



**Northeastern University**

Bouvé College of Health Sciences

*Department of Counseling and Applied Educational Psychology*

**COUNSELING PSYCHOLOGY  
DOCTORAL PROGRAM**



**STUDENT HANDBOOK  
2011-2012**

Revised: Summer 2011

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## SECTION I

### I. INTRODUCTION

The Counseling Psychology Doctoral Program is housed in the Department of Counseling and Applied Educational Psychology (CAEP) in the Bouvé College of Health Sciences, at Northeastern University in Boston, Massachusetts. Northeastern University is a private, nonsectarian, urban university, which offers a variety of curricula through seven undergraduate colleges, nine graduate and professional schools, and a number of continuing and specialized education programs and institutes. Northeastern University is accredited by the New England Association of Schools and Colleges, Inc., which is one of the six regional accreditation bodies of the new Council of Post-Secondary Accreditation (COPA). Our program has received the Association of State Provincial Psychology Boards (ASPPB)/National Register designation.

### II. OVERVIEW OF THE PROGRAM

The Counseling Psychology Doctoral Program is a full-time doctoral program. The curriculum prepares graduates to meet licensure requirements in the Commonwealth of Massachusetts. The program adheres to the practitioner/scientist model of training and is intended to develop psychologists who have knowledge of: (1) psychological theory; (2) a broad range of assessments and interventions; (3) research design and methods; and (4) the ability to use their knowledge and skills to improve the psychological health of individuals, couples, families, and groups. Students are prepared for remediative, preventive, and health-promoting clinical practice with culturally diverse children, youth, adults, and families in colleges, medical centers, and community mental health settings. One of the strengths of the program is its focus on individual and cultural differences. The serious commitment to offer substantive training in the areas of individual and cultural diversity is reflected in the composition of the department faculty and student body, the research and professional activities of the faculty and students, the training model, and the content of the curriculum as well as the nature of the advanced fieldwork and internship sites.

#### A. The Ecological Perspective

The educational philosophy of the program parallels both the university's "student-centered, practice-oriented, and urban" mission and the ecological model of psychological theory. This model guides the program in its continuing development and in its education of students in theory, research, and practice. The ecological model, as articulated by Bronfenbrenner (1979), suggests a theoretical structure for the training of practitioners/scientists who understand and are able to practice psychology in a sociocultural context. The ecological model draws heavily from the concepts of Lewin's field theory, as developed by Barker (1978) and others in community psychology (e.g., Duffy & Wong, 1996; Orford, 1992); they emphasized that, in addition to intra-psychic factors, there are many environmental factors that shape individuals.

The ecological model allows for the conceptualization of relationships among various aspects of the individual (i.e., biological, cultural, and relational), in numerous forms of social organizations (e.g., families, schools, neighborhoods, communities, vocational settings), and through multiple structural influences (e.g., socioeconomic factors, social policy, reward systems). Rather than focusing upon the individual and internal influences and less upon the context and environment in which the person lives, the ecological model takes a multileveled perspective by including the influences of the social context and the environment in relation to the individual. The model also requires consideration of structural forces operating on individuals and promotes continued evaluation of current constructs and standards for theory, research, and practice.

#### References

- Barker, R. (1978). *Ecological psychology: Concepts and methods for studying the environment of human behavior*. Stanford, CA: Stanford University Press.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.
- Duffy, K. G., & Wong, F. Y. (1996). *Community psychology*. Boston, MA: Allyn & Bacon.
- Orford, J. (1992). *Community psychology: Theory and practice*. New York, NY: Wiley.

## **B. Program Faculty**

The program's core faculty consists of seven full-time culturally diverse department faculty members (see below). Members of the faculty have extensive expertise in many areas including: assessment; child, family, and systemic interventions; consultation; cross-cultural and multicultural counseling and assessment; early intervention and child development; issues surrounding gender and sexual orientation; human behavior in organizations; mental and behavioral health; and prevention.

### **Y. Barry Chung, Ph.D., University of Illinois at Urbana-Champaign**

Dr. Chung is the Department Chair, and was previously professor and training director of the APA-accredited doctoral program in Counseling Psychology at Georgia State University. Dr. Chung has published in the areas of multicultural counseling, sexual orientation issues, and career development. He has published extensively, including 34 peer-reviewed journal articles, two edited books, and 14 book chapters. Dr. Chung has 84 peer-reviewed conference presentations, and has held various leadership positions within the American Psychological Association and National Career Development Association.

### **Debra Franko, Ph.D., McGill University**

Dr. Franko's research interests fall under the general topic of women's health and specifically in the areas of eating disorders and obesity. Her clinical specialty area is eating disorders with adolescents and adults and her research interests include ethnic differences, the prevention of eating disorders, and multimedia approaches to treatment and prevention. Her most recent efforts have focused on the prevention of eating disorders adolescents and college women, as well as online programs to increase healthy eating in children and adolescents. She is on the editorial boards of the *International Journal of Eating Disorders* and *Body Image: An International Journal of Research*. She has authored over 95 peer-reviewed journal articles and book chapters in the area of eating disorders, body image, and obesity. Her co-authored book, *Unlocking the Mysteries of Eating Disorders: A Practical, Life-Saving Guide to Your Child's Treatment and Recovery*, was published by McGraw-Hill in September 2007.

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

Dr. Greenwald's research interests focus on personality assessment, including the Rorschach Inkblot Test and the relationship between fantasy and behavior; shame and its domains in regard to behavior regulation and cultural differences; and spirituality, including multicultural differences in the experience and practice of spirituality. She has conducted research on high-risk families 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 has worked in various anti-poverty programs in New York City, taught at the University of Massachusetts, Amherst, was a psychologist at inpatient psychiatric facilities and, since 2002, has been teaching at Northeastern University, primarily courses in assessment, individual interventions, and community psychology. Her current research interests include immigrant children in the school system. She serves as coordinator of the branch of the School Counseling program in Israel.

### **Barbara Okun, Ph.D., Northwestern University**

Dr. Okun's research interests include behavioral medicine, psychotherapy theory and practice, gender, and family therapy theory and practice. In the past five years, she has developed training models for family and juvenile court judges and is a visiting professor at the National Council of Family and Juvenile Court Judges at the Judicial College in Reno, NV. She has authored many books, including *Understanding Diversity: A Learning-as-Practice Primer*, *Understanding Diverse Families: What Practitioners Need to Know*, and *Effective Helping: Interviewing and Counseling Techniques (7th edition)*, as well as *Family Therapy with School Related Problems*, *Intimate Environments: Sex, Intimacy, and Gender in Families*, and *Seeking Connections in Psychotherapy*. She is co-editor and chapter author of the forthcoming *Women and Psychotherapy: Exploring Multiple Identities and Contexts* (Guilford). She holds appointments at Harvard Medical School and Mount Auburn and Cambridge Hospitals and served on the Massachusetts Psychology Association (MPA) Board of Directors and is past-Editor of the *MPA Quarterly*. She is on the editorial board of the *Journal of the American Orthopsychiatry Association* and is co-editor of a special issue of the *Journal of Family Psychology* (2003). Her co-authored book *Saying Good-bye: How Families Can Find Renewal through Loss* will be published in January and *Conceptualization and Intervention Skills for Effective Helping* is in process. Currently, Dr. Okun is under publishing contract for *Saying Goodbye and Intervention and Conceptualization Skills for Effective Helping*.

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

Dr. Robinson-Wood’s research interest is the intersection of race, gender, class, and culture in psychosocial identity development. She is conducting correlation research on African American college women, racial identity, coping, and resistance, using her instrument, the Robinson Resistance Modality Inventory. Her qualitative research involves interviews with interracial families, both White mothers of non-White children and children of color with White mothers in New Zealand and the United States. She is the author of *The convergence of race, ethnicity, and gender: Multiple identities in counseling*. The fourth edition is in development with an anticipated publication date of 2012.

**William Sanchez, Ph.D., Boston University**

Dr. Sanchez is a clinical psychologist with extensive experience in advocacy/clinical work with Latinas/os in the Boston community. He is Puerto Rican and fluent in Spanish. His scholarly interests include racism and colonialism and its 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, cross-cultural counseling, community counseling, intelligence testing, and applied research in school psychology. He currently teaches ethics and professional development.

**Mariya Shiyko, Ph.D., City University of New York**

Dr. Shiyko’s research interests concentrate on analytical techniques for modeling intensive longitudinal data (ILD) and study designs employing real-time data collection methodology (i.e. ecological momentary assessments). She is applying advanced statistical techniques, such as mixed-effects models, mixture models, time-varying effects models, joint models, and varying-effects regression models, and promoting use of these methods by social and behavioral scientists. She is interested in design issues such as sampling frequency, adherence, and questionnaire development, among others. Applications of her research include smoking behavior and related psycho-social processes, physical activity, pain management, and quality of life assessments.

**. C. Program Management**

The program is managed by its core faculty, who meet regularly to develop and implement program policies and respond to student, faculty, and larger professional needs and concerns. Student representatives from the student steering committee, described below, are in attendance at some of the meetings. Dr. Robinson-Wood is currently designated as program director. In addition, another faculty member will serve as training director and will be responsible for developing relationships with internship sites, preparing students for placement, and supervising students while they are on internship.

**D. Licensure Information**

In addition to the information provided by the program, students can obtain information pertaining to licensing procedures in Massachusetts (examinations, course requirements, application process) by writing to: Office of Consumer Affairs, Massachusetts Board of Registration of Psychologists, 239 Causeway St., 5th floor, Boston, MA 02114, by calling 617-727-9925, or at the Board’s website:

<http://www.mass.gov/?pageID=ocasubtopic&L=4&L0=Home&L1=Licensee&L2=Division+of+Professional+Licensure+Boards&L3=Board+of+Registration+of+Psychologists&sid>

Because the regulations change over time, students are advised to check the Massachusetts website regularly. Students are also advised to check websites for licensing information in other states, if they are interested in obtaining licensure elsewhere. Students are strongly encouraged to review the licensure application materials as early as possible, available online at: <http://www.mass.gov/Eoca/docs/dpl/boards/py/99pyap.pd>.

### III. FACULTY EXPECTATIONS OF STUDENTS

#### A. Student Responsibilities

Students are expected to participate and conduct themselves in a professional manner in all aspects of the program. Student responsibilities include the following:

1. Being on time for classes and assignments. It is the student's responsibility to be available for classes between 4:00 and 9:30 PM. Monday through Thursday. Any problems or extenuating circumstances should be brought to the attention of the instructor and the student's advisor as soon as possible;
2. Notifying faculty if they need to miss a class;
3. Notifying the department secretary, graduate school and, most importantly, the Registrar's Office (<http://myneu.neu.edu/cp/home/login>) of changes in address, telephone number and email;
4. Joining the doctoral student e-mail listserv, the primary basis of all program communications (an NEU email account is available upon registration for classes);
5. Obtaining the required disability documentation from the Disability Resource Center (DRC) when requesting special accommodations for exams (i.e., extended time for in-class or comprehensive examinations);
6. Adhering to the ethical code of the American Psychological Association (APA) in all aspects of professional behavior;
7. Completing the Student Status Sheet annually (even during the internship year) to keep the program informed of your accomplishments and progress through the program (see Appendix A3). The Student Status Sheet is submitted to the advisor before the end of the spring semester;
8. Maintaining enrollment in the program, including during dissertation completion. Students must register each semester that they are in the program. Once they have completed their coursework and internship, they are required to register and pay for Dissertation Continuation until they graduate;
9. Being aware of university and college policies as specified in the *Graduate Policies and Regulations* handbook. ([http://www.bouve.neu.edu/downloads/2006-2007\\_Bouve\\_Graduate\\_Handbook.pdf](http://www.bouve.neu.edu/downloads/2006-2007_Bouve_Graduate_Handbook.pdf)) and the *University Graduate Student Handbook* (<http://www.northeastern.edu/gradhandbook/>).

#### B. Student Research/Scholarship Involvement

Students are expected to collaborate with faculty on research/scholarship projects as well as on other professional projects. They may be involved in joint activities with peers, which can include study groups, attendance at student presentations, and department research colloquia. In order to become more familiar with student research and the dissertation process, it is required that students attend at least two proposal hearings and two dissertation defenses of peers/other students in the department during their first two years of study. It is strongly recommended that students go beyond this minimum requirement of attendance at proposal hearings and defenses. Keep a list of hearings and defenses attended to include in your annual review.

#### C. Student Professional Involvement

Students are also encouraged to join professional organizations, such as the American Psychological Association (APA) and the Massachusetts Psychological Association (MPA). Many of these associations have student groups, and students are particularly encouraged to join with these groups to benefit from the student-focused resources available. Membership information for these organizations is available online. Students are strongly encouraged to attend and present at professional conferences and workshops during their course of study.

#### D. Student Involvement in Program Operations and Improvement

Student feedback is solicited throughout the academic year in the form of faculty/student meetings, student steering committee meetings which are attended by the faculty liaison, individual faculty/student conferences, and end of the

year student written evaluations. In addition, students provide faculty with feedback through on-line course evaluations.

## **E. Students Who Use Social Networking Sites**

Students who use social networking sites (e.g., Facebook, MySpace, etc) and other forms of electronic communication should be mindful of how their communication may be perceived by clients, colleagues, faculty, and other mental health professionals. As such, students should make every effort to minimize visual or printed material that may be deemed inappropriate for a professional counselor or psychologist. To this end, students should set all security settings to “private” and should avoid posting information/photos and avoid using any language that could jeopardize their professional image. Students should consider limiting the amount of personal information posted on these sites and should never include clients, undergraduate or graduate students (for whom they have served as an instructor) as part of their social network, since doing so constitutes a boundary violation. Additionally, any information that might lead to the identification of a client or represent a violation of client confidentiality is a breach of the ethical standards that govern the practice of counselors, psychologists and mental health professionals in training. Engaging in these types of actions could result in the student being dismissed from the program.

## **1. IV. SUMMARY OF CURRICULUM AND REQUIREMENTS**

### **A. Student Advisement**

Students develop their program of study with their advisor, who will consider prior course work and will suggest courses and course waivers accordingly. All deviations from the model program, however, need to be approved by the program director and the approval must be documented. Students who enter the program with a master’s degree are urged to review the prerequisites to the doctoral program prior to meeting with their advisor. Required courses for post-master’s students are in Appendix A1. A model program sequence is in Appendix A3.

Students are initially assigned an advisor based on student-faculty interests. Students are free to change advisors as they wish by completing the “change of advisor form” (see Appendix B1) and *informing the previous advisor, the new advisor, and program director* prior to the change. Note that faculty members are not always able to take additional students, and it is the right of the prospective faculty member to determine whether or not the student would be best trained under them. The student-advisor relationship is intended to provide a structure for the development of a close professional relationship with at least one faculty member on the core faculty. Students take responsibility for maintaining contact with their advisors. Students are also encouraged to develop relationships with other faculty in a variety of ways: in class work, research activities, clinical work, and professional projects. When students select a dissertation committee chair, that individual then becomes the advisor. If he or she is not the original advisor, a change of advisor form will need to be completed.

### **B. Curriculum**

The curriculum consists of:

- Coursework;
- Intensive clinical training, consisting of a minimum of at least two years of advanced fieldwork and one year of an approved full-time, pre-doctoral internship;
- Intensive research activities and dissertation.

#### **1. Coursework**

Program coursework is organized into four areas:

- a) General core courses in psychology. The core courses in psychology cover the biological, social, cognitive/affective, and multicultural issues in psychology, as well as the history and systems of psychology.
- b) Research and scholarship. Preparation in research and scholarship is embedded in all course work, but specifically in the research and statistics course sequence.
- c) Clinical training. Preparation in clinical training includes courses in assessment and intervention, as well as field training components (Advanced Fieldwork and Internship).
- d) Professional development. The course in legal and ethical issues, the required monthly doctoral seminar, fieldwork and internship seminars and attendance of dissertation proposal and final defense hearings emphasize professional preparation and development.

All written work should follow the guidelines of the *Publication Manual of the American Psychological Association* (6th edition, 2009); <http://apastyle.apa.org/>. As prudent consumers of scientific information, doctoral students are expected to use primary sources for all work. Students are expected not to rely on information available over the internet.

The typical academic semester is 15 weeks in length, including exam week. Graduate classes usually meet for 2 1/2 hours once a week, except during the 7 1/2-week summer semesters, when they meet twice a week for 2 1/2 hours. Required doctoral courses may be scheduled during the summer as well as during the academic year. Notification of tentative course schedules is posted in the main office several weeks before the beginning of the semester. Students are strongly urged to pre-register for courses to help ensure getting into courses with limited enrollments. Course schedules and the university calendar are available online.

Students register for courses through the MyNEU web-based system (<http://myneu.neu.edu>). For additional information regarding course registration please see the Registrar's webpage (<http://www.northeastern.edu/registrar/>).

A directed study is similar to an independent study, where an individual student works with an individual faculty member on a specific topic area. When a student and faculty member agree to a directed study, the student must fill out the Directed Study Form, for one, two, or three credits, obtainable from the graduate school office (123 Behrakis Health Science Center). The student must submit it to the department chair prior to the student's registration for the directed study. Students may not register for a directed study after late registration is over. A directed study cannot be used to replace a course offered by the department. The Massachusetts Licensing Board scrutinizes directed studies and course waiver documents carefully. A Directed Study cannot be substituted for a required doctoral course.

1. With regard to incomplete grades, please refer to the *Graduate Policies and Regulations* and complete the forms that are to be filled out by the student and signed by the instructor. ([http://www.bouve.neu.edu/downloads/2006-2007\\_Bouve\\_Graduate\\_Handbook.pdf](http://www.bouve.neu.edu/downloads/2006-2007_Bouve_Graduate_Handbook.pdf)).
2. Students should enroll in CAEP 9990 (Dissertation) in the semester they defend their dissertation prospectus. They should also enroll in CAEP 9996 (Dissertation continuation) when they defend their completed dissertation. Between these two semesters, students may enroll in CAEP 9996 for as many semesters as needed to maintain their student status.
3. No one can graduate until all requirements, including the internship, are completed.

## 2. Clinical Training

See section II (page 17) for a complete description of the procedure for choosing and obtaining advanced fieldwork placements.

Intensive clinical training is a required component of the program. This preparation includes advanced fieldwork at various mental health settings in the Boston Area. At least two years of clinical training is provided. In addition, students must complete one year of full-time pre-doctoral internship approved by the program.

### **a. Advanced Fieldwork**

Training goals include the advanced development of skills in:

1. behavioral observations
2. interviewing
3. psychological assessment
4. counseling and treatment planning and practice
5. consultation
6. effective use of supervision
7. an understanding and commitment to the ethical codes of the profession

Entry to Advanced Fieldwork requires successful completion of a master's level, supervised practicum. Advanced Fieldwork typically occurs in the second and third years of doctoral study for post-masters degree students. Advanced fieldwork consists of at least 600 hours of fieldwork under the supervision of a doctoral-level psychologist. Students are expected to be at their site for 20 hours each week, with approximately half of that time engaged in direct service delivery. Students are also required to register and attend the Advanced Fieldwork seminar and complete a written evaluation of their fieldwork site (see form in Appendix C2).

During the fall of the first year of study, and in the fall of every year before an anticipated year of advanced fieldwork, it is necessary for post-master's students to schedule individual meetings with the instructor for the advanced fieldwork seminar to begin their site search.

## **b. Pre-Doctoral Internship**

The pre-doctoral internship consists of a one-year, full-time, or a two-year half-time placement in an APA-approved or Association of Psychology Postdoctoral Internship Centers (APPIC) approved setting (the latter requires approval by the training director and the faculty).

A student is eligible for the pre-doctoral internship upon:

1. Successful completion of all comprehensive examinations;
2. Successful completion of all coursework by the end of the fall semester of the year of application. That is, a student may still be taking courses as long as the coursework will be completed satisfactorily by the end of the fall term; Advanced Fieldwork IV is the only exception to this rule, and will usually be taken during the spring preceding internship;
3. Satisfactory performance at the advanced fieldwork site as assessed by both the fieldwork supervisor and the advanced fieldwork instructor. It is the latter who has the responsibility for assigning the grade for the advanced fieldwork course;
4. Satisfactory completion of the dissertation proposal.

Students are advised to download a copy of the internship application form available through the APPIC website ([www.APPIC.org](http://www.APPIC.org)) during the first year of the program so that they can keep track of and gather the required materials as they progress through the program. This is especially important during Advanced Fieldwork, so that the information necessary for completing the internship application will already be compiled. Available sites and guidelines for settings are in the annual directory of the Association of Psychology Postdoctoral Internship Centers (APPIC).

## **3. Research Training**

Intensive research activities, culminating in a dissertation, are program requirements. Students are strongly encouraged to engage in research activities with faculty early in their course of study. These activities provide opportunities to work through scientific questions and to gain exposure to different research methodologies. A doctoral dissertation is required for all students (see a more detailed description of the process below). A dissertation is a scholarly work for which a student identifies a problem, reviews the relevant literature for that problem, and then develops, implements, and discusses a study that extends the understanding or evidence around the problem.

Dissertations may result from ongoing research with faculty and fellow students or may consist of a separate topic or area. The earlier a student begins to think about the dissertation and to explore a topic, the greater the likelihood the process will proceed in a timely manner. It must be emphasized, however, that dissertations do not develop in a vacuum; they are the result of intensive immersion in a topic of interest. Students are encouraged to explore topics of interest as they address various requirements in their courses so that they will become increasingly familiar with a particular body of literature. Some dissertations may evolve from participation in a faculty member's program of research. They may also evolve from the student's own interests or from various projects going on at an advanced fieldwork site.

## **C. Other Program Requirements**

The requirements of the program also include:

1. Annual evaluation of students
2. Residency requirements
3. Adherence to time limits
4. Incomplete grade resolution
5. Comprehensive exams

## **1. Annual Evaluations of Students**

Annual evaluations are used to track students' progress and professional development and include both academic and non-intellective factors. The non-intellective factors include, but are not restricted to: ethical behavior, professional behavior in general, the ability to handle conflict in a professional manner, compassion, empathy, cooperative behavior, demonstration of multicultural competencies, the ability to respond constructively to feedback, and tolerance for divergent views. Students need to be deemed acceptable in all of these areas to be retained in the program.

The evaluations usually take place during the spring term of each year the student is in the program. The student's self-evaluation form (see Appendix B3) must be completed by March 15 of the spring semester. The core faculty meets to discuss each student's progress, providing a context for input from all faculty members who have had contact with the student during the year. In addition, each student meets with his/her advisor to discuss the student's performance and progress in the program. Students are to initiate these meetings, contacting their advisor after March 15<sup>th</sup> to set up a meeting. At the end of the process, the advisor writes a narrative evaluation based on the faculty input and the student's self-evaluation, which is signed by both the advisor and the student. A copy is placed in the student's folder, and another copy is given to the student.

## **2. Residency Requirements**

As a full-time program, students are required to be in full-time residence for at least one year. Residence is defined as full-time study, being enrolled in a minimum of three courses (eight semester hours minimum) per semester for two consecutive semesters. Students are expected to be available for all scheduled program activities (e.g., classes, program meetings).

## **3. Adhering to Time Limits**

Doctoral students who enter the program have a maximum of seven years from the start of the first full academic semester following admission to complete all degree requirements. In extenuating circumstances, students may request an extension of one year beyond the time limit to complete the requirements. In such cases, students must make a written request to their advisor *prior to the beginning of the term*, who then takes the request to the program faculty for consideration. If granted, the student must petition the Graduate School for an extension of time to complete the requirements. Based on the review, a one-year extension may be granted. Only in extraordinary circumstances will a second request be considered.

A student who is unlikely to maintain expected progress through the program should consult with his or her advisor as soon as possible. A procedure similar to the one listed above is used for students who need to interrupt their program for one or more terms (see Leave Request Form, Appendix B2). As part of any written request, students must present a timetable and plan for the completion of their program prior to being granted an extension or leave of absence.

## **4. Incomplete Grade Resolution**

A grade of "Incomplete" may be given to students who fail to complete course work within the specified timeframe. If agreed to by the instructor *prior* to the end of the term, the student and instructor need to submit the Incomplete Grade Form (obtained from the Graduate Office) to the Graduate Office. Incompletes are *not* routinely granted. Students must obtain the Incomplete Grade Form from the Graduate School office and include a timeline for coursework completion. Following University policy, incomplete grades become permanent if not changed within one year from the time the grade was issued. All "Incomplete" grades must be resolved prior to a student submitting the predoctoral internship application, with the exception of students registered for Dissertation Continuation.

## **5. Comprehensive Examinations**

Written comprehensive examinations taken during the second and third year of study evaluate students' competencies in four areas: research, assessment, intervention, and ethics. These exams are three-hour

comprehensive essay exams that are taken in a computer lab unless other arrangements are made. After successful completion of the comprehensive examinations, students are admitted to doctoral candidacy and become eligible for the dissertation proposal hearing and doctoral internship. Students cannot apply to internship prior to successfully completing the comprehensive exams and having their dissertation proposal approved at a dissertation proposal hearing.

The comprehensive examinations are offered once during the fall semester and once during the spring semester. It is expected that students will complete all the required courses and related activities in each area prior to taking the exam. The comprehensive exam questions are in essay form. Please see Appendix A5 for guidelines to help prepare for the comprehensive exams. The examinations are graded anonymously. Students can expect results within approximately one month after the completion of the exam. Exams are graded as pass/fail. Any disability-related requests for additional time for the examination must be supported by a request for accommodation from the Disability Resource Center.

Students born outside of the United States and whose first language is not English will receive an extra hour and a half.

*Students have two opportunities to pass the comprehensive exam areas. Upon failing a comprehensive exam, a remediation plan will be put into place. A member of the faculty will be designated to work with the student toward remediating the student's work prior to retaking the exam. It is the student's responsibility to submit assignments in a timely manner towards remediating the failed comprehensive exam. Remediation does not guarantee the student will pass the exam the second time. **Failure to pass an exam the second time will result in automatic dismissal from the Program.***

## V. ACADEMIC POLICIES

In addition to the following policies, students are encouraged to review the policies presented in *Northeastern University's Graduate Student Handbook* and *Bouvé College of Health Sciences Graduate Policies and Regulations* ([http://www.northeastern.edu/bouve/pdfs/2007-08\\_Bouve\\_Gradua.pdf](http://www.northeastern.edu/bouve/pdfs/2007-08_Bouve_Gradua.pdf)).

### A. Grading Policy of B- or Better

Starting fall 2011, students in the Ph.D. in Counseling Psychology Program will be required to maintain a grade of B- or better in each course where a letter grade is given. If a grade of B- or better is not received, students will be required to retake the course.

### B. Transfer of Credit and Course Waivers

#### Transfer of Credit

Transfer of credit differs from course waivers. A maximum of nine semester-hours of graduate course credit obtained at another institution may be accepted upon admission as transfer credit. Transfer credits must be recommended for transfer by the student's advisor after consideration by faculty who teach the course and:

- a. must consist of work taken at the graduate level for graduate credit at an accredited institution;
- b. must carry an earned grade of B (3.0) or better;
- c. must not have been applied toward any other degree.

The transfer of credits must also be approved by the program faculty and documented in the student's file. Credit cannot be granted in excess of the equivalent Northeastern University course. If the course is an elective and there is not an equivalent course, the semester-hour equivalent will be granted. Grades received for transfer credits will not be reflected in the student's overall GPA and may not be used to obtain the academic average necessary for the completion of degree requirements.

Students who wish to substitute a course taken at another institution for a required doctoral level course may do so under certain circumstances (please check the Bouvé Graduate Student Policies and Procedures for additional regulations). In addition to the foregoing criteria, the following steps must be followed:

1. The syllabus of the course is first submitted to the advisor who forwards it to the faculty who regularly teaches the course for approval. The program director in turn will submit it to the faculty who regularly teaches the course at Northeastern, to ensure that the courses are comparable;
2. The transcript with the student's grade must be filed in the Graduate School and signed by the Associate Dean and Director of the Graduate School;
3. No more than 9 credits may be given for doctoral courses taken elsewhere;
4. The course may not have been used for credit for any other degree.

### **Course Waivers**

The purpose of the waiver process is to minimize the possibility that a student will be required to complete courses that are equivalent to previous educational or professional experiences, and to ensure that students have attained proficiency in the content areas encompassed by the proposed waived course. A waiver does not grant course credit. Course waivers require that a student take a substitute, replacement course to meet the number of credits required in the program of study.

Students should confer with their advisors, who will consult with faculty who teach the course, early on in the advising process to identify such courses. Requests for waivers are submitted on the same form that is used for transfer of credit obtainable from the Graduate School office. Students will submit this form together with a copy of the official transcript that includes the course considered to be equivalent and an excerpt from the catalog describing the course or the course syllabus. The faculty members who routinely teach the course make the decision about the equivalence of the course content. Faculty may request additional documentation and/or request the student to complete successfully a proficiency examination on course content prior to rendering a waiver decision. Students who have taken courses outside the United States are responsible for obtaining an English language version of the required waiver documentation. Any outstanding issues regarding course transfers or waivers can also be brought to the doctoral program committee for discussion and resolution.

### **C. Grading System**

The student's performance in graduate courses will be graded according to the following numerical equivalents:

- A** (4.000) performance of the highest graduate caliber
- A-** (3.667)
- B+** (3.333) performance at a satisfactory graduate level
- B** (3.000)
- B-** (2.667) performance below satisfactory graduate level
- C+** (2.333)
- C-** (1.667)
- F** (0.000) unsatisfactory performance

In addition, the following letter designations are used:

- I** Incomplete
- L** Audit without credit
- S** Satisfactory without quality designation
- U** Unsatisfactory without quality designation
- W** Withdrawal for students who withdraw between the beginning of the fourth calendar week of the semester and the end of the eleventh calendar week of the semester

### **D. Academic Standing**

The minimum average of academic courses for a doctoral student to be in good academic standing is 3.000. A student who falls below this level during any semester will be placed on probation and must be approved by the faculty for continuation in the program. Please refer to the *Bouvé Graduate Policies and Regulations* for information regarding academic probation ([http://www.northeastern.edu/bouve/pdfs/2007-08\\_Bouve\\_Gradua.pdf](http://www.northeastern.edu/bouve/pdfs/2007-08_Bouve_Gradua.pdf)).

No student may remain in a probationary status for more than two consecutive semesters. Failure to attain non-probationary status after two consecutive semesters will result in automatic dismissal from the program. Students' academic status will be reviewed each semester by the faculty to determine probationary status and eligibility to continue in the program. No student on probationary status will be permitted to take the comprehensive exams or to enter a pre-doctoral internship.

Students in probationary status may be asked to repeat courses, do additional practica or fieldwork, or do other experiences to remediate deficiencies. Such work will be recommended and approved by the faculty. A *remediation plan will be put into place to help the student move out of probationary status and return to good academic standing.*

A satisfactory evaluation in clinical performance (including clinical skills and non-intellective factors) by both the field site supervisor and the university supervisor is required. Students who do not perform satisfactorily in their clinical site may be required to extend their supervised clinical experience or may be dismissed from the program. Students who do not complete university seminar requirements (both fieldwork and pre-doctoral internship seminars) will not receive credit for their clinical experience. The program faculty is ultimately responsible for any grades or decisions regarding a student's continuation in the program.

## VI. UNIVERSITY POLICIES

The following policies apply to all students pursuing degrees in, or enrolled in, classes taught within the CAEP department. Students must also adhere to the policies outlined in the manual *Graduate Policies and Regulations* of the Bouvé College of Health Sciences.

### A. Student Appeals and Grievances

#### 1. Policy

It is the policy of the University that all students shall be treated fairly with respect to evaluations made of academic performance, standing, and progress. The University believes it is essential to provide an appeal mechanism under certain circumstances to students claiming that they were unfairly treated in an academic matter.

#### 2. Procedures

The following guidelines are based on statements contained in the *Northeastern University Graduate Student Handbook* (<http://www.northeastern.edu/gradhandbook/handbook2008-09.pdf>).

A student who believes that he or she has suffered as the result of academic actions or judgments by a University faculty member, administrator, or other person acting on behalf of the University may apply the departmental procedure described below in addition to the procedures outlined in the *Northeastern University Graduate Student Handbook*:

- a. The student will attempt to discuss the matter with the faculty member involved;
- b. If the student is not satisfied with the disposition at this level, he or she can bring the matter to the department chairperson, who will attempt to arrange a meeting of those concerned to mediate the situation;
- c. If the student is not satisfied with the disposition at this level, he or she may file the grievance with the appropriate University body, following the procedures outlined in the *Graduate Student Handbook*.

It is the hope of the department faculty that in those instances where a dispute or a grievance may occur, a satisfactory resolution may be found within the department by following a spirit of collegiality and professionalism.

### B. Standards of Behavior

The department faculty view ethical and professional standards of behavior very seriously. We believe that it is the student's responsibility at all times to follow accepted standards in their work. Students are encouraged to read Northeastern's *Graduate Student Handbook*, which contains the University Regulations and Code of Conduct, as well as other useful information.

### **1. Academic Honesty**

A necessary prerequisite to the attainment of the goals of the University is maintaining complete honesty in all academic work. Students shall adhere to the Academic Integrity Policy at Northeastern, available at <http://www.neu.edu/osccr/academichonesty.html>. Anyone failing to observe these standards will be subject to disciplinary action, including dismissal from the program. Students are expected to present as their work only that which is clearly their own work in tests, papers, and any material submitted for credit. Students may not assist others in presenting work that is not their own. Purchasing term papers from commercial firms or individuals is a serious violation of University policy. Offenders are subject to disciplinary action, including dismissal from the program.

### **2. Ethics**

Departmental faculty and students are bound by the APA Ethical Standards. A copy of the APA Code of Ethics is available online at <http://www.apa.org/ethics/code/index.aspx>. All students are expected to know and follow appropriate ethical principles. Violation of ethical principles may be grounds for formal action against students and/or the filing of formal charges with appropriate ethics committees on the state or national level for those individuals who are members of such professional bodies.

## **C. Course/Instructor Evaluations and Procedures**

The Department believes strongly in the importance of student feedback regarding classroom teaching.

### **1. Course Materials**

At the beginning of each course, instructors are responsible for providing all students with a syllabus that clearly indicates all course requirements and grading procedures. Instructors are responsible for ordering textbooks and providing necessary course materials.

### **2. Course Evaluations**

Students are expected to complete a university course/instructor evaluation form (TRACE) at the end of each course. These forms are filled out online and information regarding this will be sent to students' Northeastern email address. The instructor does not see the evaluations until after grades are turned in to the Registrar's office to ensure students the opportunity to offer anonymous evaluative feedback. Students are strongly encouraged to be as honest and specific as possible in completing such forms in order to improve the quality of faculty instruction that is provided to students. In addition, student evaluations are used as part of the department faculty merit and tenure evaluation systems for full-time faculty and are also used to assist in the assignment of part-time instructors. Accordingly, they are to be taken very seriously.

### **3. Blackboard™**

Increasingly, the University's on-line Blackboard™ web learning program is being used to supplement the classroom experience. Students will be registered automatically for Blackboard access for each course in which they are enrolled. The instructor will inform you if and how the Blackboard system will be used in the course. The Blackboard program utilizes students' Northeastern (neu.edu) email address and it is necessary that students check that email account regularly to ensure receipt of all important messages.

### **4. Experiential Learning**

In all courses in the department, self-disclosure, which is characterized by revealing personal and social history, is voluntary. Neither the content of any self-disclosure nor willingness to self-disclose can constitute a basis for course grades. A student may substitute an equivalent, non self-disclosing assignment for any class requirement involving self-disclosure. In experiential learning classes, students are required to participate actively. They will be graded on the demonstration of their skills in the professional area being taught.

## **VII. GENERAL INFORMATION**

### **A. Housing**

On-campus housing facilities are limited for graduate students and not guaranteed. Housing facilities are not available for married couples or children. Interested students need to fill out a housing application through

Northeastern's Housing Services (<http://www.northeastern.edu/reslife/>). For information regarding alternative housing possibilities, contact Northeastern's Off-Campus Student Services (<http://www.northeastern.edu/offcampus/>). This office can offer students local apartment listings, lists of students looking for roommates, and helpful websites. Doctoral student mentors enrolled in the program can also offer advice on apartment seeking or moving to the area.

## **B. Financial Aid**

Northeastern University offers graduate students numerous ways to obtain financial assistance. The Office of Financial Aid administers several types of assistance to graduate students, all based on need. They are the Perkins Loan, College Work-Study Program, Stafford Loan, and the Massachusetts Graduate Grant Program. Northeastern University is a participant in the College Scholarship Service, which uses the Financial Aid Form (FAFSA). All applicants for financial aid, including loans, must file a FAFSA in order to be considered. Northeastern University's Graduate School's Financial Aid Application and transcripts of financial aid history from other schools attended are also required. All application forms are available from the Student Financial Services Graduate Financial Aid Office in 139 Richards Hall ([http://www.financialaid.neu.edu/select\\_by\\_type/graduate.php](http://www.financialaid.neu.edu/select_by_type/graduate.php)).

In addition to the forms of financial aid administered by the Office of Financial Aid, Bouvé Graduate School offers various assistantships in offices throughout the University. Students work between 10 and 20 hours per week, with partial or complete tuition remission and a proportional stipend. Previous assistantships have included positions in the Disability Resource Center and the Institute for Urban Health Research. A limited number of fellowships are also available to minority students through the African-American Institute and the Office of the Provost. Each year there are also part-time residence hall staff positions available. For detailed information and applications, contact the graduate school office in 123 Behrakis.

Through funding from the Bouvé College of Health Sciences, the Department of Counseling and Applied Educational Psychology offers several forms of financial aid to graduate students. The Graduate Teaching Assistantship involves working with assigned faculty for 20 hours a week and carries a stipend and tuition remission of 12 credit hours per semester. Graduate Student Scholarships are offered to full-time students only, and cover 8 credit hours per semester. Diversity Scholarships are awarded to students who contribute significantly to diversity in the department, and cover 8 credit hours per semester. Dean's Scholarships are awarded to master's students only, and cover 33% and 25% of the tuition of full-time and part-time students, respectively, for the duration of their program of study. Finally, there are part-time hourly-paid work opportunities within the department, without any tuition coverage. All aforementioned financial aids are awarded on a competitive basis. Please speak to the program director if you are interested in pursuing these opportunities.

Students may wish to apply for special grants for their doctoral dissertations and are encouraged to speak to their advisors about this possibility. The National Institute of Mental Health has a website ([http://grants.nih.gov/training/F\\_files\\_nrsa.htm](http://grants.nih.gov/training/F_files_nrsa.htm)), as do many other agencies, which may be very helpful. Students should work with their advisors on developing these applications.

## **C. Counseling Availability**

University Health and Counseling Services is located in the Forsyth Building, Suite 135. Graduate students who have either enrolled in the Student Health Plan or have paid the health center fee are able to use the medical and counseling services offered by the center.

## **D. Disability Resources**

The University is committed to providing services to students with disability-related special needs through the Disability Resource Center (DRC; <http://www.drc.neu.edu/>). The types of assistance available include orientation, registration and pre-registration, information clearinghouse, counseling, housing, neuropsychological evaluation, and services for individuals with visual-impairments, hearing-impairments, mobility-impairments, and learning disabilities. The department faculty also works with students to adapt to individualized circumstances.

## **E. Harassment**

Northeastern University has pledged to provide all of its students and employees with an environment free of intimidation, coercion, or discrimination. Inappropriate relationships or the inappropriate use of power will not be tolerated. Inappropriate behavior includes all types of harassment (e.g., emotional, physical, and sexual) as well as all nonconsensual non-professional relationships between faculty/staff and students as well as among faculty/students and among students. Students who have any questions about treatment received with regard to any type of harassment should call the Office of Institutional Diversity & Equity, 125 Richards Hall, 617-373-2133 (<http://www.northeastern.edu/diversity/>). Confidentiality will be protected, and students can seek help without fear of reprisal or recrimination.

## **F. Equal Opportunity Policy**

Northeastern University is accredited by the New England Association of Schools and Colleges, Inc. and is an equal opportunity affirmative action educational institution. Northeastern University does not discriminate on the basis of race, color, religion, sex, sexual orientation, age, national origin, disability, or veteran status in admission to, access to, treatment in, or employment in its programs and activities. Handbooks containing the University's nondiscrimination policies and its grievance procedures are available in the Office of Institutional Diversity & Equity, 125 Richards Hall, 617-373-2133, <http://www.northeastern.edu/diversity/>. Inquiries regarding the University's nondiscrimination policies should also be directed to the above.

# **SECTION II**

## **VIII. CLINICAL TRAINING AND DISSERTATION**

### **A. Clinical Training**

All practicum, advanced fieldwork, and internships are covered by Northeastern University's liability insurance only when students register for appropriate credit hours. For this purpose as well as to provide appropriate supervision, enrollment for credit hours is mandatory whenever students are performing any clinical work. However, students should be aware that any conduct that conflicts with University regulations will not be covered by the insurance.

#### **1. Advanced Fieldwork**

In selecting a site for advanced fieldwork, students should consider a number of factors, including the commitment of the site to developing and fostering social responsibility in trainees, the diversity of populations which the agency treats, the variety of experiences and training available to the students, and the extent to which the training offered will supplement the students' prior experiences. Students should be seeking, at a minimum, experience in psychotherapy and in assessment. These experiences may occur at the same sites or at different sites during the years of advanced fieldwork. It is highly recommended that students obtain both inpatient and outpatient advanced fieldwork experiences. Although application deadlines differ from site to site, keep in mind that formal applications and recommendations may be required and due as early as mid-December of the year prior to the start of fieldwork. For this reason, it is advisable to begin the search for a fieldwork site in the beginning of the fall semester a year before fieldwork is to start.

Typically, students search for an advanced fieldwork site during their first year after consulting with the advanced fieldwork seminar instructor about potential sites. In the fall of each term, students will be sent a document that contains the names and contact information of a number of appropriate sites. Students are also encouraged to speak with other students who have already completed their fieldwork experience to gain information about sites they are considering and to consult the folder in the department office which has brochures from sites as well as student evaluations of sites. Prior to beginning advanced fieldwork, a contract between the site and the university needs to be completed. See Appendix C1 for the application for a contract, which is to be submitted to the CAEP department administrator. Please discuss this process with the Advanced Fieldwork seminar leader.

Fieldwork sites typically offer the opportunity for several different modes of therapy (crisis-oriented, short-term, extended, individual, group, family, adult, and child) and for various types of assessments (forensic, personality, cognitive, and neuropsychological evaluations). Sites have included college counseling centers, hospitals, schools, and outpatient community mental health centers. Typically, privately-run sites, or private practices, are not included. Sites at which students are already employed can, with some modifications, be included. The student must add at least ten hours of unpaid work, work they have not previously been providing the site, and they must be supervised for this work. Some sites may offer students other experiences, such as home and school-based interventions, working with victims of trauma and violence, or working with children who have been diagnosed with cancer. Fieldwork sites are required to provide at least one hour/week of individual supervision by either a doctoral-level psychologist or a board-certified psychiatrist, in addition to supervision by other staff, such as for group or family work, or psychodiagnostic assessments. Although students are expected to be at their site at least 20 hours/week, some sites may require additional hours for their fieldwork experience. It is expected that students will meet the requirements of the sites in terms of the number of hours expected each week, the start and ending dates of the fieldwork, and the holiday/vacations allowed. (see Appendix D2 for additional guidelines).

Students participating in an advanced fieldwork placement are required to attend the Advanced Fieldwork Seminar, which is led by a faculty member who provides university-based group supervision. The seminar leader is the official liaison between the program and the field site. The seminar meets regularly during the fieldwork experience, and students are expected to present cases and participate in clinical topic discussions. Fieldwork site supervisors will be asked to complete an evaluation of the student's performance at the end of the semester (see Appendix C2). In addition, students will submit an evaluation of their site to the seminar leader (see Appendix C3). These evaluations need to be completed and returned to the seminar leader before semester grades (pass/fail) can be submitted. The course grade will be based partly on the site supervisor's evaluation and partly on the student's performance in the Advanced Fieldwork seminar and is the responsibility of the Advanced Fieldwork instructor. Grades are typically satisfactory or unsatisfactory. If the student continues at their site during the summer months, which is often the case, a grade of IP will be given at the end of the spring term, and the final grade will be given when the student has completed their fieldwork experience at that site. In such cases, the Advanced Fieldwork class will continue to meet during the summer.

## **2. Internship**

The pre-doctoral internship provides the culminating integration of theory and practice in a clinical setting. The major training goal is to develop and achieve competence as an ethical professional psychologist. The training includes a variety of assessment, treatment formulation, implementation, and evaluation experiences in short- and long-term inpatient and outpatient settings. Clinical training seminars supplement individual and group supervision in enhancing interns' growth. The internship sites also provide exposure to diverse professional activities and clinical research experiences.

The application process is competitive. During the application process, the training director meets frequently with internship applicants. Students who are currently on internships or have recently completed internships are available to mentor and advise applicants (see "internship search" section below for step-by-step suggestions on internship placement). It is essential that students attend internship application meetings and follow the timelines and guidelines.

Students from our combined counseling/school psychology doctoral program have made great strides in obtaining APA-approved internships nationally and in the New England area. The clinical coordinators Professor Greenwald for Advanced Fieldwork and Professor Okun for doctoral internship, initiated regular meetings with academic and clinical training directors from the Boston metropolitan area. These meetings evolved into a collaborative, active training director committee of the Massachusetts Psychological Association. Over the years, budget cuts have decreased the number of available sites in the area, while the number of applicants has increased. Therefore, more doctoral students are applying to APA-approved out-of-state sites or sometimes accept non-APA approved internships that are listed in APPIC. Formal approval from the doctoral faculty is necessary for all non-APA-approved sites.

Interns in local placements within 150 miles of the university are required to participate at least once a semester in a small-group seminar led by the training director throughout the internship year. The Blackboard web-learning format

is used for monthly intern updates and discussions. This seminar allows interns the opportunity to broaden their perspectives by sharing their experiences. The program training goals include competence in a full range of assessment and clinical treatment skills. All interns are required to provide written case materials and/or tapes to ensure that they are integrating the program's philosophy into their clinical work. Interns are also required to participate in the doctoral email listserv and Blackboard discussions. Students submit a narrative evaluation about their professional development mid-year and at the end of the internship. They also submit an evaluation of the internship site (see Appendix D1). These forms are submitted to the training director.

#### **a. Pre-Doctoral Internship Search**

The following can be used as a suggestive guide to seeking a pre-doctoral internship. The search for an internship is an intensive, time-consuming process and should begin early so that students have sufficient time to prepare adequately. As of July 2009, all internship applications are submitted online. Because this procedure is still in the experimental stage, new procedures are developed each year. The training director distributes all APPIC messages to the doctoral student list serve to keep everyone abreast of changing policies.

**REMINDER:** Consistent with APPIC regulations, the training director can sign the letter of readiness for a student only when all of the conditions below are fulfilled:

1. All comprehensive exams have been successfully completed;
2. All course work will be successfully completed by the end of the fall semester of the year of application (other than advanced fieldwork). That is, a student may still be taking courses, as long as the coursework will be satisfactorily completed by the end of the fall term, and there are no incomplete grades other than the dissertation continuation and a final year of advanced fieldwork;
3. The student has a dissertation proposal hearing scheduled for a date before the end of the fall term, with a letter of confirmation from the dissertation committee members asserting that the student will be ready to propose by that time;
4. The program faculty agrees that the student is ready to go on internship.

In rare cases where the coursework is not satisfactorily completed, or the student is unable to propose by the end of the fall term, s/he will need to withdraw any internship applications previously submitted. It is important to avoid such an outcome, as it makes subsequent internship searches more difficult.

### **TIMELINE FOR PRE-DOCTORAL INTERNSHIP PREPARATION**

#### **Documentation**

Students are strongly advised to keep a detailed record of clinical hours starting with their first advanced fieldwork experience. The previous versions of the uniform APPIC application form (AAPI) are available for download for reference to the categorical breakdown of the hours ([http://www.appic.org/match/5\\_3\\_match\\_application.html](http://www.appic.org/match/5_3_match_application.html)). In addition, guidelines for tracking clinical hours can be found in Appendix D2.

#### **SPRING: Plan of Action (Prior to fall application).**

Students attend a meeting in the spring prior to the fall in which they will apply for a pre-doctoral internship. The purpose of this meeting is to advise students of the current APPIC regulations and procedures. At that time, students should study the APPIC website (<http://www.appic.org/>). It is helpful to speak with students who have already gone through the internship application process. A good time to do this is in the spring just before those students leave for internship. Throughout the spring semester, the training director will be available for individual conferences to help students determine their needs and preferences for internship training. These meetings include considerations of the type of experience students want, based on both their future professional interests and previous experiences. Among other issues students need to consider are the populations with which they will be working, the variety of options available, the type of training offered, the possibility of engaging in research, and the theoretical and clinical perspective of the site. Keep in mind that interns often rely on the professional contacts made during their internship year for future positions and professional development. Please be advised that all internship applications and documentation forms are available only on the internet. Although all APPIC-approved sites use the universal application form, some sites may have additional requirements.

### **SUMMER: Plan of Action**

The summer is the time to collect necessary documents needed for the application and to consider potential clinical references. It is wise to have three strong, recent clinical references lined up. Letters should be ready by the end of September. In most cases, the Advanced Fieldwork seminar leader can attest to students' academic as well as clinical capabilities. Getting started during the summer on important documents (i.e., requesting prior academic transcripts that need to be scanned into your online application) will leave more time in the early fall to complete applications. Students may also want a letter from their dissertation advisor to indicate their research competence and the timeline for dissertation completion. Internship sites strongly prefer students who have either completed or have almost completed their dissertation. Students in this position are much more competitive in the application process. In addition, they are in a position to obtain postdoctoral fellowships and jobs upon completion of the internship, ensuring that no delay occurs in obtaining licensure.

The following will be needed:

1. Graduate transcripts. These are available from the registrar and can only be ordered three at a time, so order early.
2. Letters of reference. Letters of references are to be solicited from clinical supervisors or professors who have supervised some aspect of your clinical training and are doctoral-level psychologists or psychiatrists. Students should send each referee a recent CV and a polished draft of the personal statement. Students should include descriptions of previous clinical experiences and the experiences they are seeking in an internship. Students should specify for referees particular characteristics internship sites are looking for to help the referee tailor his/her letter. Note that only one letter per referee can be included in the application.
3. Curriculum Vitae. Students should update their CV to include sections on education, clinical experience and research. Organize a detailed list of clinical experiences, differentiating supervised from employed experiences, undergraduate and graduate program study requirements, and volunteer work. Clinical experiences should include the populations treated, types and format of treatments, and types of assessments. Students should list and briefly describe all research projects, publications, professional presentations and workshops led.
4. Supplemental Case Study Materials. Some sites require prepared case reports and psychodiagnostic evaluations. Students should make sure that the case study materials are de-identified according to HIPPA guidelines. Case study materials should be prepared according to the format required by the internship site, as specified in the application.
5. Essays. Students should prepare drafts of the several essays that are required for the internship application, as well as all other application materials, to be submitted to the training director prior to completing the application process. Students should demonstrate their professional commitment to psychology, their self-awareness, and a willingness and openness to learn. The training director is available by email over the summer to give students feedback on essays and specific application materials. Essays as well as case reports are perhaps the most significant components of the application.

In July, the latest APPIC Guide to pre-doctoral internship sites is available via the APPIC website or in the department office. . Students should consult that directory as well as Blackboard online materials which contain a collection of readings about different sites and past interns' and applicants' reports and descriptions. The summer is a good time to request written materials from the internship sites. During this time personnel at the internship sites may be more available for telephone and email discussion. Students should request information from a wide variety of sites and narrow their focus at a later time. Students should familiarize themselves with the APPIC guidelines so they will know what to look for when considering sites that are non-APA approved. Also, students should read the *APA Monitor* and the *MPA Quarterly* for additional information.

Students should consider whether they wish to remain in the greater Boston and other surrounding metropolitan areas (e.g., New York City, Washington, D.C.), or whether they are able to seek an APA-approved site at a greater distance. Clearly, pre-doctoral internships are becoming increasingly competitive and the more locations students are willing to consider and the further from Boston they are willing to be, the greater their chances of securing an

internship site. Note that in the 2010 pre-doctoral internship match, four of the seven applicants successfully matched outside the Boston area; the overall rate of matching compared favorably with previous years when most students applied locally.

### **FALL: Plan of Action**

Students should apply to a range of sites; many students report applying to up to 15 places. The 2009 internship applicant survey indicated an average of 12 sites per applicant. Keep a separate file for each site. By September 30, students must submit their completed application online to the training director, who will complete the letter of readiness and submit to the site.

There is a second mandatory intern applicant meeting held in the beginning of the fall semester. At that time, the training director will give students instructions about how to obtain the necessary letter of readiness. Students are required to submit by the training director's deadline (September 15) a copy of their CV, statements, and a current student status form (see Appendix A4). This material should be submitted on line.

**Be sure to register for the APPIC Universal Match Day prior to December. Instructions will be available on the APPIC website and will also be emailed to the department by the training director.**

### **b. Preparation for Pre-Doctoral Internship Interviews**

Internship interviews are held generally from December through January. Students should role-play with fellow students and attend practice sessions arranged by the training director. Students should remember that they are interviewing the personnel at the site as well, so it is advantageous to prepare a list of questions for the staff with whom they will be meeting and for interns already at the site. Students should emphasize their unique attributes, talents, and interests and be assertive in bringing their best points forward. Students should be prepared by having read the site brochures. Many sites offer flexible opportunities for interns, so students need to be ready to state specific interests. Students should be ready to discuss specific cases, including their theoretically-based case conceptualizations and evidence-based treatment plans, and their successes and failures. Students should be able to describe their theoretical orientation and the kind of training they have received. It is helpful to bring extra copies of the CV to the interview. Students should be prepared for individual and group interview formats. They should review all of the materials they submitted to the internship site, as interviewers may ask specific questions about these materials. Prior to the internship interviews, it is helpful to review Blackboard for comments submitted by previous internship applicants regarding the particular site. *Please remember to complete an interview form (located in Course Materials on the intern applicant Blackboard site) after each interview and post it on Blackboard.*

After the interview, it is polite to write a thank you letter, which can be used to emphasize why the applicant would be an asset to the site and how the match would be a good fit for all parties. If the applicant decides not to apply to a site after having sent materials, it is essential to notify them of this decision, so that they can close the file.

### **Ranking Sites:**

After completing the interviews, students will rank order the sites. This is an official process and will determine, along with the site preferences, where you will intern. Instructions on how to submit your rankings and receive your Match results are sent as a PDF document by e-mail from National Matching Services Inc. to all registered applicants. If, after interviewing, a student is *not* willing to be an intern at a particular site, *do not* include it on the rank order list. Once matched, an applicant is required to go to the particular site. In ordering the list, consider only your particular preferences, not whether or not the site is likely to choose you. You will still be matched at the most-preferred site that is going to accept you.

### **WINTER: Plan of Action**

The match process is computerized. For 2010-2011, submission of Rank Order Lists will be Wednesday February 9, 2011. On Friday, February 25, 2011, APPIC Phase 1 Match Day occurs: Results of the Match will be released to applicants and training directors. Phase 2 will occur on Monday March 21, 2011, which is for applicants who did NOT match in Phase 1. On March 21, these applicants submit their Rank Order List. On Monday, March 28, 2011, results of Phase 2 Match Day will be released to applicants and training directors. PLEASE NOTE THAT THIS IS A NEW PROCEDURE SO THERE MAY BE SOME LAST MINUTE CHANGES.

### **c. Student Internship Rights**

Although students often feel powerless in the internship selection process, there are policies and procedures in place that aim to regulate the selection process and the actual internship. If any violations occur, students should consult with the training director, who has confidential access to both the APA credentialing office and the APPIC administrative offices. Complaints may be made anonymously. Intern applicants and interns should follow the APA Code of Ethics at all times.

## **B. The Dissertation**

A dissertation is a scholarly work in which a student identifies a problem, reviews the relevant literature for that problem, and then develops, implements, and discusses a study that extends the research and scholarship literature on the problem.

Depending on the specific nature of the student's dissertation and related questions, certain methods of inquiry are more appropriate than others. Some questions are best answered using a quantitative paradigm and others require a qualitative approach. There are some students who wish to incorporate both qualitative and quantitative designs into their dissertation (i.e., mixed-method approach).

The dissertation consists of five chapters: the identification of a problem (Chapter 1); the review of the literature (Chapter 2); the method (Chapter 3); the results (Chapter 4); and the discussion (Chapter 5). The basic requirement for the dissertation is to contribute to and expand the knowledge within the field of psychology and/or across disciplines relating to psychology,

Dissertations may stem from a student's own study interest, or may be a unique aspect of ongoing research with faculty and fellow students. The earlier a student begins to think about the dissertation and to explore topics, the greater the likelihood the process will proceed in a timely manner. It must be emphasized, however, that dissertations are a result of intensive immersion in a topic of interest. Students are encouraged to explore topics of interest as they address various program requirements to become familiar with a particular literature. Attendance and participation at departmental research colloquia and dissertation proposal and defense hearings is expected and serves to engage students further in the research process.

### **1. Overview of the Dissertation Process**

#### **a. Getting Started**

In selecting a final topic for a dissertation, students should consult with their advisor and other faculty members to identify the individual best suited to advise their dissertation and serve as the chairperson of their committee. The advisor assigned to the student when s/he entered the program does not have to be the dissertation chairperson. *The program does not penalize students, in any way, for changing advisors.* Please note that, as earlier, faculty are not obligated to take on a student. Therefore, it is important that the prospective advisor has agreed to supervise the dissertation. In consultation with the dissertation chairperson, the student will choose the other members of the committee. The student should approach those individuals to determine their willingness to serve on the committee. Once the committee has been assembled the student is responsible for submitting the CAEP Dissertation Form (Appendix E1) to the dissertation chair/adviser.

The chairperson and other committee members assist the student in developing the topic and outlining a plan of investigation. The student seeks input from *all* members of the committee and continues to do so throughout the dissertation process. It is the student's responsibility to keep all members of the committee informed of significant changes as a result of discussions with individual members.

Following committee meetings (i.e., proposal approval, final defense), the chair is encouraged to forward a memo of understanding to the committee members and the student that chronicles such decisions. This document is informative to the entire committee and serves as a record of important details.

#### **b. Dissertation Committee**

Committees consist of a minimum of three faculty members. At least two, including the chairperson of the committee (who is also the student's advisor), must be from the program core faculty. There are occasions when persons outside of the Department, College, and University are invited to serve on the student's committee because

of their expertise within an area that has particular relevance to the topic. All dissertation committee members must have an earned doctoral degree or a terminal degree in their profession and must be approved by the doctoral faculty. In assembling a committee, the student and the chairperson make every attempt to assure that the members bring the requisite expertise to the study. It is essential that all members of the committee be physically present for the proposal hearing and the oral defense. Consider this in choosing outside members for the committee, who may have schedules that make it difficult for them to be on campus. The chairperson is ultimately responsible for the quality of the dissertation. The other members of the committee are responsible for contributing substantively to the work. Members of the committee function in a timely manner and as a committee. All must agree that the dissertation is of acceptable quality for a degree to be awarded. If there is any disagreement among the members, the disagreement must be resolved in committee, so that the student may proceed with his or her work to eventual approval of the dissertation. If the disagreement cannot be resolved within the committee, the program faculty will be apprised of the situation by the chairperson and make a recommendation for timely resolution.

During the academic year each committee member must make every attempt to return student work **within two weeks of receipt** except in exceptional circumstances. Students cannot expect that faculty will be available while off contract (typically May 1st through August 31) and should ascertain from their committee, especially from the chair, their availability to review materials during the summer or during holidays, e.g. December and Spring breaks

### **c. Dissertation Proposal**

The dissertation proposal consists of the first three dissertation chapters. These three chapters, once approved as the proposal, serve as a contract for the study. If significant revision occurs, it must be with the approval of the committee.

The development of the dissertation proposal begins with the student clarifying his/her ideas in relation to the literature and the specific problem of interest. Faculty members, especially the chairperson, are essential in this process. The proposal ultimately requires input from all committee members and their eventual agreement. The student may meet with the committee several times before the formal proposal hearing. It is important that students communicate with their dissertation chairperson at each step in the process. It is also important to keep in contact with all members of the committee, so that they are aware of, and can give feedback on, the emerging plan.

### **d. Dissertation Proposal Hearing**

Students are eligible to formally propose their dissertation (“the proposal hearing”) after having passed all four areas of the comprehensive exam and completed all coursework (other than advanced fieldwork and internship). Once the written proposal is complete (as determined by the committee chair), the student should obtain agreement from the committee for a proposal hearing date, when the proposal will be formally reviewed and (ideally) approved. The student must submit a final copy of the proposal to all members of the committee 20 calendar days before the proposal hearing date, and to the main department office at least 10 days before the hearing, so that other students and faculty can review. The proposal hearing is open to all members of the community. All students are encouraged to attend. The chairperson of the committee makes arrangements for the room for the proposal hearing and sends announcements to the faculty, students, and the Bouvé Graduate School.

The chairperson will bring four copies of the Dissertation Proposal Approval Form to the proposal hearing (Appendix E2). The committee members sign this document if the proposal is acceptable. Alternatively, the committee may sign the document, pending requested revisions. If the proposal is not deemed satisfactory, the committee will not approve it, and another hearing will be scheduled when the identified problems have been addressed satisfactorily.

After the proposal is officially approved and the institutional review board (IRB) approval is obtained (see below), the student can begin the investigation itself (i.e., collecting the data). Throughout the study the student is expected to work closely with the committee members (especially the chair), ensuring that all members are kept aware of ongoing work. It is important that the student and chairperson hold regular meetings.

### **e. Permission for the Use of Human Subjects in Research**

Northeastern University’s Division of Research Integrity assists students in meeting federal, state and university statutes and regulations relating to the protection of human subjects in research. If the dissertation includes the use of human participants, it is necessary for the student to obtain approval from this office immediately after the formal

proposal hearing. Information and forms are available at: [http://www.northeastern.edu/research/research\\_integrity/human\\_subjects/review\\_board/](http://www.northeastern.edu/research/research_integrity/human_subjects/review_board/). Students can begin work on the IRB proposal prior to the dissertation proposal hearing; however, students should wait to submit the IRB proposal until after the dissertation proposal has been approved by the committee. The IRB approval process can take considerable time. It is also necessary to obtain approval at the site where the research will take place. Staff members in the Division of Research Integrity are available to educate students about compliance regulations and to provide assistance in obtaining approval for research activities requiring compliance. For further information, please refer to the Division's web site at: [http://www.research.neu.edu/research\\_guides/students\\_guide/](http://www.research.neu.edu/research_guides/students_guide/) or contact Nan Regina in the Office of Human Subjects Research Protection at (617) 373-4588.

#### **f. Potential Funding**

Students are encouraged to explore possible funding sources for their dissertation work. Usually funding sources are quite specific about what they will support. Moreover, such funding sources require a considerable amount of detail about the study, so the best time to apply is when the dissertation proposal is well formulated.

#### **g. Final Defense**

When the study is complete a draft is given to the chair and the committee members for comment and feedback. Some chairs prefer to see chapters four and five as they are in progress. Others would like to see them when the entire draft of the dissertation is finished. It is necessary to determine the committee's preference ahead of time. Once the chairperson and committee members deem the dissertation to be complete, the oral defense of the dissertation is scheduled. All committee members should have final copies of the dissertation provided to them at least 20 days before the date of the defense. The student, in consultation with all committee members, must schedule the date for the dissertation defense. It is the chairperson's responsibility to announce the defense date in writing to the faculty, students, and Bouvé Graduate School, at least two weeks prior to the scheduled meeting. A copy of the dissertation should be left in the main office at least two weeks prior to the defense for other students and faculty to read. The student is responsible for bringing copies of the Departmental Dissertation Defense Approval Record (Appendix E3) and the Graduate School Approval Record (Appendix E4) to the defense printed on the appropriate grade. The defense is open to the public, and it must take place on the Northeastern University campus.

At the defense, the student makes an oral presentation of his/her study and responds to questions asked by the committee and others in attendance. The dissertation committee chair runs the meeting. At the conclusion of the defense, all visitors and the student leave the room so that the committee can discuss and vote on whether or not to approve the dissertation. The dissertation defense may be approved, approved with changes, or failed. If any changes are required for the dissertation's approval, such changes must be agreed to by the entire committee. It is typical that some changes will be required. Students are advised to attend to them quickly and have them verified by the dissertation chair.

Once the completed dissertation is approved, and the committee signs the approval form, the chair of the department and the Director of the Graduate School sign the form. A copy of the approved dissertation is then submitted electronically to the library. All this must occur at least ten days prior to graduation in order for the student to be cleared for graduation.

Students who anticipate finishing their dissertation in the near future and have completed their internship should request that their dissertation advisor submit their names to the graduate office for review for approval for graduation.

It is customary for students to give a final copy of their dissertation to each of their committee members (although each faculty may have their own preferences).

## **2. Dissertation Format**

### **a. References and Style**

Guidelines for the preparation of the dissertation document can be found in several places (the reference desk in Snell Library, in this document, in the departmental office, and the Graduate School office). There are numerous useful books and guidelines on writing dissertations. All dissertations in this program are required to conform to APA standards as outlined in the current *Publication Manual of the American Psychological Association*.

*Association* (6th ed, 2009). An additional resource that may be of help is Cone, J. D., & Foster, S. L. (2006). *Dissertations and theses from start to finish: Psychology and related fields* (2nd ed.). Washington, DC: American Psychological Association.

**b. Dissertation Title Page**

A sample Dissertation Title Page is included in Appendix E5.

**c. Abstract**

An abstract of the dissertation is required, which summarizes the work.

**d. Body of the Dissertation: Suggested Format**

**Chapter One:**

This chapter includes a statement or description of the problem and the questions under investigation. The rationale for the problem or question is also presented. This chapter also includes the purpose and potential benefits of the study, a brief overview of the theoretical and/or practical basis for the work, and the definition of specific terms and the variables to be investigated. The student's research questions and hypotheses are presented in this chapter.

**Chapter Two:**

This chapter includes an extensive, critical review of the relevant literature on all aspects of the problem under study including relevant methodologies. This review provides a general overview of, and context for, the current investigation of the topic and it integrates prior relevant theoretical and empirical work. It is important to attend to the organizational structure of this chapter, using headings and subheading to guide the reader.

**Chapter Three:**

This chapter presents the methods and procedures of the study. The format for the method chapter should include the following sections:

*Participants*

This includes all participants – everyone who has anything to do with making the study possible (e.g., administrators who provide access to the teachers, etc.). The only “procedures” to be included prior to the Procedures section below are the procedures for securing the participants.

*Setting*

This is where the data will be gathered, where the observations/focus groups, etc. will take place -- at the school, the home, etc.

*Measures*

This section lists all the measures that will be used in the study. A statement of the independent and dependent variables, or the phenomena to be studied, should be made here. If formal instruments are used, the standardization and psychometric properties (reliability and validity) should be included.

*Materials*

This section lists and describes all materials that will be used, such as A/V equipment, personal computers, etc.

*Study Design*

The design of the study is described here (e.g., group design with pre- and post-test assessments, correlation, observational, descriptive, single-case study, focus groups, etc).

*Procedures*

This section describes what will happen when, with what, and by whom. Note in this section that IRB approval was obtained for the study.

*Data Analytic Plan*

This section describes how the data will be analyzed including details about specific data analytic procedures.

The foregoing format would be arranged differently for a dissertation that employs qualitative methods. For instance, unlike quantitative researchers, qualitative researchers may not have research hypotheses at the outset of the study, but would include research questions in Chapter 1.

#### **Chapter Four:**

Here the results of the study are presented. It is important to walk the reader through the results, using headings liberally to aid the reader. For example, in an empirical study, all details of how the raw observations were converted into analyzable data, how the data were analyzed (i.e., the statistical manipulations used), and what the findings are should be included. The main findings, such as the major tests of hypotheses, should be presented first. All findings should be included.

#### **Chapter Five:**

Here the findings of the study are discussed. There should be a very brief summary of the research questions and results. The discussion should center on the implications of the results and how the findings compare to what has been done in the literature – what is the same and what is different or new. The student should interpret the results in the context of the published literature. The limitations of the study, as well as implications for future research, should be discussed.

#### **Appendices:**

Copies of the instruments used are included, especially if these are not widely available in the literature. If an instrument is copyrighted, students need to obtain permission from the publisher to include the material as an appendix. Also, additional data or tables and graphs that are not essential to the body of the text, but provide additional information, could be presented here. In addition, a copy of the IRB approval should be included as well as the informed consent forms that were given to research participants.

### **3. Dissertation Submission Procedures and Specifications**

Students completing a dissertation to meet degree requirements must submit an electronic copy of the dissertation at least 20 days prior to commencement following the directions outlined at <http://www.etsdadmin.com/northeasternbouve>. It is recommended that students arrive at the dissertation defense with their signature sheets prepared, utilizing the form in Appendix E3, all committee members are then able to sign the form. The form is then submitted to the department chair and then to the graduate office.

#### **a. Style**

The regulations set forth in the Graduate School manual take precedence over any other style manuals. When presenting the final dissertation to the Graduate School, students are responsible for having all pages in the proper format, and in the proper order. Please note that the student prepares the signature pages. The order in the dissertation is as follows:

- Graduate School Approval Record
- Departmental Dissertation Defense Approval Record (Different from the Graduate School Approval Record)
- Blank sheet of paper
- Title page - title is to start a few single spaces from the 1" top margin
- Copyright page, if applicable
- Abstract consisting of:
  - Title page of Abstract
  - Body of Abstract (separate from title page) headed ABSTRACT, centered on top line
  - Acknowledgments
- Table of Contents, with page references
- Lists of Abbreviations, Lists of Figures, Lists of Tables, Lists of Symbols, if applicable
- Text with references and/or footnotes
- Appendices, if applicable
- Index, if applicable

- Bibliography (please follow APA style)

#### **b. Type**

Choose a font as specified in the APA Manual that is no smaller than 12-point. Use of more than one typeface (i.e., Times New Roman and Arial) in the body of the text is not acceptable. An exception exists where tables, equations, or graphs may have to be produced with a different typeface for technical reasons. These must, however, also be legible. The dissertation must be double-spaced, including the abstract and the acknowledgements, consistent with APA style.

#### **c. Pagination**

Page numbers must appear on every page in the manuscript except the approval sheets and the optional copyright page. Page numbers must appear on graphs, tables, and all other pages of the document. Lower case Roman numerals must be used for all introductory material, such as the abstract, table of contents, etc. Arabic numerals must be used for the remainder of the dissertation.

The title page is counted as page i, but the number does not appear. The first page number to appear is ii on the abstract title page. (The copyright page precedes the abstract title page; however, it is not numbered.) Avoid using paginations such as 2.1, 2.2, or III.1, etc.

Arabic page numbers should appear in the upper right-hand corner of the page and must be one inch from the top of the page (i.e., have one inch of white space above them) and one and one-quarter inches from the right margin.

#### **d. Margins**

The left-hand margin of each page should not be less than one and one-half inches (1 1/2) so that the binding will not obscure any portion of the text. The library requires that the right-hand margin not be less than one and one-quarter inches (1 1/4). The top and bottom margins must each measure one inch (or 2.54 centimeters). The bottom margin is measured from the bottom of the last line of footnotes or text. These margins are to be observed throughout the dissertation (text, appendices, graphs, tables, illustrations, etc.).

The following site contains many of the important aspects to be aware of in developing and finalizing the dissertation: <http://www.etsadmin.com/northeasternbouve>

## APPENDICES

A1 Required Courses  
A2 Doctoral Student Program of Studies  
A3 Model Course Sequence (Post-MA)  
A4 Doctoral Student Program Status Sheet  
A5 Comprehensive Exam Guidelines  
B1 Change of Advisor Form  
B2 Leave Request Form  
B3 Doctoral Student Annual Evaluation Form  
C1 Request for Contract  
C2 Advanced Fieldwork Site Evaluation of Student  
C3 Advanced Fieldwork Student Evaluation of Site  
D1 Internship Evaluation Form  
D2 Time2Track Information  
E1 Counseling and Applied Educational Psychology (CAEP) Dissertation Form  
E2 Dissertation Proposal Approval Form  
E3 Department Dissertation Defense Approval Record  
E4 Graduate School Approval Record  
E5 Sample Dissertation Title Page

*\*Please note:*

*The Incomplete Grade/Course Waiver/Transfer form and the Directed Study form have not been included in this handbook and can be obtained from the Graduate School Office (123 Behrakis Building).*

### Appendix A1

#### **Required courses and credit hours in Counseling Psychology for Post-Master Ph.D. Counseling Psychology Students\***

CAEP 6200 Introduction to Counseling 3  
CAEP 6287 Group Counseling 3  
CAEP 6399 Clinical Skills 3  
CAEP 6203 Understanding Culture and Diversity 3  
CAEP 6286 Family Counseling and Intervention 3  
CAEP 6220 Development Across the Lifespan 3  
CAEP 6242 Psychopathology: Diagnosis and Treatment Planning 3  
CAEP 5125 Introduction to Statistics in Mental Health and Education 3  
CAEP 6235 Vocational, Educational, and Career Development 3

**\*Ph.D. students are required to take the above courses if they have not already completed these courses during their Masters programs.**

## Appendix A2

**Northeastern University**  
**Department of Counseling and Applied Educational Psychology**  
**Counseling Psychology Doctoral Program**  
**PROGRAM OF STUDIES FORM (Post-Masters Entry with no prerequisites)**

**Name:**

**Date:**

### **I. PROFESSIONAL CORE (total 6 credit hours)**

Doctoral Seminar in Counseling Psychology (3) CAEP 7701  
Legal and Ethical Issues in Community and  
Educational Settings (3) CAEP 7732

### **II. BASIC CORE (total 15 credit hours)**

History and Systems of Psychology (3) CAEP 6390  
Advanced Multicultural Psychology (3) CAEP 6394  
Biological Bases of Behavior (3) CAEP 7750  
Cognitive and Affective Bases of Behavior (3) CAEP 7755  
Social Psychology in an Organizational and  
Ecological Context (3) CAEP 7756

### **III. CLINICAL CORE (total 29 credit hours)**

Cognitive Assessment (3) CAEP 6350  
Personality Assessment (3) CAEP 6352  
Rorschach (3) CAEP 7723  
Advanced Clinical Interventions (3) CAEP 7720  
Advanced Fieldwork I (2) CAEP 7741  
Advanced Fieldwork II (2) CAEP 7742  
Advanced Fieldwork III (2) CAEP 7743  
Advanced Fieldwork IV (2) CAEP 7744  
Doctoral Seminar in Leadership, Consultation, and  
Supervision (3) CAEP 7753  
Doctoral Seminar in Contemporary Theories of  
Psychotherapy (3) CAEP 7758  
Vocational, Educational, and Career Development (3) CAEP 6235  
Doctoral Internship I (1) CAEP 7798  
Doctoral Internship II (1) CAEP 7799  
Doctoral Internship III (1) TBA

### **IV. RESEARCH CORE (total 9 credit hours)**

Advanced Psychometric Principles (3) CAEP 7711  
Intermediate Statistical and Data Analysis  
Techniques (3) CAEP 7712  
Advanced Research and Data Analysis (3) CAEP 7716  
Dissertation Continuation (0 semester hours) CAEP 9996  
Dissertation (0 semester hours) CAEP 9990

### **V. ELECTIVES (total 3 credit hour)**

Clinical Neuropsychology (3) CAEP 7751

**TOTAL 62 CREDITS**

### Appendix A3

#### Counseling Psychology PhD Model Program (Post MA)

(Projected enrollment 5 per year)

#### Year 1

Fall Semester

Spring Semester

Time	Monday	Tuesday	Wednesday	Thursday	Time	Monday	Tuesday	Wednesday	Thursday
4:00	CAEP 7756  Social Psychology in an Organizational and Ecological Context  (odd)  (Kruger)  OR  CAEP 7750  Biological Bases of Behavior  (even)  (Armengol)	CAEP 6390  History and Systems of Psychology (odd)  (Sanchez, Ballou)  OR  CAEP 6394  Advanced Multicultural Psychology  (even)  (Li, R-W)	CAEP 6352  Personality Assessment (CPY only)  (Greenwald, Kornfeld-Jacobs)	CAEP 7711  Advanced Psychometric Principles  (Volpe, Mason, Shiyko)	4:00	CAEP 7732  Legal and Ethical Issues in Community and Educational Settings  (Sanchez, Okun)	CAEP 7712  Intermediate Statistical Data Analysis Techniques  (Shiyko, Volpe, Mason)	CAEP 6350  Introduction to Cognitive Assessment (CPY only)  (Kornfeld-Jacobs)	CAEP 7758  Doctoral Seminar in Contemporary Theories of Psychotherapy  (Okun)
7:00		CAEP 7701  Doctoral Seminar in Counseling Psychology (R-W, Chung)			7:00		CAEP 7701  Doctoral Seminar in Counseling Psychology (R-W, Chung)		

**Year 2**

Fall Semester

Spring Semester

Time	Monday	Tuesday	Wednesday	Thursday	Time	Monday	Tuesday	Wednesday	Thursday
4:00	<p>CAEP 7756</p> <p>Social Psychology in an Organizational and Ecological Context (odd) (Kruger)</p> <p>OR</p> <p>CAEP 7750</p> <p>Biological Bases of Behavior (even) (Armengol)</p>	<p>CAEP 6390</p> <p>History and Systems of Psychology (odd) (Sanchez, Ballou)</p> <p>OR</p> <p>CAEP 6394</p> <p>Advanced Multicultural Psychology (even) (Li, R-W)</p>	<p>CAEP 7751</p> <p>Clinical Neuropsychology (Elective) (odd, except Fall 2011) (Armengol)</p> <p>OR</p> <p>CAEP 7723</p> <p>Rorschach (required) (even) (Greenwald)</p>		4:00		<p>CAEP 7720</p> <p>Advanced Clinical Interventions (Franko)</p>	<p>CAEP 7778</p> <p>Doctoral Seminar in Leadership, Consultation, and Supervision (Kruger, Okun)</p>	<p>CAEP 7716</p> <p>Advanced Research and Data Analysis 2 (Mason, Volpe, Shiyko)</p>
7:00	<p>CAEP 7741</p> <p>Advanced Fieldwork 1 (Greenwald)</p>	<p>CAEP 7701</p> <p>Doctoral Seminar in Counseling Psychology (R-W, Chung)</p>			7:00	<p>CAEP 7742</p> <p>Advanced Fieldwork 2 (Greenwald)</p>	<p>CAEP 7701</p> <p>Doctoral Seminar in Counseling Psychology (R-W, Chung)</p>		

**Year 3**

Fall Semester

Spring Semester

Time	Monday	Tuesday	Wednesday	Thursday	Time	Monday	Tuesday	Wednesday	Thursday
4:00			CAEP 7751 Clinical Neuropsychology (Elective) (odd, except Fall 2011) (Armengol) OR CAEP 7723 Rorschach (required) (even) (Greenwald)		4:00				
7:00	CAEP 7743 Advanced Fieldwork 3 (Greenwald)	CAEP 7701 Doctoral Seminar in Counseling Psychology (R-W, Chung)		CAEP 7755 Cognitive and Affective Bases of Behavior (Mason)	7:00	CAEP 7744 Advanced Fieldwork 4 (Greenwald)	CAEP 7701 Doctoral Seminar in Counseling Psychology (R-W, Chung)		

**Appendix A4**  
**Northeastern University**  
**Department of Counseling and Applied Educational Psychology**  
**Counseling Psychology Doctoral Program**

**STUDENT STATUS SHEET**

**Name:**

**Date:**

Address:

Phone:

Email:

Registered on Doc listserv? Yes \_\_\_ No \_\_\_

Place of Employment:

Position:

Date admitted to the program:

Advisor:

Current Status: Full-time; Part-time; On Leave (Provide details)

Date of successful completion of comprehensive exams:

Research:

Ethics:

Assessment:

Intervention:

Date/place of advanced fieldwork; supervisors; nature of work; populations served:

Date/place of internship; supervisors; nature of work; populations served:

Dissertation Committee: Chair:

Members:

Dissertation Topic:

Proposal Date:

Defense Date:

Expected date of graduation:

Membership in professional organizations and positions:

Author/Co-author of presentations (e.g. symposia, posters) at professional meetings:

Author/Co-author of articles in professional and/or scientific journals:

Teaching (What, where, when, level):

Delivery of professional services: On/off campus; Nature of work; populations served:

Conference Attendances:

Undergraduate College/University attended:

Year of graduation:

Cumulative GPA:

GRE Scores: Verbal: \_\_\_\_\_ Quantitative: \_\_\_\_\_ Analytical: \_\_\_\_\_

Northeastern University

Boston, MA 02115

617.373.2485; 617.373.8892 (fax)

**Appendix A5**  
**Northeastern University**  
**Department of Counseling and Applied Educational Psychology**  
**Counseling Psychology Doctoral Program**

**COMPREHENSIVE EXAM GUIDELINES**

The following paragraphs should serve to guide you as you prepare to take the comprehensive exams either now or in the future. Please feel free to talk with your advisor about the comprehensive exams as well.

**Intervention:**

The examination will consist of a case study. You will be expected to conceptualize the case from a pertinent theoretical framework, to formulate a diagnostic hypothesis, and to formulate consistent treatment recommendations and interventions. To prepare for these questions, review the course materials in the areas of the ecological model, theory, assessment, neuropsychology, contemporary theories, group, family, feminist, cross cultural and vocational psychotherapies. Questions will require case conceptualization and formulation of diagnostic hypothesis and treatment plan/interventions.

**Assessment:**

The assessment exam will involve a protocol which will include a variety of test material, such as the MMPI-2, TAT stories, Wechsler scores, figure drawings, Early Memory Test, etc. You will be asked to write up a brief test report on the data and answer some specific questions. To prepare for this, it would help to review the material from your testing courses and practice writing up a report in a two-hour period. You can present your material to Dr. Greenwald for feedback.

**Legal/Ethical:**

The examination will consist of three questions, from which the student will select two. Each should take approximately one hour. In addition to your professional judgment, you will be expected to provide support from the literature. To prepare for this question, review the text book and course materials from the course in Legal/Ethical/Professional Issues as well as the 2002 APA Code of Ethics and other APA Guidelines.

**Research:**

**Counseling Psychology Doctoral Program**  
**Department of Counseling and Applied Educational Psychology**

**Guidelines for Comprehensive Exam in Research**

The comprehensive exam in research is designed to evaluate your knowledge and understanding of the research process – from the conceptualization of research questions, through the rationale, methods, results, and discussion of a study. Your knowledge and understanding will be evaluated based on your critique of a research report. On the day of the exam, you will be provided with a published study. You are to critique (and not review) this study in terms of its overall coherence, consistency, and logic, and in terms of its validity.

In critiquing a research report, it might be helpful to consider the issues delineated below. The ideas presented here should be viewed as guidelines; they should not be used in a lock step way. Depending on the research report that you will be given, some of the considerations presented here will be more important than others. **Therefore, it is essential that you emphasize in your critique the strengths and weaknesses that are most salient for the particular report.**

Try to approach the article on two levels: (a) overall clarity, coherence, comprehensiveness, consistency and logic; and (b) strengths and weaknesses pertaining to the different types of validity. Use concrete examples as a means of illustrating your points. Your review should be organized with respect to headings, such as the ones listed below. Please note these are suggested headings; they will not be applicable to all articles. You are advised to discuss the issues in A and B below in separate sections or in an integrated format that follows the structure of section A.

## **A. Overall clarity, coherence, comprehensiveness, consistency and logic**

### **1. General Considerations**

Is the article well written? If not, be specific about what is wrong and provide examples. What stylistic or literary defects are apparent? How might they be corrected? Are the sections and headings of the article appropriate for a research study and is the content of sections consistent with the respective headings? Are assertions supported by citations of research studies? Does the study follow the same line of reasoning and approach from beginning to end? Do the conclusions connect to the original purpose?

### **2. Title**

Are the most important variables included in the title? How appropriate, accurate, and clear is the title? Is wording of the title consistent with design of the study? Would you change the title? If so, what would you change it to?

### **3. Abstract**

The abstract should provide a succinct overview of the paper. The abstract should contain the problem being investigated, the number and type of participants, the setting, data collection methods, design of study, results, and implications.

### **4. Introduction / Background / Literature Review**

Does the research have important practical AND theoretical relevance? Are rationales clearly stated? Has the research problem been addressed before? If yes, how is this study different from the previous ones? Has the literature been adequately reviewed? Are recent references cited? Is extraneous material included? Do the researchers critically evaluate previous relevant research or do they merely summarize? Does the review provide a solid justification for the goals of the research? Is the theoretical context of the problem clearly conveyed? Are hypotheses or research questions clearly and succinctly stated? Are hypotheses or research questions logical extensions of the literature reviewed? Are the hypotheses or research questions consistent with the goals of the research? Are the hypotheses or research questions testable?

### **5. Participants, Design, and Procedures**

Is the sampling procedure clearly described? Are all participants identified – who does what to whom? Was informed consent obtained from subjects? Do the authors report the number of participants and what percent of the total potential sample pool participated in the study? Are the basic characteristics (e.g., age, gender) of the participants described? Are other characteristics of the participants (e.g., cultural background) that might affect the results of the study described? Are the data collection methods, design,

and procedures described in sufficient detail and clarity so that replication is possible? Are the psychometric data (i.e., reliability and validity) for the data collection methods reported?

## **6. Analyses and Results**

Are all data analytical procedures described? Are results reported for each hypothesis (or research question) proposed in the introductory section of the paper? Are any results reported that are not clearly related to hypotheses? Are there any redundant analyses? If tables or figures are presented, are they needed and self-explanatory?

## **7. Conclusions and Implications**

Are the conclusions justified by the results? Are statistically significant results *practically* significant? Does the discussion reflect an integration of previous research, researchers' hypotheses and researchers' results? Do the researchers consider alternative explanations for the results (e.g., extraneous factors, competing theories)? Are practical and theoretical implications discussed? Are there important implications that are neglected by the researchers? If yes, state what they are. Are the limitations of the investigation addressed? Are there important limitations that are omitted from discussion? Are future directions for research specified?

## **B. Five Types of Validity**

### **1. Internal Validity**

Has the design of the study been adequately described? Do the authors want to make inferences regarding cause-effect relationships? Are there important weaknesses in the research design of the study that limit inferences about the causal relationships among the variables? Which of the following threats to internal validity are most prominent in this study? Why?

- Selection bias
- History
- Maturation
- Repeated testing
- Instrumentation
- Regression to the mean
- Experimental mortality (attrition of participants)
- Experimenter bias
- Interaction between two of the above factors
- Deteriorization of the experimental conditions over time (i.e., rivalry and competition)

### **2. Construct Validity**

What threats to construct validity have not been adequately addressed by the selection, development or use of the data collection methods? Do the authors provide evidence for the reliability and validity of the data collection methods? Are the types of reliability and validity data reported in the article appropriate for the variables? Is each variable operationalized by means of an appropriate data collection method? If an intervention was implemented or if there was a manipulation of the independent variable, are there

data to support that the intervention / manipulation was implemented as planned (treatment integrity)? Does the intervention or manipulation accurately reflect the construct?

### **3. Statistical Conclusion Validity**

Are statistical procedures appropriate for the hypotheses (or research questions)? Are statistical procedures appropriate for the types of independent and dependent variables and their respective levels of measurement (i.e., nominal, ordinal, or interval)? Were any assumptions of the statistical tests violated? Did the authors conduct appropriate test(s) for any probable violations of statistical assumptions? Is the probability of a Type I or Type II error unacceptably high? What could the authors have done to reduce the probability of Type I or Type II errors? In addition to statistical significance, is an effect size reported or is there enough information to compute? How important is it for the authors to report an effect size?

### **4. External Validity**

What threats to external validity have not been adequately addressed by means of the sampling procedure? To what extent is the sample representative of the population that the researchers want to generalize to? To what extent is the setting of the study representative of the type of setting that the researchers want to generalize to? Does the time period during which data collection occurred, limit the generalizability of the findings?

### **5. Impact of Study**

Given the strengths and weaknesses of the study, does the study make a valuable contribution to the literature? What is the potential impact of the study?

**Appendix B1**

**Northeastern University  
Department of Counseling and Applied Educational Psychology  
Counseling Psychology Doctoral Program**

**CHANGE OF ADVISOR FORM**

**Name:**

**Date:**

Current Advisor:

New Advisor:

New Advisor Signature:

Reason for advisor change:

**Appendix B2**

**Northeastern University  
Department of Counseling and Applied Educational Psychology  
Counseling Psychology Doctoral Program**

**Leave Request Form**

**Student Name:**

**Date:**

Advisor:

Form Letter Submitted with timeline:

Reason for Leave Request:

Doc Faculty Team Action:

Date:

Accept: From \_\_\_\_\_ To \_\_\_\_\_

Reject: Reason:

Advisor Follow Up:

**Appendix B3**  
**Northeastern University**  
**Department of Counseling and Applied Educational Psychology**  
**Doctoral Program in Counseling Psychology**

**Doctoral Student Annual Self Evaluation**

The purpose of this self-evaluation is for you to reflect on your accomplishments this year as you progress through the doctoral program at Northeastern University. Please complete this self-evaluation and give it to your advisor prior to **March 15<sup>th</sup> (at the latest)**! Your advisor will use information from this self-evaluation, his/her knowledge regarding your progress in the program, and information from other program faculty to evaluate your progress this year. If a section does not apply to you, simply write "N/A."

**Date:**

**Student Name:**

**Advisor Name:**

**Date of Entrance to the Program:**

**Years in program:**

**Dissertation Proposal Date (if applicable):**

**Section I: Coursework**

- a. Please list all of the courses taken this year and the grades you have received. If you have completed your coursework, please indicate this. *You can attach a printout of your "my neu" page if that is easier for you.*
- b. Please list all of the outstanding "Incompletes" you have on your transcript. Please list the course name and the quarter/semester when you enrolled in this course.

**Section II: Clinical Experiences**

Please identify the name of your field work/internship site and your supervisor. If you were not enrolled in advanced field work/internship seminar, please indicate this. Briefly describe your field work/internship experience and the skills you gained this year (if applicable).

**Section III: Program Milestones**

Please list any program milestones you have completed this year (i.e., successfully passing the comprehensive exams, proposing your dissertation, defending your dissertation, applying to internship).

**Section IV: Research/Scholarship**

Please describe your research/scholarship activities this year. Please include the following (if applicable):

- \_ Author or co-author of papers or workshops at professional meetings
- \_ Author or co-author of articles in professional or scientific journals
- \_ Involvement in grant supported research

**Section V: Professional Development**

Please describe your professional development activities. List professional organizations you belong to, leadership positions in organizations, conferences attended, etc.

**Section VI: Teaching**

Please describe any involvement you had in teaching this year.

**Section VII: Related Activities Outside Northeastern**

Please describe any part-time involvement in the delivery of professional services.

**Section VIII: Plans for Next Year**

Briefly describe your timeline for next year. In other words, what are the program milestones you anticipate completing next year? What are your goals for next year?

Appendix C1



Northeastern University

Bouvé College of Health Sciences

Request for Contract

\*Student: \_\_\_\_\_ Date: \_\_\_\_\_

Masters      Doctoral      (please check)

\*Graduate Program: \_\_\_\_\_

\*NU Program Director/Advisor: \_\_\_\_\_

\*Please indicate the semester for which your placement begins \_\_\_\_\_  
(example: Fall 2010)

**\* Hospital or School System Affiliate Information**

Name of placement site: (example, Brown Middle School): \_\_\_\_\_

Address: \_\_\_\_\_

City/Town: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

**\*Site Supervisor Information**

Site Supervisor: \_\_\_\_\_

City/Town: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

\*Riders to be Attached: please check (or underline) all that applies

- None
- Practicum Rider (2<sup>nd</sup> year Ph.D. student or 1<sup>st</sup> year Masters in Counseling Psych student)
- Internship Rider (2<sup>nd</sup> year Counseling Psych or CAGS School Psych student)
- Advanced Fieldwork Rider (Doctoral student)
- Pre-Doctoral Internship Rider (Doctoral student final year)

Contracts will be prepared by the Main Office, and then forwarded to University Counsel. After the contract has been signed, the original and a copy will be forwarded to the Affiliate for signature. The affiliate will sign both copies, and return one for our files.

A log will be kept in the main office. All contracts will be kept in the main office. Please allow at least two weeks for this process to occur.

Please return this completed form to Monique Clarke via email only to [m.clarke@neu.edu](mailto:m.clarke@neu.edu)

## Appendix C2

Northeastern University  
Department of Counseling and Applied Educational Psychology  
Doctoral Program in Counseling Psychology

**ADVANCED FIELDWORK EVALUATION**  
(To be filled out by site supervisor)

Student Name:

Site Supervisor:

Placement:

Period Covered:

From:

To:

**1. How often did you meet with the student for supervision?**

**2. What form(s) did the supervision take and on which areas did you focus?**

**3. In which clinical and program activities did you personally observe the student participate?**

**4. For the following items, please give a rating for each item using the scale below. Please add narrative material in the “Comments” section:**

0 = Not applicable; insufficient basis to evaluate

1 = Does not meet minimum expectations; well below average and needs considerable further attention

2 = Usually, but not consistently, meets minimum expectations; below average and needs further attention

3 = Satisfactory performance; meets expectations; average

4 = Above average performance; consistently meets or exceeds expectations

5 = Highly satisfactory performance; consistently exceeds expectations

6 = Outstanding

### **5. CLINICAL SKILLS**

A. Theoretical knowledge and practical application:

1. Individual therapy

2. Group therapy

3. Couples therapy

4. Family therapy

5. Consultation/System intervention

B. Quality of therapeutic relationships:

C. Awareness of process issues and use of self as change agent:

D. Communication with others in client's life:

E. Record keeping (quality and promptness):

F. Diagnostic acumen: case conceptualization; treatment planning:

G. Development of a coherent theoretical rationale:

H. Appropriate selection and competent use of a variety of intervention skills:

### **6. SUPERVISION AND PROFESSIONAL DEVELOPMENT**

A. Use and preparedness for supervision:

B. Work habits (attendance, participation, reliability, productivity, efficiency):

C. Openness to new ideas or alternative formulations; insight and self-reflection; motivation in seeking to gain new knowledge:

D. Psychologist role/identity development: professional ethics; responsibility; maturity; integrity

E. Relations with staff:

F. Sensitivity to and competence with diversity:

## **7. PSYCHOLOGICAL ASSESSMENT**

Briefly describe the number and types of test cases undertaken during the evaluation period:

A. Familiarity with key test instruments:

Cognitive/Intellectual

Personality

Neuropsychological

Specify tests:

B. Interviewing effectiveness; Administration and scoring: L

C. Behavioral analysis:

D. Analysis and interpretation of test data:

E. Report writing and communication of clinical findings:

F. Awareness of context & structural factors influencing assessment:

## **8. TRAINING GOALS**

A. Please address goals achieved during the evaluation period:

B. Please address areas for development, in general terms:

C. Please address specific methods to address identified areas (from ratings and Question 8B) and goals that will be used to chart progress:

D. Additional comments, including ways the trainee has contributed to the site:

Student signature:

Date:

Site Supervisor signature:

Date:

## Appendix C3

Northeastern University  
Department of Counseling and Applied Educational Psychology  
Counseling Psychology Doctoral Program

ADVANCED FIELDWORK STUDENT EVALUATION OF SITE FORM  
(To be completed by student)

**Return to:**

Dr. Deborah Greenwald  
404 International Village, 360 Huntington Avenue  
Northeastern University  
Boston, MA 02115

Site:

Supervisor:

Academic Year:

Approximately what percentage of your time did you spend in the following activities?

Assessment/testing:

Interventions:

Counseling:

Workshops/programming:

Consultation/outreach:

Supervision:

Report writing/paper work:

List the best opportunities for training/experience this site offers:

What training/experience opportunities could the site improve upon?

Would you recommend the site to other students? Yes \_\_\_\_ No \_\_\_\_

**ADVANCED FIELDWORK SITE EVALUATION FORM PAGE 2**  
**(Completed by student)**

Name of supervisor:

Overall, how effective was your supervisor?

What were your supervisor's strengths?

In what areas does your supervisor need improvement?

Would you recommend this supervisor to another student? Yes \_\_\_\_ No \_\_\_\_

## Appendix D1

Northeastern University  
Department of Counseling and Applied Educational Psychology  
Counseling Psychology Doctoral Program

**PRE-DOCTORAL INTERNSHIP EVALUATION FORM**  
(To be completed by field supervisor)

Intern: \_\_\_\_\_ Supervisor: \_\_\_\_\_  
Placement Site: \_\_\_\_\_  
Period Covered: From \_\_\_\_\_ to \_\_\_\_\_

How often did you meet with the intern for supervision? What form(s) did the supervision take and on which areas did you focus? In which clinical and program activities did you personally observe the intern participate? On the following pages, please circle one rating for each item using the scale and guide below. You are encouraged to add narrative material in the "Comments" section.

- 0 = Not applicable; insufficient basis to evaluate
- 1 = Does not meet minimum expectations; well below average and needs considerable further attention
- 2 = Usually, but not consistently, meets minimum expectations; below average and needs further attention
- 3 = Satisfactory performance; meets expectations; average
- 4 = Above average performance; consistently meets or exceeds expectations
- 5 = Highly satisfactory performance; consistently exceeds expectations
- 6 = Outstanding

### CLINICAL SKILLS

1. Theoretical knowledge and practical application:
  - A. Individual therapy Rating:
  - B. Group therapy Rating:
  - C. Couples therapy Rating:
  - D. Family therapy Rating:
  - E. Consultation or system intervention Rating:
2. Quality of Therapeutic Relationships Rating:
3. Awareness of process issues and use of self as change agent Rating:
4. Communication with others in client's life Rating:
5. Record keeping (quality and promptness) Rating:
6. Diagnostic acumen; case conceptualization; treatment planning Rating:
7. Development of a coherent theoretical rationale Rating:
8. Appropriate selection and competent use of a variety of intervention skills Rating:

### SUPERVISION AND PROFESSIONAL DEVELOPMENT

1. Use and preparedness for supervision Rating:
2. Work habits (attendance, participation, reliability, productivity, efficiency) Rating:
3. Openness to new ideas or alternative formulations: Rating:
4. Insight and self-reflection; motivation in seeking to gain new knowledge
5. Psychologist role/identity development: Rating:
6. Professional ethics; other personal qualities, such as responsibility, maturity, integrity
7. Relations with staff Rating:
8. Sensitivity to and competence with diversity (race, gender, ethnicity, Rating:
9. sexual orientation, disability, SES, age, marital status, religious or political beliefs)
10. Participation and attendance at training sessions offered by site Rating:

11. Use of literature description, conception and research in clinical and Rating: assessment decision making

**PSYCHOLOGICAL ASSESSMENT**

Briefly describe number and type of test cases undertaken during the evaluation period.

- 1. Familiarity with key test instruments (specify):
  - a. Cognitive-intellectual Rating:
  - b. Objective personality Rating:
  - c. Projective personality Rating:
  - d. Neuropsychological or other measures Rating:
- 2. Interviewing, test administration, & scoring Rating:
- 3. Behavioral analysis Rating:
- 4. Analysis and interpretation of test data Rating:
- 5. Report writing and communication of findings Rating:
- 6. Understanding the influence of contextual factors Rating:

**TRAINING GOALS**

- A. Please address goals from the most recent evaluation. (If this is an initial evaluation, consider general goals for this intern along with item B below).
- B.
  - 1. Areas for development, in general terms
  - 2. Specific methods to address identified areas (from the ratings and from B1) and goals that will be used to chart progress

Additional comments (including how the trainee has contributed to the site or agency):

INTERN'S SIGNATURE

DATE

SUPERVISOR'S SIGNATURE

DATE

## **Appendix D2**

### **Time2Track Categories Information**

Source: [www.wheaton.edu/psychology/forms/.../PsyD/Time2TrackCategories.pdf](http://www.wheaton.edu/psychology/forms/.../PsyD/Time2TrackCategories.pdf)

*This document may be useful in clarifying what information should be entered in each specific category on the T2T form. Keep in mind that there is considerable overlap in categories and some hours may be entered in more than one category; however, you may only count hours in one category. That is, once hours have been entered into a specific category, they may not be concurrently entered into any other category. In a different vein, it is rare that students will have entries in every subcategory in the T2T system (so don't stress-out if some subcategories are blank).*

#### **Category**

**1. Testing/Reports Child/Adolescent/Adult:** The “tab” for Testing/Reports Child/Adolescent/Adult should bring you to a screen that allows you to pick from a menu of assessments or add an assessment that is not in the menu (the menu is extremely comprehensive so any assessment you use will probably be in the menu—just click on the letter that comes first in the assessment’s name; e.g., click on “w” for any Wechsler you are counting in this assessment field). Please indicate the number (and type) of tests administered to children and those devoted to adults. The T2T form does not define when an individual moves from child to adult so there is some latitude here. As a rule-of-thumb, those 18 or older are probably best categorized as adults. Integrated Report Writing is a part of this data field developed to record the number of supervised integrated psychological reports you have written. An integrated report, according to APPIC consists of a “...history, an interview, and at least two tests from one or more of the following categories: personality assessment (objective, self-report, and/or projective), intellectual assessment, cognitive assessment, and/or neuropsychological assessment. These are synthesized into a comprehensive report providing an overall picture of the patient/client. (p. 22).” Do not include hours spent scoring, interpreting, integrating, or writing up results—they will be included in separate subcategories and in a different data field.

**2. Assessment and Intervention:** This includes actual physical face-to-face hours spent working with clients or patients and the following subcategories are represented under this category:

- A. **Individual Therapy:** Face-to-face time with clients or patients engaged in psychosocial treatment. This may include relationship issues (where significant players are not present), treatment of disorders (e.g., mood disorders such as depression, substance use disorders such as alcohol abuse, anxiety disorders such as agoraphobia, V-codes, etc.). The key to this category is that it reflects time spent with an individual in the delivery of some form of psychosocial treatment. A 45 to 50 minute individual therapy session counts as one hour of face-to-face individual therapy.
- B. **Career Counseling:** May involve discussing the results of assessment (e.g., Strong-Campbell Interest Inventory) as they relate to various career issues/decisions. Also acceptable is discussion of career plans and means to achieve career-related goals (e.g., schooling, financial concerns related to developing a career or switching careers).
- C. **Group Therapy:** Simply the time spent delivering group therapy—acting as a group therapist or co-therapist. Most groups run about 90 minutes; therefore, count a 90 minute group session as 1.5 hours of face-to-face group therapy.
- D. **Family Therapy:** This is distinguished by the presence of at least two individuals who are married or a parent (or legal guardian) and child dealing with family relationship issues. This subcategory may also include unmarried couples who have offspring or adopted/foster children. Legally defined marriage or legally defined guardianship and/or blood-relations characterize this category.
- E. **Couples Therapy:** This subcategory is most appropriately used to represent time spent in therapy with couples (typically unmarried dyads) dealing with issues relevant to the couple’s relationship.

- F. School Consultation: This involves work with schools on a variety of issues that may represent the results of formal child assessment (including behavioral observations, IQ testing, achievement testing, ADHD assessment, etc.) and subsequent treatment recommendations or indicated changes in teaching strategy. Often parents or guardian(s) are present when recommendations and diagnoses are presented along with the special education teacher, school Principal, and classroom teacher (e.g., an IEP meeting). Hours spent while in a consulting role on school issues with school personnel or parents belong here.
- G. School (direct intervention): This category is reserved for trainees who have delivered psychosocial/behavioral interventions within a school context or even in the student's home if they are directly related to the management of school-related problems.
- H. Sport Psychology/Performance Enhancement: Reserved for interventions related to psychological functioning within a specific sport or performance domain. The goal of interventions is to increase performance.
- I. Medical/Health Related: A subcategory devoted to health-psychology. May include biofeedback, treatment compliance issues, lifestyle issues, genetic counseling, stress-management/relaxation exercises, etc.
- J. Intake/Structured Interview: Includes time spent in clinical interviews (open, semi-structured, or structured) where diagnostic impressions and the presenting problem or chief complaint are identified. Family, work, substance use, health, social and developmental history are part of this interview. Also, demographic information (e.g., marital status, number of children, ethnicity, etc.), past/current treatment history and outcomes, medication use, level of functioning, social support, life stressors, etc. are all important areas to include in most interviews. The preparation/writing of the intake report should be included the Clinical Writing/Progress Notes subcategory.
- K. Substance Abuse Intervention: Simply the hours spent delivering psychosocial interventions relating to substance abuse treatment. This can include a number of intervention areas such as: health concerns/detox concerns, problem solving, situation projection and role-play, identification of triggers, reduction of craving, developing a healthy social support network, referral to legal experts, adjustment to a substance-free lifestyle/relationship, etc.
- L. Milieu Therapy: Typically refers to inpatient settings where patients are receiving a form of therapy through the active participation of unit staff and active participation of patients in unit activities.
- M. Treatment Planning with Client: May include time spent in developing a formal contract for therapy, discussion of treatment options, progress assessment, etc. This activity typically occurs in the initial stage of treatment (sometimes the first session but usually in session two or three) and it may be revisited as progress is assessed and course of treatment is evaluated.
- N. Psychodiagnostic Test Administration: Any time spent administering a psychodiagnostic instrument (e.g., MMPI, MCMI, CPI, PAI, SCL-90-R, HRSD, BDI-II, STAI, Rorschach, etc.). Technically, the SCL-90-R, BDIII, STAI, and HRSD are symptom inventories, not diagnostic instruments; however, they are traditionally included as part of a diagnostic interview and it can be argued that the time spent delivering these instruments may be included here.
- O. Neuropsychological Assessment: Any time spent administering neuropsychological assessments—may include IQ, TPT, Trails, WCST, NCSE, Finger-Tapping, various tests of aphasia or apraxia, personality testing, MicroCog, NEPSY, Bailey, Grip Strength, Fingertip Writing, Visual Field confrontation, observational assessment, assessment of pre-morbid functioning, etc.
- P. Supervision of Other Student: A subcategory reserved for students who are enrolled in or have completed instruction in supervision and are being supervised by a doctoral-level supervisor. These individuals may provide supervision to M.A. or Ph.D. practicum students and count their time spent in this activity here.

- Q. Program Development/Outreach Programming: In general, this includes any time spent in the development and/or delivery of community- or agency-based treatment programs (e.g., developing a caregiver supportive treatment, sexual abstinence programs, parenting programs, programs directed toward the reduction of domestic violence, and community outreach including any type of community psychoeducation)
- R. Outcome Assessment of Programs or Projects: Typically a research-oriented activity involving some type of pre-post assessment (or time-series design) and an analysis of change or effectiveness within the context of an existing psychosocial program.
- S. System Intervention/Organizational Consultation/Performance Improvement: This subcategory is a little vague; however, it involves time spent in clinical activities relevant to professional organizations (where the organization is the client). For example, an organization contracts to have a trainee assess potential job applicants or employees being considered for advancement or reorganization.
- T. Other: A subcategory created to allow for clinical experience related to Assessment and Intervention that does not have a subcategory already identified in this domain.

### 3. Support

- A. Chart Review: Any time spent reviewing the materials in a patient's or client's chart.
- B. Clinical Writing/Progress Notes: Any time spent on preparation of progress notes or patient charting. This typically involves materials that are placed in the patient's or client's chart or file.
- C. Consultation: Time spent in consultation activities with colleagues or other qualified individuals (supervisors, DCTs (Directors of Clinical Training), professors, or other mental health/medical personnel qualified to provide informed feedback).
- D. Video-Audio-Digital Recording Review: This subcategory is for the time that students spend reviewing any recorded psychosocial treatment sessions. This subcategory may also include time spent in the review of intakes or assessments if they were appropriately recorded.
- E. Case Conferences: A subcategory for the time that students spend on presenting or participating in case conferences. These usually occur in a supervisory setting but students may also include time spent in formal (didactic) case presentations (but if formal didactic training time is included here, it may not also be included in "H" below). Time spent preparing for (e.g., reading articles, researching) a case presentation should also be included here.
- F. Psychological Assessment Scoring/Interpretation: This category is probably self-explanatory to most. It involves time spent reading assessment manuals, scoring of responses, and interpretation and integration of the clinical interview data and formal test results.
- G. Assessment Report Writing: Includes all the time a trainee spends on writing up assessment results. This includes writing for all the categories in an assessment report (e.g., patient history, diagnostic impressions, treatment recommendations, prognosis, etc.). Subcategory "G" is very similar to subcategory "F"; however, "G" involves the physical activity of writing a psychological assessment report.
- H. Seminars/Didactic Training: This subcategory is for any time that a student spends in seminar-type training that occurs outside the formal Ph.D. training program.
- I. Grand Rounds: A subcategory related to "H"; however, this is distinguished by the context in which the training/presentation occurs. That is, Grand Rounds are typically medical school or hospital activities—some organizations have borrowed this terminology and students may include time spent in nonmedical Grand Rounds here (if included here, these hours may not also be included elsewhere).

- J. Case Management: This involves time spent in appointment scheduling or rescheduling, room sign-up and preparation, record keeping/filing, and other preparatory or organizational activities related to specific cases. Some individuals include case note writing here—if so, you may not include that activity in another subcategory.

#### 4. Supervision

- A. One-to-One Supervision: Record hours spent in individual supervision. When a student is getting individual supervision, the session should be at least one hour per week. Students may get more supervision than an hour per week.
- B. Group supervision: Consists of at least 1.5 hours per week. Some students get both individual and group supervision on a weekly basis.
- C. Peer Supervision/Consultation: This subcategory is for logging hours spent in peer supervision and peer consultation (i.e., getting supervision or consultation from those in your cohort or other students in the program – students do not need to be specifically trained in supervision or be in a supervisory relationship with anyone to provide or receive peer supervision).

**Appendix E1**

**Northeastern University  
Department of Counseling and Applied Educational Psychology  
Counseling Psychology Doctoral Program**

**Dissertation Form**

Student Name:

Date:

Research Topic:

Committee:

Chairperson:

(signature)

Committee Member:

(signature)

Committee Member:

(signature)

CV attached for outside university member: Yes \_\_\_\_ No \_\_\_\_

Tentative Timeline:

Proposal Hearing (anticipated date):

Defense Hearing (anticipated date):

All of the above upon signing this sheet agree to the policies stated in the Doctoral Student Handbook.

Student

(signature)

## **Appendix E2**

**Northeastern University  
Department of Counseling and Applied Educational Psychology  
Counseling Psychology Doctoral Program**

**Dissertation Proposal Approval Form  
(to be submitted to the Graduate School of the Bouvé College of Health Sciences)**

STUDENT: (name)  
(signature)

TITLE:

DISSERTATION COMMITTEE CHAIRPERSON:

(name)  
(signature)

COMMITTEE MEMBERS:

(name)  
(signature)

(name)  
(signature)

(name)  
(signature)

DATE:

COMMENTS:

## **Appendix E3**

**Northeastern University  
Bouvé College of Health Sciences**

### **Departmental Dissertation Defense Approval Record**

Dissertation Title:

Author:

Department: Counseling and Applied Educational Psychology

Approved for Dissertation Requirements of the Doctor of Philosophy Degree

Dissertation Committee:

Date:

Committee Chairperson:

Date:

Committee Member:

Date:

Committee Member:

Date:

Committee Member:

Date:

Department Chair:

Date:

Graduate School Notified of Acceptance:

Date:

Director of Graduate School:

**Appendix E4**  
**Northeastern University**  
**Bouvé College of Health Sciences**  
**Graduate School Approval Record**

Dissertation Title:

Author:

Department: Counseling and Applied Educational Psychology  
Approved for Dissertation Requirements of the Doctor of Philosophy Degree

Dissertation Committee:

Date:

Committee Chairperson:

Date:

Committee Member:

Date:

Committee Member:

Date:

Committee Member:

Date:

Department Chair:

Date:

Graduate School Notified of Acceptance:

Date:

Director of Graduate School:

Date:

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**Appendix E5**

**SAMPLE DISSERTATION TITLE PAGE**

DISSERTATION TITLE IN FULL CAPITALS (CAPS)

A dissertation presented by  
Student Name in Full

Submitted to  
The Department of Counseling and Applied Educational Psychology in partial fulfillment of the  
requirements for the degree of  
Doctor of Philosophy  
in the field of  
Counseling Psychology  
Northeastern University  
Boston, Massachusetts  
Month, Year