing them in the required style.

Where another author's words have been presented in this Directed Study, I have acknowledged the author's words by using appropriate quotation devices and citations in the required style.

I have obtained permission from the author or publisher—in accordance with the required guidelines—to include any copyrighted material (e.g., tables, figures, survey instruments, large portions of text) in this Directed Study manuscript.

_____
Name *>above the line, type your name<*

_____
Date *>above the line, type the date, e.g.,* May 15, 2018

Directed Study Forms

Directed Study Prospectus

Student **MUST** present this completed form to the Academic Affairs office by September 1. All subsequent registrations must fall under this prospectus.

Description: _____

_____

_____

_____

_____

_____

_____

_____

Please indicate project type (by placing a check next to relevant type):

_____ Literature review
_____ Case study
_____ Empirical study
_____ Treatment manual
_____ Other (please describe below)

Note: Please indicate whether student will be required to follow the resource documents referenced in the student handbook.

_____ Resource documents will be followed

Note: If you will be the principal investigator of a study involving the participation of human subjects, you must secure IRB approval prior to beginning your study. Check below as needed.

_____ I will be the principal investigator of a study involving human subjects and acknowledge that I am responsible for securing IRB approval by signing below.

_____   _____

Print name   Signature   Date

Below is a recommended time-line that can be modified by faculty advisor. The only fixed dates are the prospectus form completion date of the last business day before the start of the fall semester and the final submission date of July1. These dates are fixed in that they cannot be delayed. Time line can be altered by faculty to include **earlier** due dates, however.

Task	Recommended due date	Faculty approved due date (if different)
Prospectus form completion	**Last business day before start of fall semester**	
General outline approved by committee	October 1	
First draft submitted to committee	January 15	
Second draft submitted to committee	March 1	
Third draft submitted to committee	April 15	
Final draft submitted to committee	June 15	
Final document due	**July 1**	

Please sign below indicating your acknowledgement of the specifications set forth in this prospectus.

Student (print)	Signature	Date

Committee chair (print)	Signature	Date

Committee member (print)	Signature	Date

RESEARCH COMPLETION FORM

An abstract of the Directed Study, Major Paper, or Dissertation must be attached to this form. A complete copy of the Directed Study & Major Paper are also required. Bound copies are required for the Dissertation (see Dissertation Guidelines).

Student Name: _____

Please Print

NSU ID Number: _____

Date of Final Approval: _____

has completed:

          Psy.D. Directed Study   _____

          PhD. Major Paper   _____

          PhD. Dissertation   _____

_____   _____

Faculty Name *(First Reader)*   **Signature**

_____   _____

Faculty Name *(Second Reader)*   **Signature**

Please print title of Directed Study, Major Paper, or Dissertation below:

_____
_____
_____
_____
_____
_____

Return this form with attached abstract to the Academic Affairs Office

Directed Study (Empirical Study) Rubric

Competency Evaluation	Exceeds Expectations for Competency (4)	Meets Expectations for Competency (3)	Below Expectations for Competency (2)	Insufficient Material to Evaluate Competency (1)	Score
Research Questions	Formation of questions are strongly based on theory and previous research. The topic is highly significant in terms of relevance to the field. Questions are focused, clear, specific, and feasible.	Questions are based on theory and previous research but support could be better. The topic is significant. The questions could be more focused, specific, or clear, but are adequate.	The questions are not adequately based on prior research. The significance to the field is questionable. The questions lack focus, specificity, and clarity.	The questions are not based on prior research – poor support in general. Significance to the field is not apparent. The questions may not be worded in an appropriate research form.	
Literature review	The information presented was gathered using multiple, recent, research-based sources with strong rationale and excellent correspondence to the research questions.	The information presented was gathered using multiple recent sources. Research-based sources are be limited but adequate. Good rationale and correspondence to research questions.	The information presented was gathered using a limited number of sources. Lacks adequate depth, rationale, and correspondence with research questions.	The information presented was gathered using a small number of non-peer reviewed. Poor depth, poor rationale if included, poor correspondence of literature with research questions.	
Use of Principal /Primary Readings	Used numerous principal readings in the topic area in an accurate and appropriate fashion.	Used more than 5 principal readings in the topic area, appropriately.	Used 5 or fewer principal readings or inappropriately used principal readings in topic area.	Did not use or inappropriately used principal readings.	
Synthesis	The discussion consists of an excellent summary, with integration of appropriate contextual literature, and clearly states what needs to be further explored. Limitations of the study (e.g., methodology) are clearly identified and discussed in the context of the paper. The student was able to make succinct and precise conclusions.	The discussion provides concluding remarks that show that a critical analysis and synthesis of ideas took place. The conclusions are not all strongly supported by the results, or may not be strong integration with literature, but adequate. Limitations of the study (e.g., methodology) are mentioned but the discussion of same lacks depth.	The discussion provides weak concluding remarks that do not help to contextualize the findings with other literature. The conclusions are not supported in the body of the report. The student hints at possible limitations of the study but does not acknowledge these directly.	The discussion reflects no attempt, or poor attempts, to make conclusions based on the findings. Limitations of the study are not identified or are minimized with no clear justification.	
Methodology	The design is methodologically sound, validity is clear, and data analysis is sophisticated and appropriate.	The design is basically good, sound with only minor weaknesses. Data analysis is appropriate, but may lack sophistication.	The design has basic weaknesses and/or the data analysis is weak. Internal or external validity is weak.	The design is very weak and/or the statistical analysis is inappropriate or inaccurate. Conclusions are not sound.	
Innovation	The project is reflective of highly innovative or novel theoretical ideas and/or methodological approaches.	The project reflects innovative or novel theoretical ideas and/or methodological approaches.	Innovation and/or novelty is questionable with regard to the theoretical ideas and methodological approaches	Innovation or novelty is not apparent in the project.	
APA Format	All needed citations were included in the report. End of text references match the in-text citations, and all were encoded in APA format. Font, spacing and APA format are correct.	Most needed citations were included in the report. Most references matched the citations, and were encoded in APA format. Font, spacing and APA format are correct in most cases.	Citations within the body of the report and corresponding references list were presented, but were not adequate. Numerous formatting problems such as font, spacing and APA format exist.	Citations for statements included in the report were not present, or references which were included were not found in the text. Significant formatting problems such as font, spacing and APA format exist.	
Total					

Directed Study (Literature Review) Rubric

Competency Evaluation	Exceeds Expectations for Competency (4)	Meets Expectations for Competency (3)	Below Expectations for Competency (2)	Insufficient Material to Evaluate Competency (1)	Score
Literature base	The literature review is exhaustive with excellent depth, given the context of the review. Multiple, recent, research-based sources	The literature review is sound but not exhaustive. The number of research-based sources may not be ideal but are adequate. Good depth of review.	The literature review is lacking in significant ways. The number of research-based sources is not adequate, and review of such articles lacks depth.	The literature review is unacceptable. Insufficient number of sources, length, and or depth.	
Written structure-organization	Document is structured in a skillful manner to facilitate accessibility. The heading/subheading structure provides a sound roadmap.	Document structure is sound but does not feature optimal use of headings, etc.	Structure/organization is less than optimal.	Document is difficult to follow.	
Methodology	Parameters for review (e.g., types of works included, year range, etc.) are very clearly articulated and contextually grounded.	Parameters for review are articulated sufficiently, but could be better outlined.	Parameters for review are not clearly articulated.	Parameters for review are not addressed. Therefore, no thesis for the review is discernable.	
Conceptual grounding	The review is tightly organized according to relevant conceptual framework (e.g., theoretical models, research paradigms, etc.).	The review is more loosely organized according to relevant conceptual framework (e.g., theoretical models, research paradigms, etc.).	Relevant conceptual framework is not adequately described and/or justified.	There is no explicit conceptual grounding.	
Integrative Synthesis	Studies reviewed are critically appraised and integrated along multiple dimensions (e.g., participant populations, methodological shortcomings, etc.). The review culminates in a series of conclusions and future directions that advance the field of inquiry.	Studies reviewed are critically appraised in an appropriate manner – but true integration across studies is lacking. Conclusions are adequate, but not strong or compelling in terms of relevance to field.	Elements of both critical appraisal and synthesis are lacking in significant ways. Conclusions are not adequate in terms of placing the review in a proper theoretical context.	Critical appraisal or synthesis is absent altogether or lacks in multiple significant ways.	
APA Format	All needed citations are included in the report. End of text references match the in-text citations, and all were encoded in APA format. Font, spacing and APA format are correct.	All needed citations are included in the report. Some references matched the citations, and were encoded in APA format. Font, spacing and APA format are correct.	Citations within in the body of the report and a corresponding references list were presented. Some formatting problems such as font, spacing and APA format exist.	Citations for statements included in the report were not present, or references which were included were not found in the text. Significant formatting problems such as font, spacing and APA format exist.	
Total					

Directed Study (Case Study) Rubric

Competency Evaluation	Exceeds Expectations for Competency (4)	Meets Expectations for Competency (3)	Below Expectations for Competency (2)	Insufficient Material to Evaluate Competency (1)	Score
Case Study Format	The rationale for the case example(s), assessments, and outcome measures, is clearly presented. The paper uses methods for assessing treatment outcomes that are appropriate for the case and conceptual framework.	A rationale for the case example(s), assessments, and outcome measures, is presented but is not a clear as would be optimal. The paper uses methods for assessing treatment outcomes, but other measures may be more appropriate for the case.	The rationale for the case example(s), assessments, and outcome measures is not appropriate or of limited value. Methods for assessing treatment outcomes that are not appropriate, or this aspect is lacking in methodological rigor.	A rationale for the case example(s), assessments, and outcome measures is not evident. The paper does not attempt to present any assessment of treatment outcomes that are appropriate for the case.	
Literature review	The information presented was gathered using multiple recent research-based sources.	The information presented was gathered using multiple recent sources.	The information presented was gathered using a limited number of sources.	The information presented was gathered using non-peer reviewed articles or from a very limited number of sources.	
Use of Principal /Primary Readings	Accurately and appropriately used multiple principal readings in the topic area.	Used more than 5 principal readings in the topic area, appropriately.	Used 5 or fewer principal readings or inappropriately used principal readings in topic area.	Did not use or inappropriately used principal readings.	
Synthesis	The case study concludes with a strong summary or closing statement and clearly states what needs to be further explored. Succinct and precise conclusions based on the study and articles reviewed.	The case study provides concluding remarks that show that a critical analysis and synthesis of ideas took place. Some of the conclusions were not supported in the body of the report.	The case study provides weak concluding remarks. The conclusions are not supported by the body of the report.	There is no attempt to synthesize the information or to make a conclusion based on the case study and literature under review.	
Research Questions	Formation of question or questions are based on theory, previous research and stated in the form of a question or questions; questions are focused, clear, specific, and feasible.	Questions are based on theory and previous research; the questions are focused but not clear and not feasible.	Questions are based on prior research but are not clear.	Questions are not based on prior research and are not feasible.	
Methodology	The scope of the project is commensurate with a research consumer focus. The design is methodologically broad and data analysis sophisticated and appropriate. Conclusions are sound.	The design is basically sound and data analysis appropriate. Conclusions are sound.	The design has basic weaknesses and / or the data analysis is weak. Internal or external validity is weak. Conclusions may be weak.	The design is weak and / or the statistical analysis is inappropriate or inaccurate. Conclusions are not sound.	
APA Format	All needed citations were included in the report. End of text references match the in-text citations, and all were encoded in APA format. Font, spacing and APA format are correct.	All needed citations were included in the report. Some references matched the citations, and were encoded in APA format. Font, spacing and APA format are correct.	Citations within in the body of the report and a corresponding references list were presented. Some formatting problems such as font, spacing and APA format exist.	Citations for statements included in the report were not present, or references which were included were not found in the text. Significant formatting problems such as font, spacing and APA format exist.	
Total					

Directed Study (Treatment Manual) Rubric

Competency Evaluation	Exceeds Expectations for Competency (4)	Meets Expectations for Competency (3)	Below Expectations for Competency (2)	Insufficient Material to Evaluate Competency (1)	Score
Treatment Manual	The treatment manual is of comparable quality to treatment manuals that are published and currently utilized in the field of clinical psychology.	The treatment manual is of good quality but may need additional material or revision to be at the level of treatment manuals that are published and currently utilized in the field of clinical psychology.	The treatment manual is of fair quality and would require significant additional material and revision to be at the level of treatment manuals that are published and currently utilized in the field of clinical psychology.	The treatment manual is of poor quality and would require significant additional material and revision to be at the level of treatment manuals that are published and currently utilized in the field of clinical psychology.	
Literature Review	The information presented was gathered using multiple, recent, research-based sources with a strong rationale and correspondence with the treatment manual.	The information presented was gathered using multiple, but limited, recent research-based sources. Good rationale and correspondence with the treatment manual.	The information presented was gathered using a limited number of sources. Lacks adequate depth, rationale, and correspondence with the treatment manual.	The information presented was gathered using a small number of non-peer reviewed sources. Poor depth, poor rationale if included, poor correspondence of literature with the treatment manual.	
Use of Principal /Primary Readings	Accurately and appropriately used multiple (more than five) principal readings in the topic area.	Used several (more than two) principal readings in the topic area, appropriately.	Used only one or two principal readings or inappropriately used principal readings in topic area.	Did not use any principal readings or inappropriately used principal readings.	
Synthesis	The manual reflects significant efforts to synthesize the available literature on best practices for the clinical problem(s) addressed.	The manual reflects some efforts to synthesize the available literature on best practices for the clinical problem addressed, but this aspect or the project is not optimal.	The manual reflects little effort to synthesize the available literature on best practices for the clinical problem addressed.	The manual does not reflect an effort to synthesize the available literature on best practices for the clinical problem addressed.	
APA Format	All needed citations were included in the manual. End of text references match the in-text citations, and all were encoded in APA format. Font, spacing and APA format are correct.	All needed citations were included in the manual. Some references matched the citations, and were encoded in APA format. Font, spacing and APA format are correct.	Citations within in the body of the manual and a corresponding references list were presented. Some formatting problems such as font, spacing and APA format exist.	Citations for statements included in the manual were not present, or references which were included were not found in the text. Significant formatting problems such as font, spacing and APA format exist.	
Total					

Appendix III
DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY
Competency Remediation Plan

Date of Competency Remediation Plan Meeting: _____

Name of Trainee: _____

Faculty/Supervisor/Advisor: _____

Names of All Persons Present at the Meeting: _____

_____

All Additional Pertinent Supervisors/Faculty: _____

Date for Follow-up Meeting(s): _____

Check all competency domains in which the trainee's performance does not meet the benchmark. Note that practicum-related competency remediation will be completed separately (please refer to practicum handbook for procedures).

Profession-Wide Competencies:

_____Research   _____Assessment
_____Ethical and legal standards   _____Intervention
_____Individual and cultural diversity   _____Supervision
_____Professional values and attitudes   _____Consultation and interprofessional/
_____Communication and interpersonal skills   interdisciplinary skills

Description of the problem(s) in each competency domain circled above:

Date(s) the problem(s) was brought to the trainee's attention and by whom:

Steps already taken by the trainee to rectify the problem(s) that was identified:

Steps already taken by the supervisor(s)/faculty to address the problem(s):

I, _____, have reviewed the above competency remediation plan with my supervising faculty member/supervisor/advisor, any additional supervisors/faculty, and the Director of Academic Affairs or Director of Clinical Training. My signature below indicates that I fully understand the above. I agree/disagree with the above decision (please circle one). My comments, if any, are attached (*PLEASE NOTE: If trainee disagrees, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

_____   _____

Trainee Signature   **Dat**e

_____   _____

Faculty Signature   **Dat**e

_____   _____

Director of Clinical Training Signature   **Date**
or Director of Academic Affairs Signature

All supervisors/ faculty with responsibilities or actions described in the above competency remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

_____ _____ _____

Print Name   **Signature**   **Date**

_____ _____ _____

Print Name   **Signature**   **Date**

_____ _____ _____

Print Name   **Signature**   **Date**

Competency Remediation Plan

Competency Domain/ Essential Components	Problem Behaviors	Expectations for Acceptable Performance	Candidate's Responsibilities and Actions	Supervisors'/ Faculty Responsibilities and Actions	Timeframe for Acceptable Performance	Assessment Methods*	Dates of Evaluation	Consequences for Unacceptable Remediation

*In the case of Directed Study remediation, assessment method must include directed study rubrics

DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY
Summative Evaluation of Competency Remediation Plan

Follow-up Meeting(s): _____ **Date(s):** _____

In Attendance: _____

* In case of Directed Study Remediation, please include directed study rubrics.

Competency Domain/ Essential Components	Expectations for Acceptable Performance	Outcomes Related to Expected Benchmarks (met, partially met, not met)	Next Steps (e.g., remediation concluded, remediation continued and plan modified, next stage in Due Process Procedures)	Next Evaluation Date (if needed)

I, _____, have reviewed the above summative evaluation of my competency remediation plan with my supervising faculty member/supervisor/advisor, any additional supervisors/faculty, and the Director of Academic Affairs or Director of Clinical Training. My signature below indicates that I fully understand the above. I agree/disagree with the above outcome assessments and next steps (please circle one). My comments, if any, are below. (*PLEASE NOTE: If trainee disagrees with the outcomes and next steps, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

_____   _____

Trainee Signature   **Dat**e

_____   _____

Faculty Signature   **Dat**e

_____   _____

Training Director Signature   **Date**

TRAINEE'S COMMENTS (Feel free to use additional pages):

Appendix IV
Research Dissemination Rubric

Student : _____Date:_____

Title:_____

Element	Criterion for "target" rating	Not Met	Met
Expressive Skills	Communicates clearly using verbal and/or written skills (goes well beyond merely reading directly from poster or slides); holds the attention of the audience (actively engaging the audience would be exceeding expectation); integrates verbal/written skills with other teaching methods (e.g., PowerPoint presentation, videos, role-plays, figures and data displays for posters, etc.)		
Expressive Skills	Responds to the audience by accurately and completely responding to questions ***and/or*** modifying presentation style to meet the needs of the participants, ***and/or*** introduces innovation/creativity into research dissemination method.		
Evidence-based support	Clearly articulates support for poster/presentation point(s) from the literature (referencing at least 5 contemporary, peer-reviewed journal articles included in poster/presentation).		
Critical Evaluation	Demonstrates being a critical consumer of the research (e.g., presents both strengths and shortcomings of the literature reviewed and its corresponding methodology; discusses study design(s); describes how outcomes were measured, etc.).		
Individual and Cultural Diversity (ICD) - Awareness	Includes a discussion of generalizability of research to diverse populations.		
Synthesis	Provides a thorough enumeration of all relevant points regarding the research literature base for presentation and implications for future research and/or practice.		

Faculty reviewer (please print): _____

Signature:_____

Students must submit signed form with a copy of the poster/presentation to the COP Office of Academic Affairs.

Appendix V
Annual Review & Student Individual Development Plan (IDP) Student Instructions

I. Purpose

The Annual Review Meeting is a yearly meeting with the purpose of fostering communication between trainees and a faculty mentor relevant to trainees' professional development and progress in the doctoral program. As part of the Annual Review process, trainees complete an Individual Development Plan (IDP) in order to identify professional goals and specific objectives for meeting these goals. The trainee and mentor work together to design a plan that helps the trainee meet goals identified in the IDP. Mentors can provide assistance in evaluating and identifying skills needed by trainees to meet their goals and opportunities to develop these skills.

II. Process

Basic Steps for Trainee

1. Each Fall (after the first), students schedule the Annual Review meeting with their faculty mentor.
2. Prior to this meeting, students provide the following to their mentor:
   o Up-to-Date Curriculum Vitae
   o Unofficial Transcript including the Most Recent Summer, Winter & Fall Semesters
   o Practicum Evaluations (both intensive and primary supervisors' evaluations) from the Most Recent Summer, Winter and Fall Semesters in which the trainee was enrolled in practicum
   o Completed IDP Defining the Trainee's Professional Goals and Extra-Programmatic Objectives for the Coming Year (Note: Program requirements are not listed on the IDP).
3. At this meeting, students discuss current progress and the IDP with their faculty mentor, including:
   o Discussion of trainees current progress on program requirements
   o Discussion of trainees current progress on specific objectives from previous IDP
   o Discussion of existing opportunities that are relevant to the trainee professional goals
   o Discussion of specific strategies and/or resources needed to achieve objectives in the IDP
   o Review of trainee's current skills and additional skills needed to meet career goals
   o Review of IDP Objectives to ensure measurable objectives (i.e., "SMART" objectives - Specific, Measureable, Action-oriented, Realistic, Time-bound)
4. Students work to implement their IDP plan throughout the academic year
   o Students set up meetings with mentors or other relevant faculty (e.g., practicum supervisors, instructors) to discuss barriers that arise
   o Students revise their plans with their faculty mentor if necessary

Basic Steps for Mentor

1. Mentors meet a minimum of twice annually with mentees to discuss the IDP and student's progress. One of these meetings, in the Fall semester, will be used to conduct the annual review.
2. Provide a brief written review of trainee's strengths/weaknesses and progress in the program in three areas: academic, clinical, and scholarly.
3. Be familiar with training requirements and opportunities, and discuss them with trainee.
4. Review your trainee's IDP, provide written comments on their IDP, and help revise their IDP.
5. Be available throughout the year for your trainee to discuss setbacks, and to review and revise trainee IDP as needed.

Individual Development Plan (IDP)

Name of Student: _____   Program (Circle): PsyD or PhD

Name of Mentor: _____   Year in Program: _____

Professional Mission Statement & Career Goals
As you create this statement, reflect on what brought you into this field and where (at least at this point) you are interested in focusing your career efforts. This should be a maximum of 2-3 sentences.

_____

_____

_____

_____

_____

Upcoming Year Objectives: List your professional goals for _the coming year_. Then, state specific objectives to help you meet those goals. These objectives should not include clear curriculum requirements (e.g., "passing my CCE"). Write your objectives in such a way that it is clear how you will assess whether or not you accomplished each.

List ***Academic/Profession Knowledge Goals*** *for the next year, if applicable:*

_____

_____

_____

    1. Measurable Objective:

       Strategies/Resources needed to achieve objective:

    2. Measurable Objective:

       Strategies/Resources needed to achieve objective:

List ***Clinical Skills/Experience Goals*** *for the next year, if applicable:*

_____

_____

_____

1. Measurable Objective:

Strategies/Resources needed to achieve objective:

2. Measurable Objective:

Strategies/Resources needed to achieve objective:

List ***Scientific/Scholarly Achievement Goals*** *for the next year, if applicable:*

_____

_____

_____

1. Measurable Objective:

Strategies/Resources needed to achieve objective:

2. Measurable Objective:

Strategies/Resources needed to achieve objective:

List ***Other Important Goals*** *for the coming year including Service, Advocacy, Leadership, Self-Care, if applicable:*

_____

_____

_____

1. Measurable Objective:

Strategies/Resources needed to achieve objective:

2. Measurable Objective:

Strategies/Resources needed to achieve objective:

Faculty Mentor Comments on Individualized Development Plan:
_____
_____
_____
_____
_____

Student Signature: _____   Date Reviewed: _____

Mentor Signature: _____   Date Reviewed: _____

Appendix VI
PROFESSIONAL BEHAVIOR CHECKLIST

Name of Student: _____

Policy
In addition to academic abilities and skills, students must possess intrapersonal, communication, behavioral, and personal attributes that are considered integral and necessary parts of professional functioning. Faculty are responsible for monitoring these areas of functioning, identifying deficits in their students, providing constructive feedback to them and offering a remediation plan to address those difficulties.

Check the following areas that represent deficits in professional functioning in the student listed below:

_____ Responsible Behavior (e.g. failure to respond constructively to feedback from supervisors or program faculty; to successful complete remediation plans; to participate in personal therapy in order to resolve issues or problems; to resolve issues or problems that interfere with professional development or functioning in a satisfactory manner; undependability in commitment; poor comportment.) To fail to abide by the Nova Southeastern University Student Code of Conduct, all Center for Psychological Studies' Policies and Procedures, policies and procedures of practicum, internship, or field experience agencies, or schools, and state or federal law. (Note- It is the obligation of the student to report immediately any arrests, convictions or incidents in school or field experiences when enrolled as a student.

_____ Ethical Behavior (e.g. violates APA ethical standards (psychology students) or ACA or ASCA ethical standards (MH/School counseling students); does not abide by university requirements)

_____ Intrapersonal Behavior (e.g. poor judgment; lack of self-awareness, self-reflection, and self-evaluation; unable to knowledge the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)

_____ Interpersonal Behavior (e.g. immature behavior; disrespectful; uncooperative; unable to accept feedback; poor social skills; unable to relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories; lacks openness to processes of supervision; unable or unwilling to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning)

Describe specific concerns on next page.

Describe specific concerns:_____

_____

_____

_____

_____

_____

Recommended
remediation:_____

_____

_____

_____

_____

_____

I have reviewed the concerns and recommended remediation listed above.

_____   _____
Student Signature   Date

_____   _____
Faculty Signature   Date

RETURN TO THE OFFICE OF ACADEMIC AFFAIRS