

NORTHEASTERN UNIVERSITY

Bouvé College of Health Sciences

*Department of Counseling and Applied
Educational Psychology*

STUDENT HANDBOOK

School Counseling Program

2008 - 2009

Dr. William G. Quill, Coordinator

**617-373-5157
208 Lake Hall**

**Northeastern University
Boston, MA 02115**

Dear School Counseling Major:

Welcome to Northeastern University and the Department of Counseling and Applied Educational Psychology. You have chosen a program in School Counseling that has recognition across the Commonwealth. Our students are highly sought after for positions in the public and private schools as School Counselors both here in Massachusetts and in other states.

Your class is made up of students representing a wide variety of undergraduate preparations and universities and colleges from many different states. Over the next two years you will find that you will come to know your classmates well, and will count them among your good friends long after you have completed requirements and found satisfying positions.

As you take your required courses you also will have the opportunity to study with students in all of the other programs in the department (counseling psychology, school psychology, special education, and college student development and counseling). Thus, you will have the chance to learn more about other fields and what their role is in the field of counseling.

Additionally, you will work with and study for faculty who are experts in their respective fields. Faculty who not only are outstanding teachers (several have been awarded the university's prestigious *Excellence in Teaching Award*), but also do research and publish on a regular basis. You may have the opportunity to participate in some of their research so as to develop a foundation for your own professional career and use their published journal articles or textbooks in your classes.

We wish you the very best as you begin your studies, and hope that you will take from us all that we have to offer. It is a wonderful opportunity -- one not to be rushed or taken lightly. We are your advisors and are here to assist you in any way that we can.

Sincerely,

Dr. William G. Quill
Associate Professor and Coordinator

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SCHOOL COUNSELOR PROGRAM
William G. Quill, Ed.D. Coordinator

Description of the Program - How Did We Evolve?

Overview: This department has prepared Guidance Counselors since 1963. Historically, all of the other counseling programs in the department have evolved from the School Counseling program. The School Counseling program traditionally has focused on serving the normal developmental needs of all school children while others that evolved, such as School Psychology, have focused on implementing State mandates to meet the special needs of certain students. The student completing the requirements for the program received a M.Ed. degree in School Counseling.

In 1992, based upon the upcoming changes in teacher certification which were to take place on October 1, 1994, a joint proposal was submitted to the University by faculty in the School Psychology and School Counseling programs to develop a Masters Degree in Applied Educational Psychology with Specializations in either School Counseling or School Psychology. The proposed title of the degree, *Applied Educational Psychology*, was intended to reflect the common core courses for counselors and school psychologists. Two-thirds of the required course-work for certification is common to both the School Counseling program and the School Psychology program at the master's level. The goal was to eliminate program overlap between degrees, and simultaneously to eliminate one of the Department's non-viable Master's degree programs - School Adjustment counseling. The proposal was passed unanimously by the College on June 15, 1992, passed the Graduate Council on December 12, 1992, and passed the Faculty Senate on February 11, 1993. In 2003, Northeastern converted all of its programs from the quarter curriculum to the semester curriculum. School Counseling program courses though retitled and reconstituted still meet State mandated guidelines for counselor certification.

The current School Counseling program consists of 10 (3 Semester Hour) courses and two (3SH) practica which are competency-based. Typically students take four courses each semester during their first year, and then one course per semester along with their pre-practicum and practicum during their second year. Part-time students' schedule is customized to fit the needs of each student. Part-time students usually finish their program of study in three to four years. Non-degree students, taking courses to complete state mandated competencies, usually finish in one year.

Rationale and Objectives

This program is designed to meet the guidelines for initial licensure as established by the Massachusetts Department of Education effective October 1, 2003. It is a graduate level program and will be offered for an Initial Licensure in School Counseling PreK-8 or 5-12.

Most courses are offered in the late afternoon or evening to accommodate those students who are on work-study or are employed outside the university. The program is flexible to meet the needs of the individual student.

Upon completion of the degree requirements and a 525-hour (including a 75 hour prepracticum) yearlong practicum, students who hold a baccalaureate degree from an accredited college or university will be granted initial license.

Majors - Who Are School Counseling Majors?

Students accepted into the School Counseling Program will include those with liberal arts majors who have had some background in child development and in statistics. Prerequisite courses are required for those students lacking this preparation. It should be kept in mind that some states like Massachusetts require teacher certification and or teaching experience in order to be licensed as a school counselor. Students should check with their own State Education Departments.

Reciprocity

Massachusetts enjoys reciprocity with many other states. This means that these states will honor Massachusetts License as we will honor theirs. Check with the Department of Education in specific states to see if they have this agreement.

Requirements for Admission

Students are accepted into the program based on undergraduate grades or QPA, GRE or MAT scores, which are reviewed by the program coordinator. If students have a strong commitment to the field of study, but do not have the required QPA they are admitted with provisional status and must maintain a B average to continue the program. This is standard procedure for graduate programs in the department and in the college.

Retention in the Program

Students meet with their advisors each semester and more often if requested by the student or advisors, for the purpose of reviewing course offerings, monitoring progress, and advising students about academic, personal and professional issues as they relate to the satisfactory completion of or withdrawal from the program. Placement and performance in the practicum setting is a particularly important part of this role. Students are encouraged to stay in close contact with their advisor throughout the duration of the program. Specifically, the minimum number of meetings will entail: program advising and course selection prior to the beginning of the first year fall semester, including a prepracticum and practicum placement meeting in the spring semester of the first year in anticipation of actual placement for the fall of the second year. Also, in the fall semester of the first year students will receive advisement for preparing the Massachusetts Educators' Test.

If a student's academic work falls below a 3.0 average the student is informed by his/her advisor by mail. When class behavior or practicum performance is problematic, it is reported to the advisor, who meets with the student to take appropriate action. If the problem continues the student will be asked to meet with his/her advisors, the department chair and the faculty member involved. A variety of remedial strategies are available; e.g., change of program, remedial instruction, counseling in the University Counseling Center, and conferences with practicum supervisors and field site supervisors.

Withdrawal from the program is always an alternative if performance cannot be raised to satisfactory level.

Transfer Credit

A maximum of 9 semester hours of credit obtained at another institution may be accepted towards the degree, providing that they are at the graduate level, have grades of 3.000 or better, have been earned at an accredited institution, and have not been used toward any other degree. The students must provide an official transcript as verification of the courses and must have the approval of his/her faculty adviser.

Waive Courses

A student can petition to waive a course that was taken for a prior degree but must replace the credit for the course. The student must provide an official transcript and a syllabus as verification of the content of the course.

Exit from the Program

Retention in the School Counseling program is high. Most students generally finish the program in two years and go on to assume school counselor positions in high, middle or elementary schools. Part-time students usually take three to four years to finish.

Summer school courses may be taken if appropriate courses are offered in a given summer. Since summer courses cannot be guaranteed, a two-year, fall and spring sequence will be the usual program of study.

Completion of the Program Requirements

Students must acquire 36 semester hours of coursework, including 6 semester hours of practicum which includes: a prepracticum and a have a 3.0 GPA to satisfy the program requirements. Additionally, they must take and pass the Massachusetts Educators' Communication and Literary Skills Test prior to beginning of practicum placement in the second year of full-time study or at the end of coursework for part-time students.

A complete specification of data that students must have entered in their personal department file prior to graduation is stated in the "Students Departmental File Data Check list" located in the "Practicum Materials and Forms" section of this publication. See page

For more information about graduate program policies, students are referred to the Bouve College Manual on "Graduate Policies and Regulations."

Practicum

Field Site Supervisor

Cooperating agencies are assumed to have well organized programs with staff members qualified to accept the responsibility of sharing in the professional education of counselor. Each year the appropriateness of a site for training purposes is evaluated. The field supervisor will possess most of the following attributes:

1. Knowledge in the field of counseling and human growth and development, as well as skill in working with individuals or groups.
2. Ability to relate theory to practice for oneself and as an aid to students in training.
3. Can identify the unique role of counseling and counselors in the agency.
4. Can serve as a model for professional performance.
5. Understands the goals and content of the school counseling program.
6. Appreciates the learning process in self and others.

The field-site supervisor in the cooperating school has the major responsibility for making the field work program a good learning situation for the trainee. Commitment to the program and interest in the needs of the trainee can be one of the chief factors in the effectiveness of the experience for both the trainee and the cooperating school. The field supervisor becomes a member of the teaching team and plays a crucial role in the trainee's induction into the profession. Supervisors are tenured and hold a Certificate as a Guidance Counselor unless waived by the Massachusetts Department of Education.

University Supervisor

The university supervisor plays a complex role and is a key figure in school counseling. He/she serves as teacher, group facilitator, counselor, mediator, coordinator, and evaluator. These roles are carried out in individual conferences, seminar meetings, and three sites visits as well as at special workshops conducted by the supervisor and/ or his/her colleagues. The university supervisor responsibilities are:

1. Know the group of interns as well as possible from interviews and records, and know the school to which each student will be assigned in order to introduce the student and field personnel to one another.
2. Conduct weekly seminars with the students and provide appropriate individual help.
 - a. Hold conferences with students regularly to help them see their strengths and weaknesses and to set goals for the field work experience.
 - b. Review client case studies and help the trainee to understand the individual client.
 - c. Assist the student in studying his/her school as a social system, seeing the clients and staff in a social context.
 - d. Listen to and react to audio tapes and reports on them.
3. Visit with cooperating school representatives at least three times a year, with periodic phone contacts.
4. Submit pre-practicum, mid-year and end-of-the-year evaluations.
5. Meet with students and site supervisor to evaluate the student on competencies outlined by the new Regulations. Review the evaluations with students at the end of pre-practicum, mid-year and at the end of the year.

The Field Site Supervisor and the University Supervisor work together in evaluating students' competencies on the basis of standards outlined by the Massachusetts Bureau of Teacher Certification. Should there be disagreement on the final evaluation between the University and the Site Supervisors, a third party chosen by mutual consent will resolve the issue. This third party might be a practicing school counselor or a member of the faculty of the Department of Counseling and Applied Educational Psychology this person will make a determination based upon materials presented as well as personal interviews with the student and observations of the students work.

Pre-Practicum (Included in RCAP G410)

This field-based monitored training includes **75 clock hours** working at the practicum site. The student is monitored during this time by both the on-site supervisor who is a certified guidance counselor and the university supervisor. The purpose of this field-based training is to provide acquaintance with school and classroom environments and prepare the candidate for the practicum which is defined below. Conceptual as well as applied/ demonstrational coursework during the first year of study is also designed to compliment prepracticum as well as practicum involvement.

The purpose of this stage of experience is to acquaint the student with counseling staff, the role of the counselor in a particular school setting, the variety of counseling services available to student within that setting, and to evaluate his/her qualifications for continuing in the program. During this prepracticum experience, the students meet regularly with a qualified school counselor who is employed by the school and with representatives of the Department of Counseling and Applied Educational Psychology. The student, the site supervisor, and the University supervisor assess the student's readiness to begin the counseling practicum. As a part of the pre-practicum experience, students may sit in on individual and/or group counseling sessions conducted by the site supervisor, may meet with students or groups of students to share information, may get to know the staff of the school or may become familiar with other community resources and agencies that are available to help school-aged youth. The prepracticum experience, then, is intended to provide the student with a general introduction to the school environment and to provide staff with the opportunity to better know the student. If it is determined that the student is qualified to begin the practicum at the close of the prepracticum experience, he/she will be already familiar with the school system and can begin immediately to provide counseling or guidance services.

At the same time the student is participating in the pre-practicum, he/she meets with a seminar group lead by the university supervisor. These groups are homogeneous, composed of only school counseling students. They may, however, consist of students specializing in Pre K-8 as well as those specializing in 5-12. At the completion of the pre-practicum, the same group continues on to meet for the practicum seminars.

At the completion of 75 clock hours in the pre-practicum, students are evaluated by the field site supervisor and the university supervisor according to School Counselor Certification Standards. If they obtain satisfactory ratings at this point, they progress to the practicum stage of the course (RCAP G4 10).

Practicum (R CAP G410, 411)

This field-based monitored training includes **450 clock hours** of work at a practicum site. The student is monitored during this time by both the on-site supervisor who is a certified school counselor and the university supervisor. This 450 clock hours is divided into the remaining two semesters that the student will be assigned to practicum. It is determined primarily by the length of each semester which is 15 weeks per semester. For each year of school experience in a professional role required certification, licensure, or approval, 50 clock hours of the required practicum may be waived, up to a total of 150 hours.

The core of the graduate program in school counseling is the training provided in the practicum. It provides an opportunity for students to test theories and skills learned in the classroom with the unique projection of self they bring to each interpersonal, helping encounter. The planned learning experience of the practicum enables the students to consolidate knowledge with philosophy and personal discovery, and to use themselves the optimal instrument for facilitating the growth of others.

In addition, during the practicum the student becomes a part of organizational life, providing an opportunity for values-testing, sociological understanding, objectivity, and developing personal competence with the context of a helping model.

During the practicum, students choosing a major in school counseling (PreK-8 or 5-12), spend a minimum equivalent to two and one-half days or 16-18 hours per week in an appropriate school setting. The practicum experience is paced so that the students gradually assume more and more counseling responsibilities as they become familiar with the setting, the students, and the staff.

Practicum experiences vary somewhat with the actual school setting, i.e. urban, suburban, or rural, the age of students, the environmental climate of the school, etc. School counseling students choose their site based upon their interests and anticipated future career choices. The experience typically includes the following over the duration of the year:

1. Counsel Clients Regarding their Personal Needs. This may include:
 - a. Counseling for personal and social adjustment
 - b. Counseling for vocational decision making
 - c. Counseling for job exploration and placement
 - d. Counseling for advanced educational opportunities and placement
 - e. Counseling regarding in-school placement and educational opportunities provided within the school
 - f. Interpreting test results to clients
2. Group Work with Clients
 - a. Group guidance for orientation to the school and its services, curricular, and extra-curricular activities.
 - b. Group counseling for personal-social adjustments
 - c. Group counseling for decision-making, problem solving, interpersonal, communication, study habits, personal development, and vocational habits
3. Individual Group Work With Staff
 - a. Participate actively in the school's service program
 - b. Seek and provide consultation to staff
 - c. Help provide information on the changing character of the client population
 - d. Help provide information on how changing client needs are being met
 - e. Participate in case conferences regarding individual clients.

Program of Study for School Counseling
2 year Full-time 36 Semester Hours

First Year (FALL)

Cap (G) 200 Introduction to Counseling Theory and Process in an Ecological Context

Cap (G) 201 Introduction to Assessment

Cap (G) 218 Infant, Child and Adolescent Development

Cap (G) 287 Group Counseling

First Year (SPRING)

Cap (G) 345 Learning Problems: Educational, Biological, Ecological, Perspectives

Cap (G) 275 Counseling Strategies for Children and Adolescents

Cap (G) 235 Vocational, Educational, and Career Development

Cap (G) 340 Issues in School Counseling

SUMMER

Optional

Second Year (FALL)

Students must pass the Mass. Educators' Test before starting their second year study

Cap (G) 410 Practicum I (includes 75 hours pre-practicum).

Cap (G) 203 Understanding Culture and Diversity

Second year (SPRING)

Cap (G) 202 Research, Evaluation and Data Analysis

Cap (G) 411 Practicum. II

Some School Counselor Certification and licensure boards require a minimum of 48. Students who wish to meet these requirements are recommended to take additional electives to meet those requirements.

Program for School Counseling

2 Year - Full-time - 36 Semester Hours

Core Courses:

	Semester Credits
Cap (G) 200 Introduction to Counseling Theory and Process in an Ecological Context	3
Cap (G) 201 Introduction to Assessment	3
Cap (G) 202 Research, Evaluation and Data Analysis	3
Cap (G) 203 Understanding Culture and Diversity	3

Common Courses:

Cap (G) 218 Infant, Child and Adolescent Development	3
Cap (G) 345 Learning Problems: Educational, Biological, Ecological, Perspectives	3
Cap (G) 275 Counseling Strategies for Children and Adolescents	3
Cap (G) 235 Vocational, Educational, and Career Development	3
Cap (G) 287 Group Counseling	3

Program Specific Courses:

Cap (G) 340 Issues in School Counseling	3
Includes pre-practicum	1
Cap (G) 410 Practicum I (includes 75 hours pre-practicum)	2
Cap (G) 411 Practicum II	3

10 Courses	30	
<u>Practicum</u>	<u>6</u>	36 SH
36 Semester Hours		

SUBJECT MATTER KNOWLEDGE: GUIDANCE COUNSELOR (PREK-8) (5-12)							
A. Familiarity with the Curriculum Frameworks and their use in the advising responsibilities of the guidance counselor	340					410	411
B. Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic tests results to students, teachers, and parents	340	345	201			410	411
C. Psychology of learning	200	345				410	411
D. Understanding of the diagnosis and treatment of learning and behavior disorders	200	340	345	203		410	411
E. Theories of normal and abnormal intellectual, social, and emotional development	200	203	218			410	411
F. Knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illness, and violence in Pre K-12 students	200	275	340	345	203	410	411
G. Philosophy, principles and practices in school guidance counseling	340	340				410	411
H. Federal, state, municipal and school laws and regulations	275	203				410	411
I. Career counseling	235	275				410	411
J. Resources within the school system or the community for referral	203	203	340	203		410	411
K. Knowledge of statistics, research design, and research guidance counseling	202					410	411
L. Group counseling and group leadership	287	203				410	411
M. Development of skills for consultation with parents, teachers, and administrators	200	235	275	340	203	410	411
N. College counseling and use of college and other post-secondary resource materials (grades 5-12)	235	203				410	411

RCAP (G)

#

200 – Counseling Theories and Processes

218 – Youth & Development (INF, Child, Adol.)

201 – Intro. To Testing/Assessment

202 – Research, Evaluation & Data Analysis

203 – Culture & Diversity

287 – Group Counseling

235 – Vocational, Ed. & Career Counseling

275 – School Counseling Strateg. Wkg. Children & Adolescents

340 – Issues in School Counseling

345 – Learning Problems

410 – Prepracticum/Practicum I

411 – Practicum II

COURSE DESCRIPTIONS – SCHOOL GUIDANCE COUNSELOR PROGRAM

CORE COURSES

Recap G 203 Understanding Culture and Diversity This course works from a broad definition of culture and diversity. In addition to traditional culture and ethnic classifications, it will examine disability, poverty, and gender as culturally defining factors. In addition, the dynamics of culture in social systems will be explored, with the perspective of valuing differences in society and socio-cultural forces impinging on culture from the ecological perspective. **3 Credits**

Recap G 200 Counseling Theories in an Ecological Context Provides an overview of counseling and psychology from the ecological perspective. This course will cover the history of counseling, theories across forces within psychology (behaviorism, psychodynamics, feminist, humanist, systems, etc.), culture and counseling) across individuals, groups, and families. **3 Credits**

Recap G 201 Introduction to Assessment Introduction to testing and assessment in psychology and education. Coverage will include tests in society, the politics and economics of tests, types of tests, test statistics, reliability, validity, item analysis, test construction, new movements in testing, and specific topics in counseling applications, school psychology, and college development. **3 Credits**

Recap G 287 Group Counseling This course will have students directly experience psychological phenomena representative of a variety of typically deployed group counseling methods. Also, they will personally lead and observe the leaderships of major approaches to group counseling. Thus, through personal group participation, leadership, class discussion and a major term paper, students will have the opportunity to acquire both an applied and cognitive understanding of the most important schools of group counseling.

Recap G 275 Counseling Strategies for Children and Adolescents This course considers a broad range of approaches, including but not limited to Behavior Modification, Rational Emotive Therapy, Transactional Analysis, and Reality Therapy strategies. It considers the counselor's role as a consultant to teachers, parents, and administrators in effecting positive behavior change. The course will assist in developing skills necessary to dealing with a variety of issues in the counseling situation especially as they relate to the school setting. This will include an opportunity to learn about as well as practice many of the current strategies used in counseling children. **This course is intended primarily for those who will counsel in schools or other settings serving children and adolescents. 3 Credits**

Recap G218 Infant, Child and Adolescent Development: The course provides an overview of development from birth through late adolescence. The major theories of human development are covered from a culturally informed, gender sensitive ecological orientation. Stages and theories of development will be related to implications for learning in school, the development of language, communication, and socialization skills, attitudes and characteristics of self and personality.

3 Credits

Recap G 340 Issues in School Counseling This course is designed specifically to address issues of school counseling in the 21st century looking at a Comprehensive PK-12 Developmental Guidance approach. Students will address the Massachusetts Education Reform Bill, the Massachusetts Comprehensive Assessment System (MCAS), the curriculum frameworks wellness, substance abuse, conflict resolution, interface with community agencies and relevant school law and ethics. The required 75 hour pre-practicum will be a part of the course. **3 Credits**

Recap G 235 Vocational, Educational, & Career Counseling: the course will focus on the interactions of economic needs, work, class, education and contemporary social trends, as part of human development in a socio-historic ecological context. **3 Credits**

Recap G 345 Learning Problems: Educational, Biological, and Ecological Perspectives: Focuses on learning problems in relation to developmental tasks and curriculum frameworks including reading and writing. Examines the types and causes of learning problems and individual learning styles from constructivist, neuropsychological, and ecological perspectives. Reviews methods for assessment of physical, emotional, intellectual and social development in childhood and adolescence. Includes attention to special education legislation and current service delivery programs. **3 Credits**

Recap 410 & 411 School Counseling Practicum I, II: A **450** hour experience in a selected school (Pre K-8 or 5-12) which lasts for the remaining portion of the second year. Practica involves direct experience in working with children, teachers, parents and community leaders.

2/3 Credits

A Prepracticum of 75 hours (included at the outset of Recap (G) 410

1 Credit

CAP G 203 Culture & Diversity
Counseling and Applied Educational Psychology Northeastern University
Fall

Course Description:

This course works from a broad definition of culture and diversity. In addition to traditional culture and ethnic classifications, it will examine disability, poverty, and gender as culturally defining factors. The dynamics of culture in social systems will be explored, with the perspective of valuing differences in society and socio-cultural forces impinging on culture from an ecological perspective.

Course Goals and Objectives: By the end of the course you should learn:

1. A sociocultural framework to consider diversity of values, interactional styles, and cultural expectations.
2. Socioeconomic and political factors that significantly impact the psychosocial development of ethnic and culturally diverse groups.
3. Theories and implications of racial/cultural identity development.
4. Acculturation and its implication to counseling.
5. Knowledge for counseling African-, Asian-, Latino- and Native-Americans.
6. Diversity issues regarding age, gender, sexual orientation and disability.

Through the course you should

1. Increase self-awareness of your own culture, values and biases.
2. Increase multi-cultural awareness.
3. Increase cross-cultural counseling skills.

Suggested Reading List and Sources:

Sue, D.W., & Sue, D. (2003). *Counseling the culturally different: Theory and practice, 4th Edition*. New York: John Wiley & Sons.

Atkinson, D.R., & Hackett, G. (1998). *Counseling diverse populations, 2nd Ed.* McGraw-Hill Company.

Policy Regarding the Use of:

Calculators, computers, and/or the recorders

University policy dictates that students must seek the instructor's permission to tape record class lectures. Computers, palm pilots, calculators (especially programmable), and other such devices are not used during class and examinations.

Cell phone/pagers should be turned off during the class.

Academic honesty: *Northeastern University is committed to the principles of intellectual honesty and integrity. All members of the Northeastern community are expected to maintain complete honesty in all academic work, presenting only that which is their own work in tests and assignments. If you have any questions regarding proper attribution of the work of others, contact your professor prior to submitting the work for evaluation.*

Students with disabilities will be accommodated in accordance with the *NU Student Handbook*.

Course Requirements and Assignments: Students are expected

- To finish reading assignments and be ready to discuss the topics listed for each week.
- To attend and participate in every class.
- To write four typewritten 5-7 page double spaced papers and develop one plan for increasing your competency in cross-cultural counseling. The papers are expected to reflect the knowledge and skills that you have learned from class and reading assignments.

Paper I: Analyze the barriers to effective cross-cultural counseling and suggest how to remove these barriers.

Paper II: Conduct a 40-minute counseling session with a classmate or volunteer from a different culture and then seek feedback from that person. Write a report on the session, including the particular counseling approach you chose for this "client" and your rationale, the counseling process, your own perception of your effectiveness, the feedback from the client, what you have learned from this experience, and how you would conduct the next session differently.

Paper III: Analyze your own values, bias and training and explore your readiness for counseling persons with disabilities, elders, women, gay men and lesbian women.

Paper IV: Within an individual case study or institutional framework, analyze a critical incident showing conflicts related to prejudice, and propose possible solutions.

Presentation: Review what you have learned in class. Develop and present in class your plan for increasing your competency in cross-cultural counseling. Procedures for both short-term and long-term goals should be included in the plan.

Class Schedule

Week	Topic	Readings/work due
1	Introduction	
2	Politics of counseling Sociopolitical considerations of mistrust	Sue & Sue, Chapt. 1, 2
3	Culturally appropriate counseling Barriers to cross-cult counsel.	Sue & Sue, Chapt.3, 4 Paper I
4	Racial/cultural identity development	Sue & Sue, Chapt.
5	Cross-cult family counsel. Dimensions of world views	Sue&Sue, Chapt. 6, 7, 8
6	Culturally skilled counselor	Sue & Sue, Chapt. 9, 10
7	Counsel Asian Americans	Sue & Sue, Chapt. 12 Paper 2
8	Counsel Native American	Sue & Sue, Chapt. 13
9	Counsel Hispanic Americans	Sue&Sue, Chapt. 14
10	Counsel Black Americans Racism in the United States	Sue & Sue, Chapt. I (Hacker, Part I & 2) Paper 3
11	Counsel client with disability	Sue & Sue Chapt. 15, Atkinson & Hackett Part 2
12	Counsel elderly client	Atkinson & Hackett, Part 3 & 4
13	Counsel female client	Atkinson & Hackett, Part 3 & 4 Paper 4
14	Counseling Gay client	Atkinson & Hackett, Part 5 (Okun, Chapt. 5,6,7)
15	Presentations	Review & Plan

CAPG200 Counseling Theory and Process
Northeastern University
Fall, 2005
Department of Counseling and Applied Educational Psychology

Text:

Hackney and Cormier (2001) The Professional Counselor: A Process Guide to Helping (4th ed.)

Goals:

- a) to develop a basic understanding of selected theoretical approaches to counseling.
- b) to understand and explain the dimensions of an effective counseling relationship.
- c) to demonstrate counselor behavior that leads to the establishment of an effective counseling relationship.
- d) to become aware of some of the cultural components of counseling theory and practice.
- e) to develop and articulate a personal philosophy of counseling, including theoretical, cultural and ethical perspectives on the process.

Assignments:

Tape - The initial tape is due during class on December 07, 2005 This tape should be a 10-15 minute cassette of an interview with a classmate or anyone else except a member of your immediate family (including significant others) who agrees to be taped. Each cassette must be accompanied by a verbatim, written transcript of the session and a detailed evaluation of the session by you. During the interview you should use basic communication skills: attending, reflecting, empathizing, summarizing, picking up significant themes and clarifying. You should listen to your tape several times before writing your critique and be able to identify what you did well during the interview and what you would do differently if you were to do it again. Be sure that you include situations in which cultural differences were relevant to understanding or not understanding your client's meaning or world view/frame of reference. If you would change what you did, explain why. All tapes and critiques will be graded. Students who do not reach the expected skill level in this tape will be requested to repeat the assignment. Students who do not complete this assignment satisfactorily will not receive a grade for the course. Cassettes must be regular sized. Please let the person that you are interviewing know that a portion of the tape that does not identify them, might be played in class.

30 Points

Written Assignments - The following paper, although written in parts, will be considered one paper encompassing many of the current issues in the profession of counseling. It is expected that the papers will represent graduate level writing, be well and properly documented and will clearly demonstrate both your reading and your ability to synthesize ideas. Use these assignments as an opportunity to do additional reading in the counseling field or to reacquaint yourself with some of your undergraduate assignments or the reading you have done since then.

Papers should be written as complete documents, beginning with an introduction and ending with your conclusions or summary statements. Do not write the papers by simply answering the questions listed in the assignments. Use the questions to organize your thinking and be sure that you address each in the body of your paper. Be sure that the reader can understand what you write even if s/he is not looking at the questions. When you do use references, the format of the APA Publications Manual should be used exclusively. The manual is available in the library. If you cannot find it, ask the librarian for assistance. Papers are due in class on the designated date and must be typed.

Paper 1 - Why have you selected counseling as your anticipated profession? What personal, family or cultural factors have influenced you in this decision? What aspect of counseling interests you the most as a potential area of specialization? Explain why? Describe a significant life experience that led you to believe you could become a good counselor and that becoming a counselor was a worthwhile goal. Identify the various cultures which you believe have influenced your personal development and how. These cultural influences may have entered your life through your family, your friends, your neighbors, your faith, the sexual orientation or disability status of people you know, your interest in the arts or social issues or numerous other sources. **This paper will be graded satisfactory/unsatisfactory.** It is used to get to know you better and to identify strengths and weaknesses in your writing skills.

Paper 2 – In the bible Jesus in understanding the attitudes of those in a synagogue in which He has read the scripture helping the poor acknowledged that they were probably thinking “physician heal thyself”. What might such a charge mean to counselors? What would be a “healed” counselor or professional? What do you do to heal?

10 Points

Paper 3 - How do cultural or racial backgrounds affect the way individuals view the world and the events which happen to them or around them? How do other life shaping conditions such as gender, sexual/affectual orientation, socio-economic class or disability status affect each persons’ worldview? How do these factors influence a counselor’s choice of approach and ability to understand the client’s worldview? What challenges arise when the counselor has a different set of life-shaping conditions than the client does? As you describe your ideas about these issues, please explain your beliefs using examples from life as well as theoretical understanding. Go beyond the textbook in finding information for your answers. Look at cultural artifacts such as movies, television shows, literature, mass media and advertising for ideas about these issues.**15 Points.**

Paper 3 -Describe the counseling approach which is currently most appealing to you and why. Describe your current counseling style and adaptations of the theory that you tend to make in practice. Give the history of the approach. How might you use the approach in your profession? Give three situations with which this approach would benefit your work. Are there situations in your work in which this approach might not work? If so, which ones? At this point in your career, what are your major strengths and in what areas do you need to continue to learn and grow? This paper should summarize what you have learned and what beliefs guide your practice. **15 Points.**

Paper 4 -Self-help books have become part of the American way of life. Whether they offer ways to attract a love interest, help one heal after the loss of a loved one, or inspire the reader to personal growth, these books are intended to serve as supplemental counseling. You are to choose a book from the list of self-help books provided by the instructor as the topic for your fifth paper. You should discuss the content of the book, ways in which it serves as a means of cognitive, affective, behavioral, and/or systematic intervention and the overall usefulness of the book. You should discuss under which situations the book would be most useful and those that it might not be of any help. **20 Points**

Grading Procedure:

a. Tape	30%	
b. Written assignments		60%
c. Class Participation	10%	

Class Schedule

<u>Class</u>	<u>Topic</u>	<u>Readings</u>
#1-09/09	Class overview	
#2-09/14	Counseling Skills	Chapters 1 & 2
#3-09/21	Rapport and Relationship	Chapter 3
#4-09/28	Assessing Client Problems Developing Counseling Goals Paper 1 Due	Chapters 4 & 5
#5-10/05	Defining Strategies and Selecting Interventions	Chapter 6
#6-10/12	Affective Interventions Paper 2 Due	Chapter 7
#7-10/19	Culture and Worldview	
#8-10/26	Cognitive Interventions Paper 3 Due	Chapter 8
#9-11/02	Behavioral Interventions	Chapter 9
#10-11/09	Systemic Interventions	Chapter 10
#11-11/16	Termination and Follow-up Paper 4 Due	Chapter 11
#12-11/30	Self-Help Interventions Paper 4 Due	
#13-12/07	Tape & Critique Due	
#14-12/14	Course Wrap-up	

4. Individual and Group Work with Families
 - a. Conduct personal interviews with parents regarding their children
 - b. Interpret test results to parents
 - c. Help parents accept and utilize referral sources
 - d. Provide information to parents on the problems of young people
 - e. Lead sessions with families in which one or more members display symptomatic pathology
5. Working with the Community
 - a. Make referrals to other community resources for needs other than those served by the host agency
 - b. Work with representatives of armed forces, business and industry
 - c. Visit other community agencies
 - d. Work cooperatively with representatives of the community to provide better understanding of the agency and potential for change
6. Program Activities
 - a. Cooperate in operational research, i.e. drop-out and follow-up studies, treatment effectiveness, etc
 - b. Assist in the development and implementation of testing programs and procedures
 - c. Participate in other routine, non-counseling activities.

The Pre-practicum and Practicum includes a weekly seminar. Each meeting (2 1/2 hours) is divided equally into two parts. The first half will be devoted to discussing specific issues, topics and competencies as they relate to the experiences at the practicum sites, the other half to hearing and critiquing counseling tapes of the members of the seminar.

The student is expected to serve in a professional role at all times and to gradually assume greater responsibilities, for the counseling functions at the site. Students are encouraged to be creative and to actively develop counseling activities/programs to benefit students.

Supervision of the Practicum

The individuals responsible for the supervision of a practicum include the Northeastern University Program Coordinator, the Field-Site Supervisor and the Practicum Seminar Leader who also serves as the University Supervisor. The Program Coordinator is the faculty member who assists the student in setting up possible practicum sites, prepare for the interview(s), and plan his or her academic program. Additionally, the Coordinator selects practicum seminar leaders and in general is responsible for the administration of the program

Project Reading List

Please choose one of the following for your paper:

1. Anxiety, Phobias, and Panic: A Step by Step Program for Regaining Your Life by Reneau Z. Peurifoy.
2. Unlimited Power by Anthony Robbins.
3. Awaken the Giant Within by Anthony Robbins.
4. Men are From Mars, Women are From Venus by John Gray.
5. Mars and Venus Starting Over by John Gray.
6. How to Take Immediate Control of Your Mental, Emotion, Physical, and Financial Destiny by Anthony Robbins.
7. Triumph Over Fear by Jerilyn Ross.
8. I Don't Want To Talk About It: Overcoming Male Depression by Terrence Real.
9. Woman Thou Art Loosed by T.D. Jakes.
10. The Lady, Her Lover, and Her Lord by T.D. Jakes.
11. The Verbally Abusive Relationship by Patricia Evans.
12. The Psychology of Winning by Denis Waitley.
13. Boundaries and Relationships: Knowing, Protecting, and Enjoying the Self by Charles L. Whitfield.
14. Emotionally Free: Letting Go of the Past to Live in the Moment by David Viscott.
15. Emotional Resilience: Simple Truths for Dealing with the Unfinished Business of Your Past by David Viscott.
16. New Passages: Mapping Your Life Across Time by Gail Sheehy.
17. Learned Optimism: How to Change Your Mind and Your Life by Martin E.P. Seligman.
18. Reinventing Your Life: How to Break Free From Negative Life Patterns and Feel Good Again by Jeffrey E. Young and Janet S. Klosko.
19. Prescriptions for Living by Bernie S. Siegel.
20. The Purpose of Your Life by Carol Adrienne.
21. Family Secrets: The Path to Self-Acceptance and Reunion by Johns Bradshaw.
22. Feeling Good by David D. Burns.
23. Life Strategies: Doing What Works, Doing What Matters by Phil McKay
24. Punished by Rewards: The Trouble with Gold Stars, Incentive Plans, A's, Praise and Other Bribes by Alfie Kohn.
25. Do It Now! Break the Procrastination Habit by William J. Knaus.
26. In God We Trust: A Positive Faith for Troubled Times by Norman Vincent Peale.
27. The Dance of Anger: A Woman's Guide to Changing the Patterns of Intimate Relationships by Harriet Lerner.
28. Daddy Loves His Girls by T.D. Jakes.
29. You Can If You Think You Can by Norman Vincent Peale.
30. Maximum Self Esteem by Jerry Minchinton.
31. Self Esteem by Matthew McKay and Patrick Fanning.
32. I Don't Have to Make Everything Better: Six Practical Principles that Empower Others To solve Their Own Problems While Enriching Your Relationships by Gary and Joy Lundberg.

33. When Anger Hurts: Quieting the Storm Within by Matthew McKay, Peter Rogers, and Judith McCay.
34. Mastering Your Moods by Melvyn Kinder.
35. Lightposts for Living: The Art of Choosing a Joyful Life by Thomas Kinkade.
36. Emotional Intelligence by Daniel Coleman.
37. Think and Grow Rich by Napoleon Hill.
38. Managing Your Mind by Gillian Butler and Tony Hope.
39. The Quiet Voice of the Soul: How to Find Meaning in Ordinary Life by Tian Dayton.
40. How to Win Friend and Influence People by Dale Carnegie.
41. How to Stop Worrying and Start Living by Dale Carnegie.
42. Count Your Blessings: The Healing Power of Gratitude and Love by Johns F. Demartini.
43. The Seat of the Soul by Gary Zukav
44. CoDependent No More by Melody Beattie.
45. Finding Your Way Home: A Soul Survival Guide by Melody Beattie.
46. In The Meantime by Iyanla Vanzant.

**R CAP G 201 Introduction to Assessment
Fall 2005**

Course Description/Objectives

This introductory course will provide students exposure to some of the well know psychological tests that are used in the field. The course will cover topics and basic psychometric concepts that will involve the history and purposes of assessment, test standardization, reliability, validity, sociocultural and ethical issues. In order to gain some practical experience, students will be required to administer, score, interpret and evaluate various tests. Issues on test bias and standards for testing minority populations will be discussed. An ecological approach and multicultural perspectives are emphasized in the course.

In the course, students will learn:

1. The basic concepts of psychological assessment.
2. The sociocultural factors and ethical issues in testing.
3. The content and description of intelligence, personality, achievement and vocational tests.
4. The basic assessment skills of administering, scoring, interpretation and report writing.

Text: Kaplan, R. M., & Saccuzzo, D. P. (2005). *Psychological testing: Principles, applications and issues (6th. edition)*. Belmont, Ca: Thompson/Wadsworth.

.Course Assignments:

1. The administration/scoring and a case report of the tests in your package (Myers-Briggs, Incomplete Sentences and Strong-Campbell Vocational Interest Inventory), and students will write a brief report, not to exceed five double spaced typed pages.—25%
2. Mid-term---35%
3. Final—40%

Course Outline

Session	Topic	Readings
9/8 20-21	Introduction/class format	Chapts 1 &
	History and purpose of testing	
	Legal and ethical issues	
9/15	Norms/test scores	Chapt. 2
9/22-29	Reliability, validity and item analysis	Chapts 3-5
10/6	Evaluating a test (class example)	
10/13	Report writing	
10/20	Writing your reports, mid-term	
10/27 & 11/3 11	Intelligence/ability tests	Chapts. 9-
11/10-17 18	Personality/interest tests	Chapts. 12-
12/1	Neuropsychological	Chapt. 17
12/8 12	Vocational assessment	Chapts. 11-
	Review-Final	
12/15	Review papers/self-evaluation	

CAP G202
Research, Evaluation, & Data Analysis
Spring Semester 2006

Course Description:

This course is designed to enhance students' understanding of the role of research in Counseling and Education. The meaning of research, the various types of research, and basic statistics used to conduct and interpret research will be explored.

Course Relevance and Participation:

This course has relevance for graduate students who would benefit from a beginning knowledge of research in counseling and education. This course is not recommended for first semester students or non-degree students.

Course Goals:

- 1) Demonstrate knowledge of basic research terminology
- 2) Demonstrate knowledge of the components of a research article
- 3) Possess a working knowledge of quantitative and qualitative research designs
- 4) Be familiar with basic statistical concepts used in counseling/educational research
- 5) Be familiar with the process of research evaluation
- 6) Demonstrate knowledge of the components of a research proposal
- 7) Be able to write a successful research proposal

"Everything that can be counted does not count. Everything that does count can not be counted." Albert Einstein

Electronic Course Management: Throughout the course, we will be using a course management system called Blackboard, www.edtech.neu.edu. A student tutorial and simulation can be found at www.discoveringblackboard.neu.edu. The course syllabus, class notes, documents, announcements, and study guides will be posted. Please make sure that the email where you want to receive email is the one that is on file with the university.

Academic Honesty: Please do not receive help on assignments or exams unless indicated by the instructor.

Students with Disabilities: If you have a disability and are registered with the Disability Resource Center on campus, please inform me so that I can accommodate you. The Center is located at 20 Dodge, 373-2675, TTY, 373-2730, fax, 373-7800. I can not accommodate you with the services to which you are entitled if you are not registered with Disability Services

Required Text: *Educational Research: Competencies for Analysis and Applications for the helping professions* (7th edition). L. R. Gay & Peter Airasian, 2003.

Course Requirements: This course is for a letter grade:

A = 95-100	B+ = 87-89	C+ = 77-79
A- = 90-94	B = 84-86	C = 74-76
	B- = 80-83	C- = 70-73

Attendance of each class is anticipated and expected. Unexcused class absences will have a negative impact on your grade. Please note that assignments are due by 4.15 p.m. on the due date unless otherwise indicated. Papers are not accepted after 4.15. Make up quizzes and exams are not given unless there is a University recognized excuse. If you are ill and need to miss a quiz or can not turn in an assignment, this is understandable, however you will need to provide me with a doctor's note. If a family member is ill and their illness is the reason why you need to miss a test or can not turn in an assignment, it is necessary for you to provide me with adequate documentation. Due to HIPAA regulations, you will most likely need the person who was ill to request a note from the M.D. on your behalf. Personal vacations, holidays, and trips that conflict with assignments and quizzes are not university recognized excuses. In the event of inclement weather, call 373-2000 for information, check the Northeastern website, www.neu.edu, or check Blackboard.

Students will be evaluated on the basis of:

Quiz 1	10%
Research Article Critique	15%
Test	25%
Quiz 2	15%
Research Presentation	10%
Research Proposal	25%

Quiz 1: The first quiz is **February 2**. It will include multiple choice, true/false fill in the blank, and short essay questions through February 2. Despite the need for some memorization, a practice-oriented perspective is intended for both quizzes. A study guide will be available on Blackboard by January 26.

Test: The test will take place on **March 2**. It will cover material since the beginning of the semester and include case study, multiple choice, true/false, and fill in the blank. You will need a calculator with a square root function to answer some of the questions. The test will only be available on Blackboard from 4.00 - 6.40 pm on Thursday, March 2. You will not come to class on March 2. Please be at a computer with internet capability. You will need to log on to Blackboard at www.edtech.neu.edu on March 2 at 4:00 pm to access and take the test. If you do not have a personal computer, you may use a computer at Snell library. Give yourself adequate time to secure a public computer as computers are available on a first come, first serve basis. Tests are to be returned to me electronically at tr.robinson@neu.edu by 6.40 pm on March 2. Hard copies of the test will not be accepted. Tests are closed book and to be done individually.

One-page e-description: Include proposal title, statement of the problem, research questions, and research design by **March 16**.

Article Critique: I will provide you with a research article that is counseling related. Critique the clarity of the abstract, introduction (purpose of the study, statement of the problem, definition of terms), research questions, research hypothesis, review of the literature and timeliness of references, methodology, which includes the number of subjects or research participants and demographic information, variables, instruments, materials, procedures, discussion, study limitations, timeliness of the reference list, and contribution to the counseling literature. A type-written critique (4-6 pages) is due **March 23**. We will do a critique in class on March 16.

Quiz 2: The second quiz is **April 13**. The quiz will include material between March 16 and April 13. Multiple choice, true/false, fill in the blank, and short essay questions will be included. A study guide will be available on Blackboard by April 6. You will need your calculators.

Research Presentations: Please prepare a presentation of your research proposal. Time of presentations will depend on number of students in the class. **April 20**.

Research Proposal: Respond to a research question/problem that is in need of being researched. Organize your proposal to include: (a) title of your research proposal, (b) abstract, (c) introduction, (d), statement of your research problem or issue, (e) your research questions, (f) your research hypothesis, (g) purpose of your research study, (h) a succinct discussion of relevant literature related to your research topic, (i) research methodology including procedure, research design, number of subjects you envision in your study, variables, and measures that you might use. Keep in mind that you will not actually collect data. Briefly indicate how you will statistically analyze the data that you propose to collect. Approximately 12-15 pages APA publication manual style. You may choose either qualitative, quantitative or both designs. Be sure to support use of your chosen design. **Due Monday, April 24**. You may submit proposals earlier if you choose.

Final Grades: Grades will be sent to your individual email accounts via Blackboard by May 1.

Course Outline:**Assignment:**

1/12		
1	Course Overview Class Introductions Introduction to Educational Research	Text 1
1/19		
2	Selecting and Defining a Research Topic Asking Research Questions	Text 2
1/26		
3	Preparing and Evaluating a Research Plan Selecting a Sample Asking Research Questions	Text 3 Text 4
2/2		
4	Selecting Measuring Instruments	Text 5
2/9		
5	Survey Research Correlational Research	Text 10 Text 11
2/16		
6	Causal Comparative Research Experimental Research	Text 12 Text 13
2/23		
7	Descriptive Statistics	Text 14
3/2		
8	Test	
3/9		
9	Spring Break—No Class	
3/16		
10	Preparing a Research Report	Text 17
3/23		
11	Inferential Statistics	Text 15
3/30		
12	Inferential Statistics (continued) Qualitative Research Characteristics	Text 15 Text 6

Course Outline:**Assignment:****4/6**

13

Qualitative Research: Data Collection

Text 7

Qualitative Research: Data Analysis

Text 8

4/13

14

Evaluating a Research Report

Text 18

4/20

15

Research Presentations

Important Dates to Remember:**February 2****Quiz #1****March 10****Test****March 16****One Page Electronic Research Descriptions Due****March 23****Research Article Critiques Due****April 13****Quiz #2****April 20****Research Presentations****April 24****Research Proposals Due**

R CAP G 215 Group Dynamics
Department of Counseling and Applied Educational Psychology
Spring

Require Texts: Joining Together: Group Theory and Group Skills, Johnson & Johnson Allyn & Bacon, 2003

Course Objectives:

- A) To promote understandings and the casual dynamics of group behavior in organizations, e.g. regarding organizational structure, and formal and informal rules of staff conduct and how these factors influence the behavior of staff and clientele.
- B) Skill development in deploying various methods of counseling and leadership in Human Service Organizational settings.
- C) A constructive atmosphere for class members in receiving personal “feedback” from peers and the course instructor about their efficiency in implementing 2-a,b, above, in class activities over the duration of the course.

Course Format:

- A) Each student either individually or in co-leadership, will lead the class group for approximately two hours in a simulated rendering of an organizations problem or issue as depicted in a textbook chapter. Specifically, each student leader(s) will
 - 1. Develop a detailed written plan for simulated action for all group members to be submitted to the course instructor at the on set of class and subsequently presented to all class members. The plan will include objectives, details for class involvement of members, leaders(s) role(s) and predicted outcome of the plan in relation to textbook chapter content.
 - 2. Implement the plan of action for approximately 1 ¾ hours, involving all students in the process.
 - 3. Allow time at the latter part of the simulation for informational feedback from class members and instructor regarding the plans efficiency relative to chapter and leaders stated objectives
- B) Students/Group Members will:
 - 1. Participate in simulations, endeavoring to fulfill Leaders stated objectives and specified roles, and meet the standards for perform as stated in the textbook chapters.
 - 2. Present verbal feedback to the student leaders on the efficiency of the simulation
 - 3. Provide written feedback/analysis for each student leader(s) simulation one week subsequent to each simulation, making copies of the assessment for all group members and the class instructor, as well (limit, two typewritten pages)
 - 4. Fill out a copy of a “strengths” “weaknesses” “work-ons” form, with copies for all group members. This will be distributed on the second class session.

Course Evaluation

- A) 50% of students' grade will be based upon requirements 3-a, b, above.
- B) 50% of students' grade will be based upon a ten page term paper on a selected topic related to group dynamics and or organizational psychology, generally. This paper will be due next to the last session of the course.

Content Outline:

Week Topics

- 1 Course Introduction
- 2 Group dynamics (ice breaking)
- 3 Experimental learning (cohesion)
- 4 Group Goals, social interdependence and trust
- 5 Communication within groups
- 6 Leadership
- 7 Using Power
- 8 Decision making
- 9 Controversy and creativity
- 10 Managing conflict or interests
- 11 Valuing Diversity
- 12 Learning and discussion groups
- 13 Leading growth and counseling groups
- 14 Team development, Team training
- 15 Summary

Department of Counseling & Applied Educational Psychology

CAP G 275 Strategies for Counseling Children & Adolescents in School

Spring 2006

Course Description:

This course considers a broad range of basic guidance counseling tasks. It emphasizes the development of strategies designed to help alleviate typical school related and developmental problems such as low achievement, health considerations, negative self-esteem, and disruptive behavior. It considers the counselor's role as consultant to teachers, parents, and administrators in effecting positive behavior change.

Objectives:

- To understand a general conceptual model for child and adolescent development from which guidance counseling strategies may be formulated to facilitate student learning, both among those performing well and those experiencing difficulty in school.
- To promote the role of school counselors as a consultants to teachers, parents, and administrators as well as direct service providers to students.
- To study and adopt skills and approaches that are preventive and system oriented so schools and classrooms become supportive of high academic achievement while enhancing personal growth and social harmony.
- To give students opportunities to apply the general conceptual model and related strategies to prevent and or reduce selected behavioral problems that commonly occur in schools.

Learning Resources

Required Texts:

Schmidt, J.J. (2003) 4th edition **Counseling in Schools. Essential Services and Comprehensive Programs.** Boston, MA.: Allyn & Bacon.

Doll,B., Zucker,S.,and Brehm,K.(2004) **Resilient Classrooms.** The Guilford Press
New York,N.Y

Thompson,Charles L., Rudolph,L.Henderson,D. **Counseling Children.** (2004)6th Edition.
Brooks/Cole, Belmont, Calif.

Weekly Topics (subject to change)

I. **Introduction and overview.** Review of Syllabus and Course requirements.

- 1 The role of the School Counselor historically and at present in elementary, middle and high schools. Ethics, certification training. Paper work to anticipate (51-A, IEP, and more)
Collaborative work with other professionals in the schools for better or for worse...
- 2 Familiarization with some of the school issues that counselors are called upon to provide services. (e.g. scheduling, school budgets, administrative work, guidance in academic and vocational fields, behavioral issues, special education increasingly diverse student population and many more etc.

II **Counseling Theory and practice** :How they shape the counselor's work.

Defining and diagnosing the "problem". Theory and laws over the years have used the following foci for diagnosis:

- 3 INDIVIDUAL: Personality, Learning Disabilities, Behavioral and Emotional disorders
Health etc.
4. FAMILY Heredity, socioeconomic stressors, values, culture, dysfunctional family
Adoptive family, foster family, etc.
- 5 SCHOOL Budgetary restraints, teachers untrained for students' issues,
other professionals in the school, school too lenient, school too strict,
classes too large etc
- 6 COMMUNITY/SYSTEM Socioeconomic resources, values, culture, minority status,

Strategies for interventions:

- 7,8,9. INDIVIDUAL therapy ,counseling, medication, remediation, transfer to special schools
(counseling could be individually and in groups with various appropriate methods, the goal is to change the individual)
10. FAMILY therapy, group, psychoeducation, help with resources, removal of child
11. SCHOOL cooperation among professionals, new programs, new laws, financial supports improved physical setting.
12. COMMUNITY interact with other agencies
- 13, 14, 15 students presentations

INFANT, CHILD, AND ADOLESCENT DEVELOPMENT

Course # CAP G 218

Fall , 2004

TEXT: Papalia, Diane, et. al., A Child's World – Infancy Through Adolescence, 9th ed., McGraw Hill, Boston, 2004.

Pipher, Mary, Reviving Ophelia, Ballantine Books, New York, 1994.

Kindlon, Dan, and Thompson, Michael, Raising Cain, Ballantine Books, New York, 2000.

SUPPLEMENTAL READINGS: (as mentioned in class)

VIDEO: “The Miracle of Life”, WGBH Educational Foundation, 1986

Sept. 8/9: Introductions & Overview	chap. 1
Syllabus Review/Course Objectives	
The Developmental Perspective	
15/6: Theoretical Foundations & Definitions	chap. 2
Research Issues	video
Everybody Rides the Carousel”	
22/23: In the Beginning...	chap. 3-4
The Nature vs Nurture Debate	
Genetic and Environmental Influences	“The Miracle
Prenatal Development	of Life”
29/30: The First Year	chap. 5-6
The Neonate and Newborn Skills	
Mastery Through the Senses	
Temperament	
Oct. 6/7: Physical & Cognitive Development	chap. 7
Maturation Effects and Motor Development	video
Vygotsky and Piaget	
“Vygotsky”	
13/14: Language Acquisition	chap. 8, 11
Psychosocial Influences in Early Childhood	video
The Ties That Bond – Attachment Theory	
Parenting Styles and Their Influence	
“Language Development”	
20/21: The Preschool Years – The Expanding Repertoire	chap. 9-11
Physical & Cognitive Readiness	
Influence of Early Education	
Play as Work	
Toy Exercise (to be demonstrated in class)	

CAP G218 Fall 2004

Oct. 27/28: **EXAMINATION** (based on material to date)

Nov. 3/4: Middle Childhood – The Learning Child chap. 12-14
Learning Approaches video
Making the Grade- Issues of Evaluation
“Life’s Lessons”

10/11: Moral Development (cont. 12-14)
Burgeoning Concept of Self video
“The House of Tomorrow”

17/18: The Adolescent Passage – Neither Fish Nor Fowl chap 15-16
Physical Changes & Ramifications
It all Boils Down to Sex
Cognitive Shifts and Behavioral Manifestations

24/25 **No Class – Thanksgiving Break**

Dec. 1/2: The Adolescent Passage (continued) chap. 17
The Search for Identity –
Many Choices, Many Hats Kindlon
Social Relationships Pipher
Parental Influence & Expectations
PROJECT DUE

8/9: **PRESENTATIONS**

15/16: **PRESENTATIONS** (continued, if needed)
The Best Laid Plans...
Developmental Detours & Deviations
Physical, Social & Behavioral Concerns/Interventions

EXPECTED OUTCOMES: Students will:

1. Be able to discuss the relative influence of heredity & environment on childhood development
2. Be familiar with the major developmental theories as they apply to human development from birth through adolescence
3. Be able to describe the salient developmental milestones in the behavioral, social, emotional, physical, and cognitive domains from pre-birth through adolescence
4. Understand the influence of the parent-child and other social relationships on the child's overall development
5. Be able to discuss the role of school in the child's developmental progression
6. Be aware of some of the more common behavioral and emotional concerns that may affect children and teens as they grow
7. Be able to provide a description of what the "normal" child is like during each of the main developmental stages, birth through adolescence.
8. Be able to identify various risk factors (e.g., biological, environmental) and their impact on development

GRADING CRITERIA:	Toy Exercise	20%
	Examination	20%
	Project	20%
	Presentation	20%
	Class participation	20%

ASSIGNMENTS:

1. **Toy Exercise:** Students are to design and create a toy or game that is appropriate for a child either between birth and 3 years or 3 to 6 years. In designing the toy, students will keep in mind the developmental skills and needs for a child of the given age. The prototype of your toy is to be brought to class for presentation and explanation.

2. **Project:** Students will complete an observation and developmental analysis of a child from one of the following age periods: infant/toddler, middle childhood, or adolescence. Students will describe the familial and environmental aspects in the life of the child observed and then analyze the development of the child in terms of:

- a. each of the developmental domain areas (social, cognitive, behavioral, physical)
- b. how the domains relate to each other in the child's life
- c. potential and/or actual risk factors in the child's life
- d. how the risks manifest themselves in the child's development

The paper is to be typed, double-spaced.

3. **Presentation:** Students will prepare a presentation to be given to the class on a topic dealing with some aspect of child and adolescent development of interest and relevance to the students. The presentations will be done in concert with other class members (small groups, size of which will be determined by the Instructor). In addition to providing information on the developmental issue/problem, the group is to provide information on possible proactive interventions and/or treatments. See separate sheet for a list of possible topics for exploration.

4. **Examination:** The examination will be approximately one hour in length and will cover the material discussed and read up to that point in the course. The format will be short essay and short answer format. Further details will be provided in class.

5. **Class participation:** Students are expected to attend class regularly and to be prepared for thoughtful class discussion of material. Students should keep up with the readings as outlined. Students who miss more than three class sessions may be subject to failing the course.

CAP G 340 Issues in School Counseling
Department of Counseling & Applied Educational Psychology
Spring

Course Description:

This course is designed specifically to address issues of school counseling in the 21st century looking at a Comprehensive Pk-12 Developmental Guidance approach. Students will address the Massachusetts Education Reform Bill, the Massachusetts Comprehensive Assessment System (MCAS), the curriculum frameworks and relevant school law and ethics.

Objectives:

- That students understand the philosophy, principles and practices of school counseling
- That students understand the roles and responsibilities of today's School Counselors as delineated by MSCA and ASCA
- That students understand the Massachusetts requirements for Professional Support Personnel (School Counselor) Licenses
- That students become familiar with and understand the Massachusetts Education Reform Bill, the Massachusetts Comprehensive System (MCAS) and the curriculum frameworks
- That students have an opportunity to learn from professionals in the fields of counseling and curriculum development
- That students have an opportunity to learn from professionals in the fields of counseling and curriculum development
- That student have an opportunity to present to their classmates, in a professional manner, a learning seminar, facilitating discussion and feedback
- That students participate actively in their learning and assist their peers as they develop their own professional understanding and skills
- That students seek support and feedback from their instructor as they ascertain the appropriateness of their choice as professional School Counselors

Learning Resources

Required Texts:

Schmidt, J.J (1996) Counseling in Schools Needham Heights, MA: Allyn & Bacon.

Content Outline:

Week Topics

- 1 Introductions: Goals and Expectations Course Rationals, Structure, Text, Requirements.....
- 2 Understanding the Emergence of Developmental Guidance/A Comprehensive Approach
- 3 Understanding Professional Associations and their relationship to the role and identify of School Counselors
- 4 Understanding the Counselor as a Developmental Guidance Specialist
- 5 Understanding the Role of Counselor as Facilitator
- 6 Understanding the Education Reform Bill/Curriculum Frameworks/MCAS/
- 7 Understanding the Education Reform Bill, Curriculum Frameworks, MCAS Impact on Schools and the Role of the School Counselor
- 8 Understanding curriculum frameworks and their use in the advising responsibilities of the guidance counselor
- 9 Review of federal, state, municipal, and school laws and regulations

- 10 Ethical considerations in the guidance counselor's role
- 11 Review of skills for consultation with parents, teachers, and administrators
- 12 Health and wellness considerations for students as a part of the guidance counselor's role
- 13 Understanding Individual/Small Group Counseling as Interventions deployed in the classroom with teachers as well as in the guidance counselor's office
- 14 Understanding Large Group Guidance/Peer Projects as Counselor Interventions
- 15 Understanding the Counselor as Consultant, and course review

RCAPG 235 Vocational, Educational & Career
Department of Counseling & Applied Educational Psychology

Required Text/Reading:

- A. Career Development Interventions in the 21st Century Niles & Harris-Bowlsbery Merrill-Prentice Hall 2002.
- B. Xeroxed materials, Gnomon Copy Center

Course Objectives:

- A. To provide students with background information and a general theoretical model of the categories of variables involved with vocational/career analysis, choice, and re-careering for most types of client groups over the life span.
- B. To present students with principal methodologies for counselors to help gather data and make decisions about their educational/vocation career choices
- C. To present students with several simulated demonstrations of educational/vocational/career counseling as discussed in class and assigned reading materials.

Course Requirement and Evaluation

- A. Class participations in class activities/discussions
- B. Group presentation in class on a selected topic
- C. Prepare and submit 3 questions in advance of each class on session content. (the above 3 requirements will consist of 40% of your grade)
- D. Prepare a final written project (to be designated by Professor addressing each variable of Quill's "VOS" equation.
- E. Name signs must be displayed during each session, or 5 pts. Off this game!

Content Outline:

Week Topics

- 1 Introduction
- 2 History
- 3 Modern Theories
- 4 Modern Theories Cont.
- 5 Post Modern Theories
- 6 Post Modern Theories Cont. Diversity
- 7 C.O.D. Equation Developmental Theory
- 8 Counseling Strategies (Demonstrated) Career/Voc Quill's hierarchy of options
- 9 Q-Mapping (Demonstrated) and interpretation
- 10 Q-Map due Quill's developmental strategic model
- 11 Advanced career development
- 12 Program Design Project Based upon Voc/career Counseling Models Public School: K-5, 6-8, 9-12
- 13 Final Paper Due: Voc Career Counseling models: CC & Jr College, and 4yr college/university
- 14 Mental Health Voc/Career Counseling Models

**NORTHEASTERN UNIVERSITY
DEPT. OF COUNSELING AND APPLIED EDUCATIONAL PSYCHOLOGY**

**CAP G345-02
LEARNING PROBLEMS
SPRING 2006**

Purpose of the Course

The purpose of this course is to disseminate knowledge about a problem-solving approach to the assessment and intervention of academic and behavioral problems experienced by school-aged children. The course focuses on a problem-solving orientation useful for identifying, treating, and evaluating common learning difficulties. Given the need for practitioners to identify variables interfering with learning, a problem-solving approach is emphasized. Such an approach suggests that the origins of learning problems are embedded in the interactions between the child and environment. Given the critical need for practitioners to treat educational problems, alterable educational variables are emphasized over biological predispositions toward disordered, abnormal, or psychopathological behavior. Although an understanding of the origins of psychopathology is necessary for ethical practice, this course emphasizes treatment and the utility of interventions delivered in a school setting.

Course Objectives

1. Students will be able to identify differences between traditional and contemporary perspectives in the assessment of learning disabilities.
2. Students will develop knowledge of basic approaches to curriculum-based assessment.
3. Students will be able to identify important legislative mandates affecting the provision of school psychological services.
4. Students will develop skills enabling them to implement a response to intervention (RTI) model of assessment.
5. Students will be able to design and evaluate interventions using single-case research methodology.
6. Students will be able to discuss the importance of using empirically-based interventions for treatment of academic and behavior problems in school-aged children.
7. Students will develop a familiarity with multiple empirically-based interventions for academic skills problems in the areas of reading, mathematics, and written language.
8. Students will develop a familiarity with empirically-based interventions for disruptive classroom behavior.

Course Requirements

➤ **Midterm and Final Exams (100 points each):** The midterm and final exams may contain multiple choice, short answer, and essay questions. A study guide will be provided in the class meeting prior to the exam.

➤ **Student Run Activity (100 points):** The class will be divided into working groups of 3-4 students. These groups will conduct a literature review of interventions to be assigned by the instructor. Each group will conduct a class presentation focused on the literature review, an explanation of the intervention method(s), and a demonstration the intervention(s).

○ Each presentation will last approximately 1 hour, including 10-minutes for questions. The presentations should be formatted in Power Point. Handouts should be distributed in class. Groups should meet with the instructor well in advance of the presentation.

○ Presentations will be graded based on the following criteria:

1. Quality of the literature review (all relevant work discussed and cited)
2. Implementation of activity
3. Degree to which the activity is based upon appropriate literature
4. Clarity of the material presented (including power point slides)
5. Presentation style/ability to respond to questions
6. Ability to adhere to timelines

*Students must provide the class and instructor with a handout of slides and other materials prior to the presentation.

➤ **Presentation Portfolio (50 points):** One week after presenting to the class, each group will hand in a presentation portfolio that will include the following: (a) a report of the findings of the literature review in APA style (5 pages), (b) a copy of the presentation slides, (c) step-by-step instructions for one intervention including a sample of any materials necessary for implementing the intervention, and (d) a list of references concerning the intervention (references for articles and any web resources).

➤ **Class Participation (30 points):** The class is set up so there is both lecture and large and small group discussion. Class participation is strongly encouraged. As such, class members are required to have completed and to be prepared to discuss the assigned readings. Assignment of points will be based on frequency and quality of comments (e.g., the degree to which comments are relevant and contribute to and further the discussion).

○ 15 points for quality of contributions

▪ 15 points = students' comments reflect an advanced level of understanding and further the class discussion

▪ 10 points = students' comments are thoughtful and reflect a high level of understanding

▪ 5 points = students' comments are relevant to the discussion

○ 15 points for frequency of contributions

▪ 15 points = student contributes frequently (i.e., several times per class)

▪ 10 points = student contributes consistently (i.e., at least once per class)

▪ 5 points = student participates yet infrequently (i.e., less than once per class)

Important Notes

1. Students with disabilities, including “invisible” disabilities, such as chronic diseases and learning disabilities, are encouraged to discuss with me accommodations which might be helpful for them after class or during my office hours. Students must provide documentation of the disability. On campus, the Disabilities Resource Center (20 DG; x2675) can provide you with information and other assistance.
2. Extensions of deadlines are given under only the most extreme circumstances.
3. Academic honesty: Plagiarism and cheating is not allowed under penalty of failure. They will be dealt with in accordance with University policies described in the Student Handbook.

Grading

Grade	Range of Point Average	Points
A	93-100	353-380
A-	90-92	341-352
B+	87-89	329-340
B	83-86	314-328
B-	80-82	303-313
C+	77-79	291-302
C	73-76	276-290
F	<72	<276

Required Texts

Daly, Chafouleas, & Skinner (2004). *Interventions for Reading Problems: Designing and Evaluating Effective Strategies*. New York: Guilford Press.

Brown-Chidsey & Steege (2005). *Response to Intervention: Principles and Strategies for Effective Practice*. New York: Guilford Press.

Course Reading Packet: Initial readings will be provided via email or Blackboard. The remainder of readings is being compiled in a reading packet. An announcement will be made when the packet is ready.

Key Web-Based Resources for Academic and Behavioral Interventions

General site for interventions: <http://www.interventioncentral.org>
Schoolwide reading interventions: <http://reading.uoregon.edu>
Schoolwide behavior interventions: <http://www.pbis.org/main.htm>
Individual math interventions: <http://www.usd.edu/cpe/math.htm>
Intervention processes: <http://www.joewitt.org>

Detailed Schedule		
Class Date	Class Topics	Required Reading
1/11	Introduction to Learning Problems: Description and Diagnosis of Learning Disabilities	
1/18	Contemporary theories of LD: Assessment and Intervention	Howell & Nolet (2000) Vellutino et al. (1996)
1/25	Curriculum-Based Assessment: Information Gathering to Guide Intervention	Hintze, Christ, & Methe (2006) Shinn (2002)
2/1	Single-case design, graphing data in Excel	McDougal, Clark, & Wilson (2005)
2/8	Responsiveness to Instruction	Brown-Chidsey & Steege (2005) Chapters 1-3
2/15	Prevention and Intervention: Academics as Behavior Student Presentation: Group 1	Power (2002) Horner et al. (2004) Walker & Shinn (2002)
2/22	Interventions I: Understanding and Implementing Reading Interventions Student Presentation: Group 2	Daly, Chafouleas, & Skinner (2004) Chapters 2-4
3/1	Midterm	
3/8	Spring Break	
3/15	Interventions II: Math Student Presentation: Group 3	Stein, Silbert & Carnine (1990) -Chapters 4, 5, & 6 Clarke & Shinn (2005) Methe & Hintze (submitted) Gersten et al. (2005)
3/22	Interventions III: Writing Student Presentation: Group 4 & 5	
3/29	NASP	
4/5	Interventions IV: Behavior and ADHD Student Presentation: Group 6	Shinn, Walker, & Stoner (2002) Chapter 33
4/12	School-wide Screening and Intervention-Driven Assessment	VanDerHeyden et al. (2001) Eckert et al. (1999) Noell (2001)
4/19	School-wide and class-wide academic interventions	Shinn, Walker & Stoner Chapter 20 Vadasy et al. (1997)
4/26	Final	

CAPG 411 Practicum in School Counseling I & II
2006-2007

Course objectives:

This seminar is designed to complement your school experience, by discussing theoretical, systemic and broader issues related to your work.

These seminar sessions are the academic support to the direct supervision you receive at your placement by your respective site supervisors. The small group of students meeting weekly during the year will also become a support group while you make initial steps into your future profession. We provide a forum for discussion and encouragement.

Course description:

A seminar implies that learning is attained by sharing ideas. There will not be a textbook but readings may be suggested.

Assignment:

Keep a journal of your school counseling experiences. The journal is your own account of your activities at your internship with emphasis on your thoughts and feelings about your experience.

When you cannot attend a session please inform me. During the weekly sessions each one of you will describe your work and discuss issues. Hopefully we will develop an accepting, encouraging atmosphere so all of you feel supported and make best use of the meetings.

The achievement in this seminar is your personal and professional growth.

Faculty Qualifications – Who Are the Faculty?

There are faculty members who teach courses for the School Counseling majors but also those in the other programs in our department. You will have an opportunity to meet most of them over the course of two years. Additionally, we have numerous part-time faculty members who are experts in the field who teach for the department and share their experiences with their students.

Carmen Armengol, Ph.D., ABPP *PhD, MS, Pennsylvania State University*

Dr. Armengol's current research is primarily devoted to creating and developing norms for neuropsychological instruments for Spanish-speaking children and identifying early predictors of academic achievement. Other research interests include biculturalism and bilingualism and their impact on attention and other neuropsychological functions. She has also focused on neuropsychological rehabilitation of traumatic head injury and cerebral hypoxia. Dr. Armengol provides staff consultation and clinical training for advanced doctoral students at Northeastern's Disability Resource Center.

Mary Ballou, Ph.D, ABPP, *Kent State University*

Dr. Ballou's scholarship focuses on health psychology, crisis intervention and developing a feminist orientation to psychology. Through her publications and professional work, she has made contributions to feminist therapy process, a feminist and critical analysis of the mental health system in the United States, and feminist perspectives on personality theory and psychopathology. Dr. Ballou continues to develop the ecological model and is currently exploring its implications for interventions and for epistemology. She is an author of several texts, as well as multiple chapters and articles. Dr. Ballou provides consultation and therapy in a medical clinic and has a private practice in feminist counseling. She holds a diploma in Counseling Psychology, is a Fellow of the American Psychological Association, and has held leadership positions in several mental health organizations. Committed to interdisciplinary perspectives, Dr Ballou also teaches in Women's Studies both at Northeastern and in the Graduate Consortium of Women's Studies Program in the Boston area.

Jessica Blom-Hoffman, PhD, *Lehigh University*

Dr. Blom-Hoffman is a school psychologist, who specializes in school-based prevention of childhood overweight. Currently, Dr. Blom-Hoffman is the principal investigator of an NIH-funded research project to explore ways to promote fruit and vegetable consumption among elementary school students attending Boston Public Schools. Courses taught have included: Learning Principles, Behavior Management, and the Internship Seminar for school psychology students. Dr. Blom-Hoffman is on the editorial boards of School Psychology Review and the Journal of Applied School Psychology. She is the faculty advisor to Northeastern's Student Affiliates in School Psychology (SASP) chapter.

Debra Franko, Ph.D. *McGill University*

Dr. Franko's interests are in the general area of women's health, specifically in eating disorders. Her clinical interests in eating disorders span depression, suicide, and substance abuse, and she has particular expertise in issues related to pregnancy and eating disorders. She has been the principal investigator or co-investigator on 8 NIH grants and has most recently examined research questions related to adolescent depression, body image in girls, and nutritional concerns from childhood through adolescence, with a particular focus on obesity prevention. Dr. Franko's work in the prevention of eating disorders has covered both theoretical and practical approaches to prevention, most recently using multimedia technology in programs directed toward college women and adolescents. She teaches a variety of clinical courses at the doctoral level and has published over seventy journal articles and book chapters on eating disorders, body image, and obesity.

Deborah Greenwald, Ph.D. *University of Michigan*

Dr. Greenwald researches personality assessment, including experiences and aspects of spirituality, with an emphasis on cross cultural similarities and differences, and shame and its domains in regard to behavior regulation and cultural differences. She has also conducted research on high-risk families, was a consulting editor to the *Journal of Personality Assessment*, and is the author of numerous articles for professional journals.

Gila Kornfeld-Jacobs, Ph.D., *State University of New York at Buffalo*

Dr. Kornfeld-Jacobs comes to the program following two decades of work in outpatient and inpatient settings with adults who are severely mentally ill. As a faculty member at the Department of Psychology of The Cambridge Hospital, she trained and supervised students in their APA approved pre-doctoral internships, as well as medical residents and staff. At Northeastern, she currently teaches Assessment and Psychological Testing, Psycho diagnostics, Group Counseling and Community Counseling and other courses. She also serves as the coordinator for the joint Northeastern University/Israel College program in School Counseling. Research interests are: Immigrant Children in Urban Schools. She is working on a chapter on Cognitive Therapy.

Vanessa Johnson, Ed.D *Western Michigan University*

Dr. Johnson's research interests include racial climates as they exist in College and University residence halls, resident assistant competencies to address issues of cultural diversity in residence halls, Black college student development grounded in African cultural constructs, and Black single mother first generation college student access to higher education.

Louis Kruger, Psy.D *Rutgers University*

Dr Kruger, Associate Professor, is co-editor of the forthcoming book, *High Stakes Testing: New Challenges and Opportunities for School Psychology*. He is associate editor of the *Journal of Applied School Psychology*. His research interests include teamwork, using the Internet for collaboration, and most recently, student stress with respect to high stakes testing.

Chieh Li, Ed.D *University of Massachusetts, Amherst*

Dr. Li has expertise in providing assessment, counseling, and consultation services for children and families from multicultural backgrounds, particularly for Asian-American children and families. She conducts cross-cultural research on learning and creative problem solving, bilingual and bicultural issues in school, and counseling psychology practice, and she publishes in English and Chinese. She has also been exploring the impact of traditional Chinese qigong on health and creativity.

Karin Lifter, Ph.D *Columbia University*

Dr. Lifter, is an Associate Professor in the Department of Counseling and Applied Educational Psychology at Northeastern University in Boston. She conducts both descriptive and intervention studies on the play, language, and social development of young children with and without disabilities, bridging cognitive and behavioral theories. She developed the Developmental Play Assessment (DPA) Instrument. She is the principal investigator of the interdisciplinary, federally funded, Project Collaborative Teams Early Intervention Preparation Program. She directs the Certificate Program in Early Intervention, and she is a member of the core faculty of the Combined School/Counseling Psychology Doctoral Program, at Northeastern. She serves on state and national committees regarding early intervention, and on the editorial board for *Journal in Early Intervention*.

Emanuel Mason Ed.D *EdD, Temple University*

Dr. Mason has authored texts on research methodology and computing in schools, and was co-editor of a series on recruiting and retaining minorities for education. He has also published and presented numerous research papers on reasoning, assessment, and school psychology-related issues. His current research focuses on teaching science and technology, and developmental cognition.

Barbara Okun, Ph.D, *Northwestern University*

Dr. Okun's research interests include behavioral medicine, psychotherapy theory and practice, gender and diversity psychology, family therapy theory and practice. She has held appointments at Harvard Medical School and Mount Auburn and Cambridge Hospitals and is a visiting professor at the National Council of Family and Juvenile Court Judges at Judicial College in Reno, Nevada. She has authored, co-authored and edited many books, including *Psychotherapy with women: Exploring diverse contexts and identities*; *Understanding diversity: A learning-as-practice Primer*; *Understanding diverse families: What practitioners need to know*; *Effective helping: Interviewing and counseling techniques* (7th edition); *Family therapy and school related problems*; *Intimate environments: Sex, intimacy, and gender in families*; and *Seeking connections in psychotherapy*. She is the author of numerous book chapters and journal articles and was a co-editor of a special issue of the *Journal of Family Psychology*. She is on the editorial board of the *Journal of the American Orthopsychiatry Association* and was editor of the *Massachusetts Psychological Association* quarterly journal. Dr. Okun has designed and taught complete academic courses in the UAE and Kuwait and conducts training workshops throughout the country and South America.

Tracy Robinson-Wood, Ed.D *Harvard University*

Dr. Robinson-Wood's research investigates the intersection of race, gender, class and culture in psychosocial identity development. Her current research projects are: 1) *White mothers of non-white children in New Zealand and the United States: A qualitative investigation*, 2) *Relationships among resistance, coping, and racial identity among young Black women*. The third edition of her textbook, *The Convergence of Race, ethnicity, and gender: Multiple identities in counseling* will be released in 2008.

William Quill, Ed.D *University of Massachusetts, at Amherst*

A specialist in counseling psychology, he is the author of *Subjective Psychology: A Concept of Mind for the Behavioral Sciences and Philosophy*, other publications in theoretical psychology and philosophy of science and most recently the book *Quantum Image and Mental Event*.

William Sanchez, Ph.D. *Boston University*

Dr. Sanchez is a licensed clinical psychologist and health service provider with extensive experience in advocacy and clinical work with Latinas/os in Boston. He is of Puerto Rican descent and fluent in Spanish. His scholarly interests include racism and colonialism and their effects on treatment provision and the training of helping professionals. Dr. Sanchez has published articles on empowerment, advocacy, and the perpetuation of colonialism within psychology. He has taught psychological testing, individual intelligence testing, cognitive assessment for counseling psychologists, cross-cultural counseling, community psychology, legal and ethical issues in professional psychology, psychopathology, advanced fieldwork, and applied research in school psychology. Dr. Sanchez currently serves as the chair of the department.

James Scorzelli, Ph.D. *University of Wisconsin*

Dr. Scorzelli has been the recipient of four Fulbright awards and two World Health fellowships. His research interests are in chemical dependency and conflict resolution. He has over a 100 publications.

Ena Vazquez-Nuttall, Ed.D. *Boston University*

Dr. Vazquez-Nuttall is the Assistant Dean for Multicultural Education and Professor of Counseling and Applied Educational Psychology Bouve College of Health Sciences. She is the author of *Assessing and Screening Preschoolers: Psychological and Educational Dimensions* and a co-author of *Multicultural Counseling Competencies: Individual and Organizational Development*. She has published widely in the areas of psychological assessment, Hispanic families and children, and cross-cultural and women's issues. Dr. Vazquez-Nuttall was also honored as one of four distinguished Latino Psychologists by the Latino Psychological Association and is an elected member of the Board for the Advancement of Psychology and Public Interest. In addition, Dr. Vazquez-Nuttall serves as the only psychologist on the Committee on Institutional and Policy-Level Strategies for Increasing the Diversity of the U.S. Healthcare Workforce.

George F. Thompson, Ph.D. *The University of Georgia*

Dr. Thompson has extensive experience working with college student development and counseling matters as both a practitioner and researcher. He holds a B.S. in Business Administration from the University of Massachusetts Lowell and an M.S. in College Student Personnel Services from Miami University. Dr. Thompson earned his Ph.D. in Counseling and Human Development with a focus in Student Affairs Administration at the University of Georgia in 2004. His scholarly interests include retention of at-risk college students, college major and career indecision, and community development in college residence halls. Dr. Thompson is currently publishing works in each of these areas. Since arriving at Northeastern University in the fall of 2005, he has taught Vocational, Education, and Career Development as well as Research, Assessment and Data Analysis. Dr. Thompson currently coordinates the practicum and assistantship efforts for the College Student Development and Counseling Program.

Robert J. Volpe, Ph.D. *Lehigh University*

Dr. Volpe is a school psychologist. His primary research interests concern academic problems experienced by children with attention-deficit/hyperactivity disorder (ADHD), academic and behavioral assessment, and academic interventions. He has taught courses in learning and academic interventions and holds regular research meetings focusing on his research concerning ADHD. Dr. Volpe is on the editorial boards of *School Psychology Review*, and *Journal of Attention Disorders*.

PRACTICUM MATERIALS AND FORMS

- **Students should keep completed copies of these forms in their personal files in the event of loss by personnel associated with Northeastern or the Massachusetts Board of School Counseling Certification**
- **Students are responsible for keeping their Counseling Departmental file updated (located in 203 Lake Hall)**

Northeastern University
Department of Counseling and Applied Educational Psychology
School Counseling Masters Specialization

Student's Departmental File Data Checklist

(This checklist is to be kept in each student's departmental file, located in 203 Lake Hall)

It is each student's responsibility to see that all of the items listed below are included in the Departmental File over the course of their enrollment in the School Counseling Masters program and prior to graduation. These data are essential for graduation, teacher licensure confirmation, and preparation for guidance counselor certification. Students should keep a copy of these data for their personal record.

Student Name: _____ Student # _____

Address:

Home Phone:

Work Phone:

Practicum Phone:

Practicum Agency:

Fax # _____

My Departmental Folder Includes:	Check When Completed
A transcript of undergraduate grades	<hr/>
A transcript of graduate grades	<hr/>
A copy of Massachusetts Communication and Literary Test Scores (due prior to Fall Semester of Year II)	<hr/>
A list of significant formal or informal advising contacts with the Program Coordinator, Practicum Seminar leader, Field Site Supervisor, or other Professors or university personnel (update periodically over the two years of study and enter file prior to graduation)	<hr/>
A copy of the practicum application form	<hr/>
A copy of the Student Counselor Practicum Confirmation Form	<hr/>
A completed copy of pre -practicum form, confirming 75 hours of monitored field base experience	<hr/>
A completed copy (if applicable) of relevant pre-practicum teaching experience pertinent to clock hour reduction of practicum time	<hr/>
"Three-way" Practicum Evaluation Record Copies of Mid. Term and Final practicum evaluation forms completed by:	<hr/>
<ul style="list-style-type: none"> a. Field Supervisor b. Practicum Seminar Leader c. Practicum Field Supervisor and Seminar Leader 	<hr/>
Copies of student's final evaluation of: <ul style="list-style-type: none"> a. Field Site Supervisor b. Practicum Seminar Leader 	<hr/>
Completed copy of summary record of student absences during Practicum year	<hr/>
Completed copy of practicum hours verification form	<hr/>
Original pre-practicum performance standards form	<hr/>
Portfolio Guidelines	<hr/>
Original of program coordinator's "Completion of Requirements for Licensure" form	<hr/>
Educator Licensure Information Sheet	<hr/>

Northeastern University
Department of Counseling and Applied Educational Psychology
School Counseling Masters Specialization
PRACTICUM APPLICATION FORM
(Return to Dr. Quill, Program Coordinator, by March 15th of first year)

Name: _____ PT/FT (circle one) ID # _____

Address: _____

Phone (H) _____ (W) _____

Work Address: _____

Summer Address: _____

Summer Phone: _____

Matriculation Date: _____

Undergraduate School: _____

Major: _____ Degree _____

Practicum Dates (anticipated): _____

Geographic Area: _____

Do you have use of an automobile? (Circle one) Yes No

Are you able to use public transportation? (Circle one) Yes No

Additional information which will be helpful in preparing for your assignment:

Type of School: (circle one) Elementary Middle High School

Area: (circle one) Urban Suburban Rural

List (in order of preference) three schools [name, location] which you find fulfills your needs in a practicum:

1. _____
2. _____
3. _____

If you are planning to use your job to meet 30% of the practicum fieldwork, please list your job and job responsibilities. You will need approval from your program advisor.

OTHER PREFERENCES OR CONSIDERATIONS IN YOUR PLACEMENT:

Signed Statement:

I realize that the practicum experience requires that I be available a minimum of 18 hours per week (3 days) or its equivalent during the Fall and Spring semesters and I will make such time available.

SIGNED: _____ DATE: _____

Northeastern University
Department of Counseling and Applied Educational Psychology
School Counseling Masters Specialization

Student Counselor Practicum Confirmation Form

*Return to Dr. William G. Quill, Program Coordinator

PRACTICUM FORM

PART I TO BE COMPLETED BY THE APPLICANT

Name: Social Security Number:

Address

Nature of Practicum Field Experiences in Classroom Environments to include experiences with students with special needs and with students of different gender, racial, linguistic and socioeconomic backgrounds.

Practicum Course #: Title: Semester(s) taken:

MA license sought: Level:

Location: Grade Level(s):

Name of University Supervisor:

Name of Field Site Supervisor:

Other Massachusetts Certificates or Approvals Held:

PART II TO BE COMPLETED BY THE UNIVERSITY SEMINAR SUPERVISOR

Name: Position:

(Specify): Signature:

PART III TO BE COMPLETED BY THE FIELD SUPERVISOR

Name: Position:

School System: Tenure Status:

Massachusetts Certificate #: Field(s):

Student Counselor Pre-practicum Report

*Return to Dr. William G. Quill, Program Coordinator

PRE-PRACTICUM FORM

PART I TO BE COMPLETED BY THE APPLICANT

Name: _____ Social Security Number: _____

Address _____

Nature of Pre-Practicum Field Experiences (e.g., observing; assisting teacher; monitoring children's progress); also include the nature of experiences with students with special needs and with students of different gender, racial, linguistic and socioeconomic backgrounds:

Pre-Practicum Course #: CAPG410 Title: Practicum I

Number of Hours (minimum of 75 clock hours of monitored field-based training):
Specification of hours according to activity:

Semester(s) taken:

Location: _____ Grade Level(s): _____

Name of University Supervisor:

Name of Field Site Supervisor:

Northeastern University
 Department of Counseling and Applied Educational Psychology
 School Counseling Masters Specialization

“THREE-WAY Practicum Evaluation Meeting Record

To assure good communication among students and their practicum supervisors (field and University), and to facilitate effective practica supervision for students, three meetings are scheduled during the second year of students graduate study. This form confirms that these meetings have occurred.

We the undersigned confirm that the three meetings have occurred to discuss, evaluate, and make recommendations for improved student performance for the academic year in question:

1. Name of practicum student _____
2. School site for practicum _____
3. Confirmation of:

<i>Semester/Date</i>	<i>Circle One</i>		<i>Location</i>
Fall 20 ___ Meeting	Yes	No	
Winter 20 ___ Meeting	Yes	No	
Spring 20 ___ Meeting	Yes	No	

Practicum Student Signature _____

School Site Supervisor Signature _____ Lic # _____

University Supervisor Signature _____ Lic # _____

Northeastern University
 Department of Counseling and Applied Educational Psychology
 School Counseling Masters Specialization

School Practicum Evaluation

Student

Field Supervisor

Placement: PreK-8 5-12

This assessment and evaluation form focuses on the major areas of Counselor competence. The organization of the form follows the Massachusetts Guidance Counselor Certification Standards.

(N.O. = No opportunity to Observe)

	<u>I. Subject Matter Knowledge</u>	<u>N.O.</u>	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Excellent</u>
1.	The psychology of learning.					
2.	The diagnosis and treatment of learning and behavior disorders.					
3.	Personality theory and normal and abnormal development of children and adults throughout all stages of the life cycle.					
4.	Theories and techniques of individual, group and family counseling which address the needs of diverse populations.					
5.	Principles, practices and recent research in school guidance counseling.					
6.	Federal, state, municipal, and school laws, and regulations, including the implications of liability and requirements of the process.					
7.	The philosophy and organization of guidance and counseling services.					
8.	Career counseling and career development theory, including how to help students and parents assess occupational goals, and provide opportunity for career exploration.					
9.	Prevention programs					
10.	Computer skills to enhance guidance functions.					
11.	Principles of effective liaison-ship between students, families, and schools.					
12.	Referral skills needed to direct individuals					
	<u>II. Communication</u>	<u>N.O.</u>	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Excellent</u>
1.	Uses language appropriate to age, stage of development, culture, linguistic & social background of students and their parents					
2.	Listens & responds appropriately to student's verbal & nonverbal communication.					
3.	Foster a relationship with students that encourages open communication and the attainment of objectives.					
4.	Uses appropriate interviewing skills and other forms of written and oral communication.					
5.	Writes clear and concise reports & educational					

	recommendations.					
6.	Explains functions, services, & procedures clearly to students, parents, teachers, administrators, and community.					
7.	Collaborates with regular and special education team members, including sharing knowledge and skills, carrying out assigned tasks, supporting the contributions of others, and providing leadership in those problem situations where appropriate.					
8.	Communicates with other pro! Staff and understands the physical, social, emotional, and psychological factors that strengthen and detract from student's academic achievement.					
9.	Consulting skills necessary for communicating effectively with the wider school community.					
	<u>III. Evaluation</u>	<u>N.O.</u>	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Excellent</u>
1.	Reports and interprets test results and other students' data in ways that can be understood by non-specialists and used to facilitate student growth.					
2.	Interprets student records clearly for students, parents, teachers, administrators and other authorized personnel.					
3.	Evaluates standardized tests for reliability, validity, and fairness in terms of psychometric properties, bias, and impact on diverse student populations.					
4.	Interprets & uses research data to improve practice.					
5.	Understands standard psychological diagnostic systems.					
6.	Understands cultural diversity and applies this knowledge to psychological assessment and counseling.					
7.	Understands the basis of statistics and research design.					
8.	Assesses cognitive, academic, affective, and behavioral aspects of human functioning through individual and group measures.					
9.	Establishes objectives and systematically evaluates the outcomes of services provided to the student.					
10	Systematically observes and assesses the needs, behaviors, and characteristics of students, parents, and the community.					

11	Collects appropriate information to document aspects of the biological, psychological, cultural, sociological, emotional, legal, and environmental factors that affect the learning process of students.					
	<u>IV. Professional Development</u>	<u>N.O.</u>	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Excellent</u>
1.	Remains abreast of major trends, issues, and advances in the field.					
2.	Participates in professional development activities, including action research to promote professional growth.					
3.	Develops and pursues a personal plan for professional development in guidance counseling based upon self and external evaluation.					
	<u>V. Equity</u>	<u>N.O.</u>	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Excellent</u>
1.	Understands the importance of education in a democratic society, including the need to provide equal education opportunities.					
2.	Accepts and respects individual and group differences with regard to gender, language, race, religion, socioeconomic background and values.					
3.	Fosters a school climate that addresses the individual needs of students in a multicultural society.					
4.	Recognizes and addresses cultural bias in teaching materials, assessment instruments, school practices, and school organization.					
5.	Acts in accordance with the ethical principles and standards of the profession.					
6.	Understands and addresses the historical and political backgrounds of the major racial, ethnic, and cultural groups in the school district.					
7.	Recognizes and responds to the impact of common psychological pressures on students including: human sexuality, child abuse, discrimination, AIDS, and substance abuse.					
8.	Works for effective integration of all students into school and community settings.					
9.	Understands appropriate assessment procedures and counseling methods for linguistically diverse individuals and families and uses appropriate techniques to address multicultural issues.					
10	Identifies and uses educational resources and agencies which provide support and expertise for education of regular and exceptional students.					

Areas of Recommended Development:

This space can be used to briefly describe plans for addressing areas of needed improvement.

Practicum Student

Field Supervisor

University Supervisor

Date

Northeastern University
 Department of Counseling and Applied Educational Psychology
 School Counseling Masters Specialization

University Supervisor Practicum Evaluation

Student Name:

Student Number:

Seminar Leader:

Northeastern University Advisor:

Number of Seminars to date:

Number of Individual Conferences to date:

Please check one:

I have made on-site visit to practicum location at least once.
 _____ Comment:

I have phoned on-site supervisor but have not visited location.
 _____ Comment:

I have had no direct contact with practicum location to date.
 _____ Comment:

Check overall evaluation:

Satisfactory Satisfactory with reservations Unsatisfactory should not continue

Please rank as objectively as possible:	Weak		Adequate		Outstanding
1. Quality of number of tapes submitted:	1	2	3	4	5
2. Quality of number of logs submitted:	1	2	3	4	5
3. Participation in seminar meetings:	1	2	3	4	5
4. Conscientiousness and dependability:	1	2	3	4	5
5. Relationships with others in seminar:	1	2	3	4	5

What do you perceive as the areas of greatest strength?

What areas need improving?

I have read this application, and indicate so by my signature. Any point of view I have which may differ from my seminar leader may be found on the other side of this evaluation.

Practicum Student Signature: _____

University Supervisor Signature: _____

License# _____

Northeastern University
Department of Counseling and Applied Educational Psychology
School Counseling Masters Specialization

**Practicum Evaluation Form
(Evaluation of Site Supervisor by Student)**

(This form is to be completed by STUDENT for the purpose of evaluating the Site Supervisor and the Practicum setting.)

Student Name:

Student SS Number:

Student's Program:

NU Advisor:

Seminar Leader

Seminar Leader's phone #:

Seminar Leader's Address:

Site:

Site Address:

Site Supervisor:

Site Supervisor's phone #:

Title:

License #:

Dates of Placement:

IMPORTANT NOTE:

STUDENTS will be evaluated by their Site Supervisor and Seminar Leader at the end of each of the three quarters. The evaluation at the end of the first quarter will be regarded as a progress report, as the student will still be at the beginning of the Practicum experience.

SITE SUPERVISORS AND SEMINAR LEADERS will be evaluated by the students at the end of the practicum experience only (Spring Semester).

EVALUATION OF SITE BY STUDENT

I General Performance of Site Supervisor Responsibilities

A	Your Site Supervisor has visited with your Seminar Leader	Yes	No			
	If Yes:					
B	Your Site Supervisor's visit with your Seminar leader appeared to be:	Inadequate	Poor	Fair	Good	Excellent
		1	2	3	4	5
C	Ability of your Site Supervisor to see you between seminar meetings:	1	2	3	4	5
D	The feedback for your Site Supervisor on process notes and/or tapes is:	1	2	3	4	5

II Didactic Skills

A	It seems to you that your Site Supervisor's knowledge of counseling theory and related matter is:	1	2	3	4	5
B	Your Site Supervisor's contributions seem:	1	2	3	4	5
C	Your Site Supervisor's ability to give individual constructive feedback is:	1	2	3	4	5

II Humanistic Qualities

I						
A	Your Site Supervisor uses him/herself as a model:	1	2	3	4	5
B	As an individual, your Site Supervisor seems:	1	2	3	4	5
IV	Overall, your supervisory session's contribution toward professional growth is:	1	2	3	4	5

V General comments on the practicum site:

Others who supported me (either other counselors and/or faculty/staff):

Problems I faced (big hurdles I had to deal with):

Highlights of my experience (great things that I was able to accomplish or do):

Would I recommend this school as a practicum site?

Practicum Student Signature: _____

ALL FORMS SHOULD BE RETURNED TO:
DEPARTMENT OF COUNSELING AND APPLIED EDUCATIONAL PSYCHOLOGY
ATTENTION: DR. WILLIAM G. QUILL, PROGRAM COORDINATOR
NORTHEASTERN UNIVERSITY
360 HUNTINGTON AVENUE
BOSTON, MA 02115

Summary Record of Absence(s) during the Practicum

Student Name: Student Number:

School Year:

The student named above has been present during the days and hours required for completion of certification requirements except as indicated below.

Dates of Absence Hours (if other than a full day) Reason for Absence

Site Supervisor Signature: _____ License # _____

Date: _____

I recommend that the above absences be excused.

University Supervisor Signature: _____ License

Date: _____

I recommend that additional time be spent at the practicum site to compensate for time missed. (Please explain)

University Supervisor Signature: _____ License

Date: _____

Northeastern University
Department of Counseling and Applied Educational Psychology
School Counseling Masters Specialization

School Counseling Practicum Hours Verification

(This form is to be completed by STUDENT for the purpose of evaluating the Site Supervisor and the Practicum setting.)

Student Name:

Student ID #:

School Name:

Site Address (Community):

Site Supervisor:

University Supervisor:

Dates of Placement:

Student Practicum Performance Standards

Student Name:

Student ID #:

School Name:

PART I DOCUMENTATION OF MEETINGS

The following meetings were held during the practicum to discuss standards and procedures for evaluation and the applicant's progress on:

Date	Persons Present	Initials (Verify Presence)

PART II TO BE COMPLETED BY THE FIELD SITE SUPERVISOR AND THE UNIVERSITY SUPERVISOR

Standard I: Subject Matter Knowledge

The applicant demonstrates knowledge in the field of certification. YES NO

Standard II: Communication

The applicant communicates clearly, understandably, and appropriately with respect to students' ages, levels of development, gender, race, linguistic and socioeconomic backgrounds, and individual learning styles and needs. YES NO

Standard III: Evaluation

The applicant uses the results of various evaluative procedures to assess the effectiveness of instruction. YES NO

Standard IV: Equity

The applicant deals equitably and responsibly with all learners. S/he understands the impact of western and non-western Civilizations on contemporary American culture and uses this knowledge to develop appropriate teaching strategies. YES NO

Standard V: Meets Professional Responsibilities

The applicant understands the legal and moral responsibilities of the teaching profession. She demonstrates the ability to learn from experience and supervision. YES NO

Field Site Supervisor Signature: _____ License # _____

Date: _____

University Supervisor Signature: _____ License # _____

Date: _____

PART III TO BE COMPLETED BY THE UNIVERSITY SUPERVISOR

Name: _____ Position: _____

The applicant has completed a pre-practicum designated by the college as a partial preparation for the certificate.

(Specify): _____ Signature: _____

PART IV TO BE COMPLETED BY THE FIELD SITE SUPERVISOR

Name: _____ Position: _____

School System: _____ Tenure Status: _____

School and Address: _____

Massachusetts Certificate #: _____ Field(s): _____

PART V DOCUMENTATION OF MEETING(S)

The following meeting(s) was/were held during the pre-practicum to discuss the standards and procedures for evaluation and the applicant's progress on:

Date	Persons Present	Initials (Verify Presence)

Field Site Supervisor Signature: _____ License # _____

Date: _____

University Supervisor Signature: _____ License # _____

Date: _____

Educator Licensure Information Sheet Request for Initial License

Please print clearly

Circle one

Graduate Student

Undergraduate Student

Last Name _____ First Name _____

Social Security Number _____ Date of Birth _____
mm/dd/yy

License Area and grade levels that you applied for

Practicum Completion Semester

Check List

- Apply online www.doe.mass.edu anytime before graduation for **INITIAL** License

- Print “Step 4 – Confirm Application page” and attach copy of Confirmation

- Attach copy of Practicum Form

- If you earned a Bachelor’s degree elsewhere, please forward the official transcript to:

Commonwealth of Massachusetts
Department of Education
350 Main Street
Malden, MA 02148
Attn: Office of Educator Licensing

- Ed Admin Only** – Principal/Assistant Principal Licensure must attach a letter validating three years teaching experience.

- Form must be signed and dated by Program Coordinator

I hereby confirm that the student above has completed a state approved educator licensure program at the level indicated.

Signature of Program Director*

Date

***This Form is not valid without Program Director’s signature**



Applying for Massachusetts Educator Licensure

Angela Irving
Educator Licensure Officer
School of Education
360 Huntington Ave., 26 NI
Northeastern University
Boston, MA 02115
617.373.4216
a.irving@neu.edu

Congratulations on nearing the significant accomplishment of becoming a licensed educator! The following is the preferred method for applying for Licensure in Massachusetts. Students are responsible for applying for their educator’s license and completing the appropriate requests for Institutional Endorsement.

Steps for applying On-Line (this is the preferred method)

1. Go to www.doe.mass.edu/educators. This brings you to “Educator Services.” In the upper right-hand corner, choose “ELAR – Educator Licensure and Recruitment.” At the “DOE Security Portal” page, click on “Create ELAR Profile” beneath the login box and follow the instructions if you have not completed a Profile before.

- After you have created a username and password, choose ELAR welcome page, then chose “Apply for a new license.”
- Select Field, Level and Type:

Examples

<ul style="list-style-type: none"> ▪ Field: Academic Teacher ▪ Field: Biology ▪ Level: 8-12 ▪ Type: Initial 	<ul style="list-style-type: none"> ▪ Field: Academic Administrator ▪ Field: Principal/Assistant Principal ▪ Level: 5-8 ▪ Type: Initial
--	---

- You will need a credit card number for payment (\$100 for first license, \$25.00 for each additional license.)

2. While you are on-line, print the “Step 4 Confirm Application” page that shows which license you are requesting. Attach a copy of this to your “Ed Licensure Information Sheet.”

3. Transcripts:

a. The Licensure Officer will request your NU transcript from the Transcript Office, and forward the information to the Department of Education.

b. If you earned your bachelor’s degree at another college, or took courses required for your licensure program at another college, request official transcripts and send directly to the DOE. You may do this at any anytime.

4. Complete the “Educator Licensure Information Sheet” and submit it along with copy of the “Step 4 Confirmation” and Practicum Form to your Program Director. The Program Director will send completed and signed sheets to the Licensure Officer.

Portfolio Guidelines
Northeastern University's Program in School Counseling*
Revised March 2004

Introduction: Definition and Purposes of the Portfolio

A graduate school portfolio is a collection of work-related products that are organized in a systematic manner for the purpose of communicating and demonstrating what a student has learned and achieved with respect to his/her professional discipline.

The portfolio is a means of facilitating reflection, self-assessment, goal setting, and improvement with respect to professional goals and competencies. It can provide data on student progress as well as provide data about the extent to which the program's goals have been met. The portfolio facilitates the assessment and feedback about practice-related skills, which are difficult to measure through traditional comprehensive examinations. Many of the important competencies in school counseling can only be acquired through field-based experiences. The portfolio is an approach to documenting the student's development of these competencies, as well as those obtained through course work. Reflection will be facilitated by students' reviewing and critiquing their own portfolios, as well as reviewing their peers' portfolios.

During the second year of the School Counseling Program, the portfolio in conjunction with review of student grades, annual evaluations, and practica evaluations, will form the basis of assessing student progress and determining the student's readiness for graduation.

The portfolios also will provide data on training outcomes, which can be used to assess the extent to which the Program is fulfilling its mission and attaining its goals. These data can provide important feedback in regard to how the program and curriculum should be changed. Thus the portfolio is an important component in a performance-based approach to evaluation and improving the School Counseling Program.

School Counseling Program Mission, Philosophy, and Goals

In order to provide meaningful data with respect to assessing student progress and program outcomes, the portfolio must contain material consistent with the Program's mission, philosophy, and goals. The mission of Northeastern University's School Counseling Program is to provide educational experiences that enable individuals to have (a) knowledge of psychological and educational theory;(b) a broad range of consultation and intervention skills; and (c) the ability to use this integrated knowledge and skills to facilitate the learning, social, and emotional development of children and adolescents.

A cornerstone of our philosophy of training is viewing theory and practice from an ecological framework. An ecological perspective emphasizes the myriad types of social, social-historical, institutional, and environmental forces that interact with one another to impact the learning, as well as social and emotional health of children and adolescents. This perspective is consistent with two themes of our training program: culture and collaboration. Culture (which includes race, gender, class, sexual orientation, and disability) often has a profound impact on the learning and emotional health of children. In addition, a school counselor's awareness of cultural differences can enhance the delivery of assessment and consultation services. The training theme of collaboration recognizes the importance of (a) working as part of a team in delivering services, and (b) drawing upon the rich resources of professionals from related disciplines. The ecological perspective and the training themes are expected to be reflected in the students' portfolios.

Consistent with the goals of the Program, the portfolio should contain evidence that students:

- are able to provide appropriate services to diverse ethnic, cultural, linguistic and racial groups
- work collaboratively as a member of a team and provide support to colleagues
- are aware of ethical standards and perform in accordance with them
- are incorporating the most promising, recent developments of school counseling, psychology, and education into their thinking and practice
- are capable of drawing on multiple theoretical perspectives for the purpose of fostering an eclectic approach to their skill development.
- can apply theory to fieldwork experiences
- are able to engage in self-reflection, as well as accept and provide appropriate feedback
- are developing a strong sense of identity as a school counselor
- are preparing themselves to take on leadership roles within educational settings and professional organizations
- have strong written communication skills

General Portfolio Development Guidelines

Portfolio development will occur throughout the two years of the Program. All materials selected by the student should reflect his/her best performance in the area. It is essential that students *document* their progress and how they have used feedback from faculty and peers to improve their knowledge and skills. For example, including a similar product (e.g., written report) from two or more periods of time might illustrate how a student has improved his/her performance. Similarly, providing two or more versions of a written paper that incorporated notable revisions might show how the student progressed over time. For example, if a student received suggestions from a supervisor or professor on how to rewrite a report, the paper included in the portfolio should reflect those suggestions.

Although students are encouraged to begin the development of their portfolios during the first year of the NU's School Counseling Program, the portfolio will not be reviewed until the second year of Program. (Our experience is that first year students do not have sufficient materials to make a portfolio review a meaningful learning experience). The required portfolio elements listed below must be presented in a large notebook or other strong binder. **Students should take the time to carefully and logically organize the materials in their portfolio so that elements are clearly presented and can be quickly found. The portfolio should be constructed to withstand wear and tear as a result of handling by a number of people.**

Part I: Portfolio Elements

The elements in this section will provide the context for understanding the documentation included in the portfolio.

1. Cover Page

2. Table of Contents

3. Statement of Progress. Your statement of progress should reflect the mission, philosophy and goals of the Program, and should address the following issues:

- Your strengths
- What learning experiences helped promote your professional growth or were especially meaningful to you (be sure to protect confidentiality).
- Areas needing improvement or further development
- Your plan for improvement
- Specialty areas you might want to develop (e.g. behavior management)
- Program of Study
- Copy of transcript
- Practicum Log Summary

Part II: Documentation of Progress

The elements in this section will provide documentation of your progress. **Be sure to remove any information that might lead to the identification of a service recipient, such as a student or parent name. Other identifying data that needs to be masked includes specific school and teacher names.** If you are not sure what is appropriate to include, consult the Ethical Guidelines for School Counseling (i.e., National Association of School Counselors, American Psychological Association or your advisor).

Multiple examples of documentation are listed for each element. The examples are for illustrative purposes, and do not encompass all possible ways of documenting progress. Each student should select portfolio examples that best illustrate his/her performance relative to the area being evaluated.

Written Case Study

All students must provide at least one written case study. The case study shall be for the consultation area (see below). In the case study, rationales should be provided for the decisions made (e.g., selection of intervention strategies). The case studies will be reviewed for both content as well as writing and communication skills. The case studies should encompass the following issues:

1. Clarification of the problem within an ecological context with
 - A clear and precise behavioral definition of the problem
 - Relevant cultural, social, biological, and other contextual factors
 - Data collection methods and results of data collection
 - Discrepancy between current level of behavior or performance and desired level
 - Hypotheses about relevant causes or functions of the problem
 - Strengths and interests of the student
2. Development of intervention plan
 - Collaborative approach with student, parents, professionals, and relevant others
 - the links(s) between problem clarification and intervention plan
 - goals of intervention plan
 - description of intervention plan
3. Implementation
 - roles of individuals
 - strategies used to facilitate implementation
4. Evaluation
 - Extent to which plan was implemented
 - Goal attainment
 - Related effects and individual's reaction
 - Plan modification

The consultation case provides you with an opportunity to document your positive impact on one or more students or teachers. If situational constraints prevented you from being as effective as you wanted to be with the case, please describe these constraints.

Progress Areas

Each section of the following areas should be prefaced by a statement that connects your competencies to the documents provided. It should be very clear to the reader how the documentation relates to the competency areas. **In addition, documentation in each area should reflect the student's understanding of the ecological perspective, including cultural issues, as well as the student's ability to successfully collaborate with colleagues.** Finally, documentation should provide evidence of the student's communication skills, particularly his/her writing skills.

1. Professional Identity and Commitment

- Examples: Vita (highlight relevant parts), evidence of membership in MASCA (Massachusetts School Counselors Association), evidence of workshops and conferences attended, documents that reflect involvement in projects which provide service to University, community, or profession, evidence of passing communication and literacy section of the Massachusetts Tests for Educator Licensure.

2. Assessment

- Examples: Case reports of intellectual, academic, personality, behavioral, curriculum-based or observational assessments, course assignments (tests, papers, etc.), supervisor's ratings and comments.

3. Individual and Group Counseling

- Examples: Case studies, progress reports, examples of activities, supervisors ratings and comments, course assignments (e.g., papers, etc)

4. Ethical and Legal Issues

- Examples: Case studies; supervisor's ratings and comment; course assignments; descriptions of how student coped with ethical dilemmas in practicum or fieldwork

5. Scholarship and Research

- Examples: Course assignments (e.g., report on applied research project, critiques of research articles); annotated list of journal articles read, presentations at professional meetings or conferences; collaborating on papers with faculty; assisting faculty with research, scholarly term paper.

In addition to the above sections of the portfolio, the student's (a) writing skills and overall (b) organization of the portfolio also will be evaluated. A important facet of school counseling is written communication. This is exemplified in many ways, probably most notably in reports. Therefore, it is critical that school counselors be able to write well. Examples of the student's writing include many of the aforementioned products, including reports, case studies, and course assignments.

Assessment Process

Students will review and adapt their portfolios continually throughout the second year of the program.

The first draft of the portfolio is due in February (see specific details below). Each portfolio will be reviewed and rated by a university program supervisor. The following rating scale will be used: 5=much above the expected level, 4=above expected level, 3= expected level, 2= below expected level, 1= much below expected level. After the faculty have reviewed and rated the portfolio, students must discuss in a program group session the student's preparation of the portfolio, and improvement plans.

The Final draft of the portfolio is due during the 1st week of April. **Students should prepare a detailed cover letter indicating how the portfolio has been changed and updated, and how feedback regarding the first draft was incorporated into the second version.**

*We are grateful to Dr. Howard Knoff and Dr. Louis Kruger of Northeastern University for allowing us to adapt portions of their program portfolio guidelines to our needs in School Counseling.

Practicum Sites for School Counseling Students

TOWN	SCHOOL	SUPERVISOR	SETTING	GRADE LEVEL	PHONE #
Andover	Andover High School	Ruby Easton	Public	High School	617 623 8600
Belmont	Chenery Middle School	Ronald Paulus	Public	Middle School	617 484 3900
Boston	Boston High School	Bernard Fox	Public	High School	617 635 8937
Boston	Boston Latin School	Dr Cornelius Holland	Public	High School	617 635 8900
Boston	John O'Bryant School of Math & Science	Richard Austin	Public	High School	617 635 9932
Boston	Technical Vocational High	Carol Shea	Public	High School	617 635 8970
Braintree	Braintree High School	Amy McElroy	Public	High School	781 848 2283
Brighton	Brighton High School	Melinda Savitz	Public	High School	617 635 9873
Brighton	Thomas A Edison Middle School	Mr Hani Murad	Public	Middle School	617 635 8436
Brookline	Brookline High School	Karen Kuskin-Smith	Public	High School	617 713 5017
Brookline	Devotion School	Peggy Hall	Public	K-8	617 730 2527
Brookline	Edith C Baker School	Marjorie Segal	Public	K-8	617 730 2510
Brookline	Heath School	Robert Gracia	Public	K-8	617 730 2547
Burlington	Memorial School	Traci McCabe	Public	K-5	781 270 1722
Canton	Canton High School	Robert Ringuette	Public	High School	781 821 5055
Charlestown	Clarence R Edwards Middle School	Maureen McGoldrich	Public	Middle School	617 635 8516
Chelmsford	Byam School	Patricia Fitzgerald	Public	K-5	978 251 5144
Danvers	Dunn Middle School	Sue Ellen Tagg	Public	Middle School	978 774 8590
Duxbury	Duxbury High School	Joseph O'Neill	Public	High School	781 934 7650
Gloucester	Gloucester High School	Mark Haberland	Public	High School	508 281 9874
Holden	Wachusett Regional High School	Robert Lojko	Public	High School	978 829 6779
Hyde Park	Hyde Park High School	Irene Fontanez-Padواني	Public	High School	617 635 8948
Jamaica Plain	English High School	Elaine Gelinas	Public	High School	617 635 8879

Jamaica Plain	Mary E Curley Middle School	Dr Dominic Avallani	Public	Middle School	617 635 8176
Lexington	LABBB - Lexington High School	Peter Kimball	Public	High School	617 984 8815
Lynn	Lynn English High School	Karen Twomey	Public	High School	
Mattapan	Solomon Lewenberg Middle School	Patricia Macon	Public	Middle School	617 635 8623
Middleborough	Middleborough High School	Barbara Helfrich	Public	High School	508 946 2014
Natick	Natick High School	Margaret Boudreau	Public	High School	508 651 7147
Needham	Needham High School	Chuck Cittadino	Public	High School	781 455 0800
Needham	Pollard Middle School	Bruce Palumbo	Public	Middle School	617 485 0485
Newton	Newton North High School	Michele Kennedy	Public	High School	617 552 7449
Newton	Newton North High School - METCO program	Paula Diggs	Public	High School	617 552 7471
Newton	Newton South High School	Mrs Vuanita Schnell	Public	High School	617 552 7517
Newton	Bigelow Middle School	Carolyn Mack	Public	Middle School	617 552 7745
Newton	Charles E Brown Middle School	Barbara Walsh	Public	Middle School	617 552 7412
Newton	Oak Hill Middle School	Barbara Walsh	Public	Middle School	617 552 5531
Newtonville	F.A. Day Middle School	James Thompson	Public	Middle School	617 552 7382
No. Chelmsford	Chelmsford School	Scott Johnson	Public		
Quincy	Quincy High School	Diane Merrill	Public	High School	617.984.8815
Southborough	Trottier Middle School	Barbara DuMont	Public	Middle School	508 485 2400
Waltham	Waltham High School	Margaret Boyajian	Public	High School	781 893 8050
Watertown	Watertown Middle School	Debra Carolan	Public	Middle School	617 926 7786
Wayland	Wayland Middle School	Donna Segal	Public	Middle School	508 655 6670
Wellesley	Wellesley High School	Kim O'Byrne	Public	High School	617 446 6305
Wellesley	Wellesley Middle School	Marcia Robertson	Public	Middle School	617 446 6235
West Roxbury	West Roxbury High School	Thomas Gilardi	Public	High School	617 635 8917
Winchester	McCall Middle School	Alison Houghton	Public	Middle School	617 721 7026
Winthrop	Winthrop Middle School	Edna Gabriel	Public	Middle School	617 846 5507