



Northeastern University

Bouvé College of Health Sciences

Counseling Psychology M.S. & C.A.G.S Program

Department of Counseling & Applied
Educational Psychology

2012 – 2013 Student Handbook



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Masters of Science Counseling Psychology, MSCP

A Message from the MSCP Faculty

The faculty advisors for the Masters of Science in Counseling Psychology (MSCP) welcome you to Northeastern University and the MSCP program. The advising faculty consists of Drs. Mary Ballou, Deb Franko, Tracy Robinson-Wood, and William Sanchez. We want to take this opportunity to introduce to you the program.

You are among the approximately 20 students admitted to the program each year passing through a rigorous admission process. Each year we receive over 150 applications, screen them for appropriate background and interests and then interview about 80 applicants. From these we select our entering class. The program has first and second year students, and some part-time students who might be studying with us for three or four years. It is not uncommon for Master's students in other departmental programs, and occasionally other universities, to seek to transfer to the MSCP. We try to have a total of about fifty students in the program. There will also be CAGS Counseling Psychology students in some of your classes.

The MSCP is one of the programs in the department of Counseling and Applied Educational Psychology. There are other Master's programs: College Student Development, School Counseling, School Psychology, Certificates of Advanced Graduate Study (CAGS), and School and Counseling Ph.D. programs. Although many of your courses will be with mostly other MSCP students, some courses will have students from other programs. The 18 departmental faculty teach across the various programs within the department. Faculty are also hired from outside the University to teach some courses, such as in the clinical skills and practicum/internship courses where experienced and actively practicing licensed mental health professionals will teach you. The diverse faculty--comprised of practitioners, teachers, and scholars--are in an excellent position to assess and respond to the rapid changes occurring in practice, licensing, and employment in mental health services.

The MSCP program at Northeastern is a practice oriented program, committed to the development of competent Licensed Mental Health Counselors (LMHC) through the disciplinary studies and contemporary professional practice of counseling psychology. The program requirements are consistent with licensing regulations for Mental Health Counselors in the Commonwealth of Massachusetts. The program philosophy is shaped by an ecological model of development and intervention, attending to the ways in which individuals interact with their environments (family/peer, cultural background, social, economic, and political structures) to develop health and/or pathology, and embracing the need to attend to these multiple levels when intervening. The program consists of two years of classes and clinical training. At the conclusion of this program some graduates seek employment and some seek doctoral study.

Required classes will provide grounding in theory, strategies, and application of counseling skills relating to human development and sources of difference; psychopathology; individual, and group counseling; vocational counseling; and assessment. The MSCP program at Northeastern is unique in that we offer students a choice of specific concentrations within the general master's program. These concentrations take advantage of interdisciplinary training and perspectives in areas of: Health Psychology; Forensic Counseling; Early Intervention; Child and Adolescent Psychology; and Cultural, Gender, and Political Psychology. Concentrations include three courses (taken instead of general electives) and one related clinical placement. We are particularly excited about being able to offer the opportunity for students to gain additional depth

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in selected areas. We believe that having a concentration in training should make our graduates especially successful in admission to further graduate study and jobs after graduation.

The clinical training is student selected from sites approved by the department, and represents a full range of practice settings for mental health counselors. These sites include: college and community counseling centers; inpatient psychiatric units, behavioral medicine, emergency, and other services within hospital settings; comprehensive community-based programs as well as services for identified populations (e.g. battered women, persons with AIDS, persons with substance abuse, and members of the justice system--adults and adolescents). Typically students will develop and practice skills in individual counseling, assessment and diagnosis, and group work as well as psychoeducational programs with remediative, preventive and health promotion emphases.

The program advisors are available to you. We hold program meetings at appropriate points during the year to share information that is relevant to all of you and to receive your feedback. We have also developed a program listserve to facilitate questions and contact among the students and faculty. We also welcome the individual student's questions and points for discussion. Come to our scheduled office hours or make an appointment to raise questions, ask us about our opinions, or share your own. Unlike undergraduate school, you do not need to visit your advisor for registration; although you are welcome to if you have questions. You are the best judge of your advising needs, yet developing a relationship with your advisor or other faculty can be an important and informal aspect of your experience with us. Initiate contact with your advisor and other faculty in your courses and placement sites, and with other students. This is key to having the full, rich, and rewarding experience during your study and training. We certainly wish this for you and will do our best to make it so.

Welcome to the MSCP program at Northeastern University.

Mary Ballou, Ph.D.
Professor and
Program Co- Director

Tracy Robinson-Wood, Ed.D.
Professor

Debra Franko, Ph.D.
Professor

William Sanchez, Ph.D.
Associate Professor and Co Director

Mark Byers, Ph.D.
Adjunct Assistant Professor

Todd Kates, Ph.D.
Adjunct Assistant Professor

Linda Watt, Ph.D.
Adjunct Assistant Professor

Chris White, Ph.D.
Adjunct Assistant Professor

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Program of Study

The MSCP program is a two year, September through April academic curriculum for full time students, part time students will take longer. The average course load is 4 or 5 courses during each of the four semesters. In order to complete the MSCP program in two years, full-time students will also need to take classes during the summer between the first and second year. The total number of semester-hour credits required for graduation is 60. In addition to the required program course work each student will select 3 additional courses to meet the semester hour requirements for the MSCP from a list of electives and/or concentration courses The concentrations are: Child and Adolescent Counseling; Culture, Gender and Political Psychology; Early Intervention; Forensic Counseling; Health Psychology.

The MSCP program course structure is as follows:

Required Courses

<u>Course Number</u>	<u>Course Title</u>	<u>Semester Hours</u>
CAEP 6200	Counseling Theory in an Ecological Context	3.0
CAEP 6201	Introduction to Assessment	3.0
CAEP 6202	Research Evaluation and Data Analysis	3.0
Or		
PHTH 6320	Qualitative Methods in Health and Illness	
CAEP 6203	Understanding Cultural Diversity	3.0
CAEP 6220	Life Span Counseling	3.0
CAEP 6235	Vocational Ed. and Career Development	3.0
CAEP 6242	Psychopathology and Treatment Planning	3.0
CAEP 6250	Individual Interventions	3.0
CAEP 6260	Community Counseling Psychology	3.0
CAEP 6282	Ethics and Professional Development	3.0
CAEP 6287	Group Counseling	3.0
CAEP 6375	Substance Use and Treatment	3.0
CAEP 6380	Seminar in Feminist Psychology	3.0
CAEP 6399	Clinical Skills	3.0
CAEP 6401	Practicum	3.0
CAEP 6510	MSCP Internship I	3.0
CAEP 6511	MSCP Internship II	3.0
<i>Sub-Total</i>		<i>51 S.H.</i>

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General Elective Courses

Choose **3** within the department. Other electives or alternatives may be substituted with advisor's prior approval.

<u>Course Number</u>	<u>Course Title</u>	<u>S.H.</u>
CAEP 6215	Groups: Dynamics and Leadership	3.0
CAEP 6218	Infant, Child and Adolescent Development	3.0
CAEP 6222	Human Sexuality	3.0
CAEP 6230	Health Issues	3.0
CAEP 6286	Family Counseling Intervention	3.0
CAEP 6247	Child and Adolescent Psychopathology	3.0
CAEP 6275	Counseling Strategies for Children and Adolescents	3.0
CAEP 6283	Brief Therapies	3.0
CAEP 6290	Reality Therapy	3.0
CAEP 6330	Community Based Treatment	3.0
CAEP 6390	History and Systems Psychology	3.0
CAEP 6394	Advanced Multicultural Psychology	3.0
CAEP 6720	Advanced Clinical Interventions	3.0
CAEP 6758	Advances Theories of Psychotherapy	3.0
<i>Sub-Total For 3 Electives</i>		<i>9 S.H.</i>

Summer Term Courses

The summer term is six weeks and begins approximately one week after spring finals. Classes meet two and one half hours twice a week. There is also the option of taking a week long workshop that meets every day from 9 a.m. to 4 p.m. The weeks that the workshops are given vary and it is possible to take two different workshop courses. Registration for the summer is during the spring quarter.

Summer Term

Two courses (required, elective, or concentration)

Brief Therapy and Reality Therapy are only offered in the summer.

Total for Summer *6.0 S.H.*

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<u>Program Totals</u>	
<u>Required</u>	51
<u>Elective/Concentration</u>	<u>9</u>
<u>Total</u>	60 S.H.

Concentrations

When choosing electives, students have the option of taking three General Electives **or** choosing a concentration. Concentrations consist of three elective courses and an internship placement in that particular area. The following is a listing of the five concentrations and the courses that would fulfill each concentration.

Forensic Counseling

CRIM 7200 Criminology
CRIM 7212 Juvenile Justice
CRIM 7224 Forensic Psychology
CRIM 7 210 Gender, Crime and Justice
CRIM 7240 Race and the Criminal Justice System
CRIM 7250 Victimology
CAEP 6283 Brief Therapies (offered in summer)
Other courses such as in Sociology.

Child and Adolescent

CAEP 6 218 Infant, Child and Adolescent Development
CAEP 6240 Family Counseling & Collaboration
CAEP 6247 Child and Adolescent Psychopathology
CAEP 6222 Human Sexuality
CAEP 6275 Counseling Children and Adolescent
CAEP 6283 Brief Therapies (offered in summer)
CRIM 7220 Youth Gangs
SOCL 7262 Children in America: Social and Policy Perspectives
Other courses such as in Nursing and Sociology.

Health Psychology

CAEP 6 222 Human Sexuality
CAEP 6230 Health Issues
CAEP 6283 Brief Therapies (offered in summer)
SOCL 7144 Process of Aging
CAEP 6751 Intro to Clinical Neuropsychology
**CAEP 370 Seminar in Health Psychology OR Behavioral Medicine Course
Through BU School of Medicine Program (required)**
Other courses offered in Bouve Health Sciences.

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e.g Holistic Healing and Integrative Health Care or Urban Families at Risk; Women in Jeopardy in Nursing; Race Ethnicity and Health in the US Bouve Health Sciences

Culture, Gender, and Political Psychology

SOCL 7202 Feminist Theory or SOCL 7212 Feminist Methodologies (required)

CAEP 6283 Brief Therapies (offered in summer)

CAEP 6394 Advanced Multicultural/Feminist Psychology

CRIM 7210 Gender, Crime and Justice

CRIM 7240 Race and the Criminal Justice System

SOCL 7248 Race, Gender & Class: Feminist Views

SOCL 7242 Family Violence

SOCL 7231 Women, Men and Social Change

SOCL 7219 Sociology of Mental Health and Illness

Courses through the Graduate Consortium of WS are also recommended (see advisor)
e.g HSV 3120 Social Inequality, Social Change and Community Building

Other courses such as in Sociology, School of Criminal Justice, Political Science, Afro-American Studies, and Latino/Caribbean Studies may be used for this concentration.

Early Intervention

CAEP 6150 Early Intervention: Family Systems

CAEP 6151 Early Intervention: Infant/Toddler Development, Risk, and Disability

SLA 6335 Early Intervention: Assessment & Intervention

CAEP 6152 Early Intervention: Planning and Evaluating Early Intervention Services

CAEP 6425&6 Early Intervention: Practicum 1 & 2

Please Note

Courses offered by other departments and programs are scheduled independently - there is a tentative list of classes at the beginning of each school year.

Other courses may be substituted in the different concentrations to fulfill the requirements. Be sure to consult with your advisor on alternatives.

Graduate students in Bouve College must achieve and maintain at GPA of 3.0. In order for a course to fulfill program requirements a grade of B or better must be achieved. More specifics on status, students' rights and responsibilities as well as related policies can be found in the Graduate Student Handbook on the Bouve website.

Additionally clinical practice and relational competencies listed in this Handbook must also be achieved.

The program welcomes part time students as long as they can make scheduling arrangements to attend MSCP or CAGS courses as scheduled. Some courses are scheduled at 1:00 and practica and internships are conducted during normal waking hours.

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It is the student's responsibility to make the necessary changes to their outside work schedule in order to meet the requirements of the MSCP or CAGS program they are enrolled in.

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Suggested Sequence of Curriculum for Full-time Students

Note: course sequencing is not guaranteed, although we try to enable this schedule unless you are notified of changes. If a course is not offered, or is full in a sequenced semester, please talk to your advisor regarding alternative sequencing.

First Year

Fall Semester	
Counseling Theory in an Ecological Context (1:00 class)	3.0
Introduction to Assessment	3.0
Vocational Ed. and Career	3.0
Individual Interventions	3.0
Clinical Skills (1:00 class)	3.0
<u>Spring Semester</u>	
Understanding Cultural Diversity	3.0
Psychopathology and Treatment Planning	3.0
Group Counseling	3.0
Practicum	3.0
<u>Summer Term</u>	
Substance Use and Treatment	3.0
** Elective (or Qualitative methods in Health and Illness)	3.0
Second Year	
<u>Fall Semester</u>	
Life Span Counseling	3.0
Ethics and Professional Development	3.0
Seminar in Feminist Psychology	3.0
MSCP Internship I	3.0
** Elective	3.0
<u>Spring Semester</u>	
Research Evaluation and Data Analysis	3.0
Or if Qualitative methods in Health and Illness	3.0
Community Counseling Psychology	3.0
MSCP Internship II	3.0
** Elective	3.0

This outline does not need to be followed rigidly with the exception of Clinical Skills and Practicum in the first year and Internship, which is taken during the second year. The second year is more variable depending on selected concentration or selected electives. For further assistance, contact your advisor. When choosing courses, it is important to check in your course description book to see if the course requires or recommends a prerequisite.

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MSCP Part-Time Course Sequence Suggestion*

Fall 1 st . year	Spring 1 st . year	Summer 1 st . year	Fall 2 nd . year	Spring 2 nd . year	Summer 2 nd . year	Fall 3 rd . year	Spring 3 rd . year
CAEP 6200: Counseling Theory in an Ecological Context	CAEP 6235: Vocational, Educational, and Career Development	CAEP 6375: Substance Use and Treatment	CAEP 6399: Clinical Skills	CAEP 6401: Practicum	Elective	CAEP 6610: Internship I	CAEP 6511: Internship II
CAEP 6250: Individual Interventions	CAEP 6287: Group Counseling	Elective	CAEP 6201: Introduction to Assessment	CAEP 6250: Psychopathology and Treatment Planning	CAEP 6202: Research Evaluation and Data Analysis**	CAEP 6380: Seminar in Feminist Psychology	CAEP 6260: Community Counseling Psychology
	CAEP 6203: Understanding Culture and Diversity		CAEP 6282: Ethics and Professional Development	Elective		CAEP 6220: Lifespan Counseling	

*Please note: This is a program course sequence example, which will vary depending on the number of courses a student enrolls in. Although the MSCP program will attempt to accommodate part-time students' schedules, the degree candidate is responsible for arranging their schedule in order to attend 1:00 classes and completing practicum and internship hours during normal work week hours.

**Students can also meet this requirement by taking: PHTH 6320: Qualitative Methods in Health and Illness.

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Field Practical Experience

The field work or practical application of the counseling psychology program for each student consists of a Practicum in the first year and an Internship placement during the second year which are accompanied by an academic course for university supervision during the practicum/internship.

The Practicum occurs for each Master of Science in Counseling Psychology student in the second semester during the first year and is a cornerstone in preparation for a clinical internship placement during the second graduate year. The purpose of the practicum is to orient first year students to the mental health field, human services agencies, clients and their interrelationship, as well as realistic social pressures. The students will explore the roles, functions, organizational structure and client's needs to gain awareness and perspective of the field. The Practicum will begin in the spring term and continue throughout the spring term. The University seminar will meet weekly. The student will be available for a minimum of 10 hours each week, or more, as agreed between the agency and student.

Northeastern University endeavors to educate and train its students in applied aspects of psychology and ensure that students are prepared to meet the changing demands of the mental health profession. The faculty of the department of Counseling and Applied Psychology at Northeastern University strongly believes that the core of its graduate program is the training provided in the practicum/fieldwork experience. It provides an opportunity for the students to apply the theory and skills learned in the classroom with the unique projection of self they bring to each interaction. This enables students to consolidate academic knowledge and personal discovery, and to create (for themselves) the ability for facilitating the growth of others. In addition, the student becomes exposed and incorporated into organizational life, thus providing an opportunity for value-testing, social and structural content understanding, and reflection upon the helping model. Critical to a productive learning experience is a good match between the status of the developing professional, and the expertise of the supervisor.

The second phase of clinical training, known as the Internship, occurs for each full time MSCP student during the second year. Each student will spend a minimum of 20 hours a week at their placement site. The purpose of the internship is intended to enable the student to refine and enhance their counseling skills, develop more advanced clinical, relational and intervention skills, and integrate professional knowledge during their field placement. The internship is a closely supervised experience in a setting which provides psychological counseling to individuals, families and groups. The student counsels under the supervision of a Licensed Psychologist, Psychiatrist, Mental Health Counselor, or Social Worker. The experience may be in an agency, hospital, community center, prison, or other such organizations or institutions. The fieldwork experience also includes a small seminar discussion group led by a university-based seminar leader. The seminar provides both the opportunity for specific feedback to students concerning strengths and weaknesses in handling the responsibilities of their placement and assistance in developing procedures for improved performance. Appropriate professional skills, decisions, and identity as well as ethics are all discussed in the seminar. A counseling psychology student should perform many of the activities that a staff counselor would be

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involved in during their placement as they are ready to do so. We have developed competencies for each experience in the clinical sequence. Successful attainment of these competencies as evaluated by seminar leaders, site supervisors and other faculty are essential for satisfactory completion of each level of clinical training.

Students are encouraged to consider sites for their practicum beginning in October/November of the first academic year. In conjunction with this event the student is also encouraged to begin preparation to find an internship placement, as competition among the students in the many programs in Boston for placement is high and effort made early will prove to be helpful in securing a placement. A list of sites is available from your program advisor.

TERMS & DEFINITIONS

Site Supervisor:

A Licensed mental health professional (MH Counselor, Psychologist, Clinical Social Worker) who is employed by the cooperating agency or organization and who assumes specific responsibility for the student's professional development at the placement site. Supervisors must have 5 years post degree work experience in order to qualify as a recognized supervisor for LMHC licensing requirements.

The Site Supervisor has the major responsibility of making the experience a good learning situation for the trainee. Commitment to the program and interest in the needs of the trainee are the chief factors in the effectiveness of the experience for both the trainee and the cooperating organization. The Site Supervisor becomes a member of the teaching team and shares crucially in the orientation of the trainee into the profession. A site supervisor must be a licensed mental health professional with at least five years of experience.

Seminar Leader:

A full-time or part time member of the instructional staff at Northeastern University who supervises students in their work with the cooperating agency or organization, leads the seminar discussion groups, and serves as liaison between the placement site and the university. The seminar leader is the key person in the training experience and should be fully informed about the progress, difficulties and issues regarding the student, placement site and their interrelationship. Ordinarily placements sites are not changed. The seminar leader is the final evaluator of the student performance.

If the student is progressing well and there are no site problems, the Seminar Leader will make one visit during the year to the student's placement site. There is also formal evaluation each term and as frequent as necessary telephone contact. At the site visit, Seminar leaders may meet with field personnel, get a first-hand view of the agency, its operations, and observe the trainee in counseling contact/psychological services with a client or group.

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The Seminar Leader should also:

- (1) Have contact and discussion with the site supervisor regarding the student;
- (2) Develop good working relationships between the University and the site;
- (3) Assess the appropriateness of the site for future placements;
- (4) Conduct interim phone calls as needed;
- (5) Monitor the developing competence of the MSCP students in the seminar section.
- (6) Assess the attainment of competencies of each seminar student.

Length of Fieldwork

Practicum occurs in the second term of the first year of study if completion of the Clinical Skills course has been successful. Internship is for the entire second year provided Practicum has been successfully completed. It begins in September, in some cases earlier, of the second year in the program and ends at the end of April.

Weekly Time Commitment

Practicum is ten hours a week. Internship is 20 hours a week in the field site settings. Vacation schedules are negotiated between the student and the site. The days and evening for placement sometimes change from term to term depending of the schedule of classes, although Fridays and most mornings do not have NU classes. Although the MSCP and CAGS program recognizes the needs of outside clinical placements, students course schedules take priority over outside scheduling demands.

RESPONSIBILITIES OF INTERN

Journals or Process Notes

Students are generally required to keep a daily log of what they see and do at the field site, how they interpret this data cognitively, and how they feel about it. Journals or process notes are to be submitted to the seminar leader for comment at frequent periodic intervals.

INSTRUCTIONS FOR KEEPING A LOG

- A. Keeping a log may be a required part of your practicum experience.
- B. Purpose: The log serves several purposes.

First, it becomes another way for you to communicate with your supervisor. There are so many aspects of learning to counsel that it is difficult to keep track of them all. Many times questions will occur to you when you do not have the opportunity to discuss them. Noting them in your log keeps them from being forgotten, and it gives your supervisor a chance to respond. Reactions to what takes place in the practicum group or to interactions with classmates or supervisor can be noted in the log. Many times you will find reasons to be in opposition to what you hear and see, and the log is an appropriate place to voice your position if the opportunity to do so orally does not present itself.

Second, it is a depository for learning about the skill and art of counseling. Put your notes in it, whether they come from the class experience, your own thinking, or from your readings.

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Third, it should contain your ongoing evaluations of your own development as a counselor. Discuss yourself, your counseling behavior, and your feelings, the personal problems you encounter as you try to develop counseling skills, your interpersonal behavior, and your achievements.

Fourth, it should contain your thinking about your own goals, learning goals, client-related goals, and professional goals.

Fifth, it is a place for you to reflect on your client or clients. The diagnostic process is one of continuous re-analysis and your log is a good place to think through whatever evidence is presented in counseling.

C. Some guidelines: Write in your log for your own sake. If it is well done, it will become of lasting value to you after the course is over. It is your personal record of all that has gone on in the course. Do not write to impress your supervisor. Bulk should not be the goal. The log is not seen as busy work. What goes in it should be of worth to you; question the meaning of your entries.

D. Format: The log is not seen as polished prose, it is basically a journal, a notebook. Your seminar supervisor will read and make comments in your log.

E. How much? There is no limit on amount. Make at least one entry a week and write all you can think of at that time. React to each class meeting. Date your entries and keep up to date. It is a good practice to set aside a time or times when you can work on your log undisturbed. If you make entries during class time or at some other time which is unc customary (e.g., while listening to a counseling-related presentation in group setting), note the date and occasion.

Case Studies

Counseling Psychology students are often expected to present individual case studies or family assessments as directed by their seminar leader. As an alternative they may receive permission to submit one continuous case study which includes a complete assessment, treatment plan and implementation, evaluation, and follow-up.

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ETHICAL STANDARDS

It is imperative that professional confidences concerning clients and staff personnel be rigorously observed. Interns are expected to abide by the ethical standards published by The American Counseling Association and American Psychological Association.

PROFESSIONAL OBLIGATION:

Students are expected to assume the professional obligation of other personnel in the agency or organization. They should be thoroughly aware of the organizational policies relative to absence, dress, telephone calls, and communication channels. By the same token, it is assumed that the students will be accorded professional privileges consistent with other agency professional employees.

Safety

While training the field in clinical courses are the heart of the program, there are several cautionary items to take note of. The first is safety for you and your clients. Violence is a fact of life and community-based clinical settings expand the possibility that overt violence will be experienced. Assessing dangerousness and accessing appropriate care and protection for your clients is covered in clinical skills and reinforced in practicum and internship both here at the University and in your training sites. If however you have some continuing questions about these, seek out your supervisors and seminar leaders for review and questions.

In a similar way, your own safety is important. Your own safety should be discussed in the seminars attached to your clinical experiences here at the university and with your supervisors at your sites.

Working with clients is a demanding and often rewarding activity; it is a developmental activity as well. The level of difficulty presented by clients assigned to students should be considered as they advance in the program. The safety of the environment and the requested professional activity for the individual student should also be carefully considered. For example: is the client dangerous, is the section of the city where the clinic is safe for women traveling by public transportation after dark, do home visits bring one to high crime areas of the city or do the population with whom the students works present physical health risks? These and other questions about safety need to be brought to awareness, considered and action plans developed with one's supervisor.

MID-TERM AND FINAL EVALUATIONS:

As a general rule, there should be no surprises. Intern, site supervisor, and Seminar Leader should frequently keep in contact so that the opportunity for sudden and surprising failure is eliminated. The internship courses are graded S (Satisfactory), U (Unsatisfactory), I (Incomplete), or W (Withdrawn). Two evaluations of progress are

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submitted to the department by the Seminar Leader, following consultation with the Site Supervisor. These evaluations will be shared with the trainee.

In order to earn a grade of Satisfactory, an intern must have completed, to the satisfaction of his/her supervisors, recordings and critiques, journal assignments, etc., maintained adequate attendance at the site and seminar, fulfilled assigned responsibilities on site, and demonstrated an appropriate level of professional competence. The specific competencies for clinical skills, practicum and internship are listed in the appendix of this handbook.

The following perspectives will provide some insight into the desired process:

- The trainee and the instructional staff must see joint evaluation of practicum/fieldwork as part of the learning process.
- The trainee should continually evaluate his/her own experiences and seek evaluation from others.
- Evaluation is effective when the present status is seen in terms of the individual trainee's needs and goals as well as the objectives of the total program.
- Evaluation which develops self-direction is a means of providing a meaningful experience. Evaluation of fieldwork experience is an opportunity to estimate how well an intern uses his/her preparation in the performance of assigned responsibilities.
- Effective evaluation, jointly accomplished, should be predictive information suggesting the next steps to be taken.
- Evaluation is a continuous process. It should begin early in the experience of practicum/fieldwork and follow the trainee and supervisors throughout.
- Students cannot proceed to the next term of practicum/fieldwork if an evaluation has not been filed in the department.
- Grades should not be given without the appropriate written evaluation having been completed.
- Interns must be supervised and evaluated at each site if more than one site is used to meet the minimum weekly hours.

In addition to these goals, identified competencies for clinical skills, practicum and internship are specified in the evaluation section of the Handbook.

Suggestions for Field Site Placement

Seeking a placement for practicum and internship is done by the student. The program has a list describing potential placement and contact people there, although students are not restricted to this list. If a student finds a site that better addresses their needs and meets our requirements, we are very willing to contact the site. If it is acceptable in terms of function, supervision and training we will approve it.

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We assist students in their field site placement selections primarily through the clinical skills courses. With several schools in the city all seeking placements, it is a competitive process and should be begun early- late October is a good time to begin the process.

Typically a resume and cover letter are sent to sites of interest, followed by a phone contact. This is followed by an interview and ultimately mutual decisions are made by the site and by the student. It is a demanding process made more successful by continuous effort and support in the clinical skills.

Interview process

One further point concerning the practicum and internships; there will be interviews that you, in most cases, will be required to go through. To some people this can be a problem and to others it is not a difficult exercise. In either case it is best to be prepared before going into the interview. Some of the recommended steps you should consider taking are:

Have a resume prepared and keep it up to date with the jobs you have held in and out of the field of mental health and other positions you have held and organizations that you belong to that might be academic or professionally related. Have someone review your resume before sending it out to the perspective site.

Develop a good cover letter stating in a simple format what your intentions are. Here is an example of such a letter for the Practicum site.

Ms. Janet Brown
Director
Sudden Falls Youth Consultation Center
667 Ross Lane
Anytown, MA 00000

Dear Ms. Brown:

I am a graduate student at Northeastern University's Bouve College of Health Sciences in the Department of Counseling Psychology. The reason for this letter is to inquire into the possibility of a practicum assignment (and perhaps the internship in the Fall 2013) in your organization. My clinical interests are with adolescents, their families, and their relationship to the client's issues.

Our Counseling Psychology Masters program faculty has developed a forward thinking first year clinical skills training. It includes a pre-requisite for our internship where we are asked to go into the field in the spring of our academic first year. The purpose of this practicum is to acquaint students with the mental health field, human services agencies, clients and their interrelationship as well as realistic social pressures. This I believe prepares the student for working in an agency and meeting the goals that will be established for the student and site during an internship. Northeastern University endeavors to educate and train its students in applied aspects of psychology and ensure that students are prepared to meet the ever-changing demands of the mental health profession.

The Practicum Agreement that would be used between your organization and the university details the role I would fill and the expectations for your agency. I will call

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your office in a few days to discuss this request with you. Thank you for your consideration in this matter.

Sincerely,
Your Name

After the interview send a follow-up letter thanking the person and site for their time. Briefly restate your qualifications and add in some point not covered or emphasized enough during the interview.

Have reference names ready and the individual's agreement to represent you in a positive light. As appropriate, discuss what they will say and also tell the recommender your interests and experiences you would like to be covered. Do not be afraid to represent yourself in the best light possible. Remember that there is a great deal of competition for sites in the Boston area.

Generally three references are asked for. Do not panic if you do not have a cadre of names. You can use professors, previous employers, earlier admission references, or persons that can speak to the qualities that a site would be interested in having in a counselor.

It is wise to have some information about the organization and services of the site with which you will interview with to show that having this information reveals time taken to know about the agency, hospital, or what ever site. Remember you are competing for the placement. Do not become discouraged. Start early and contact as many sites as you can.

A key point in this process is that you should not just accept the first thing that comes along. See what the site has to offer you and that it will meet your needs and goals for being a counselor. You will be in the internship for one year and that it is important for the site to be academically rewarding, fun, and a comfortable place to work.

Finally, questions are asked during the interview process. Here is a small sample of questions that could be asked of you. Talk among your peers and ask what kinds of questions they are being asked. Make this whole process an interactive and dynamic experience.

- What is the counseling theory that you most closely follow?
- What is the most creative and innovative technique you have used?
- How would you divide your time between meeting the immediate needs of the clients and keeping up with the paperwork?
- How would you handle an irate parent?
- What would you do if there was a conflict between agency practice and ethical code?
- What do you think is the most important characteristic of a counselor?
- How will you use your supervision?

**NORTHEASTERN UNIVERSITY
AGREEMENT FOR CLINICAL AFFILIATION**

Northeastern University and each placement site must complete a formal agreement when MSCP students are training in the site. Each student must initiate this agreement by requesting that the Departmental Administrative Assistant, Monique Clarke (m.clarke @neu.edu) begin the process. She will coordinate the agreement between the University and the site.

Included below are two contract riders one for practicum and the other for internship. They are included here so that you will have a clear idea of expectations for practicum and internship. Although you are responsible for initiating the process, the actual agreement and its riders are handled by the university and the site.

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Example of the riders for informational purposes

Rider A

NORTHEASTERN UNIVERSITY
Department of Counseling and Applied Psychology
Practicum Agreement

The Practicum occurs for each Masters of Science in Counseling Psychology student in the second semester of the first of two academic years and is a cornerstone in their preparation for a clinical internship placement during the second graduate year. Northeastern University endeavors to educate and train its students in applied aspects of psychology and ensure that students are prepared to meet the ever-changing demands of the mental health profession. After completing the program requirements students are prepared to enter the mental health arena, seek a license as a Mental Health Counselor, or pursue further graduate study, perhaps in doctoral studies.

The purpose of this practicum is to orient first year students with the mental health field, human services agencies, clients and their interrelationship. The students will explore the roles, functions, organizational structure and client needs to gain awareness and perspective of the field. The Practicum will begin in January and continue through April, for not less than 100 hours, and the student will be available for a minimum of 10 hours each week or more as agreed between the agency and student.

The student agrees to:

- 1) Establish goals for the Practicum and share them with the agency and professor.
- 2) Shadow and observe the daily operations of the agency and its staff. Some of the areas might include:
 - Data gathering intakes to the extent directed by the Agency
 - Observe treatment planning
 - Participate in individual or group counseling solo or co-leading as deemed appropriate by agency
 - Psychosocial education and community based service.
 - If authorized by Agency tape counseling sessions to work to meet competencies in communication skills, self-awareness, therapeutic relationships, and multicultural context. If not possible, demonstrate the competencies in another manner, transcription or "real-play" tape with willing classmate or friend.
- 3) Prepare for an internship through evaluation of the training.
- 4) Meet regularly with Practicum professor in seminar.
- 5) Provide service to the agency (e.g., counseling or co-leading groups as appropriate) and participate in other agency activities.

Northeastern University agrees to:

- 1) Meet regularly with Practicum student in an ongoing on-campus seminar.
- 2) Provide discussion and supervision for the student.
- 3) Provide an identified Practicum faculty to the agency should any concerns arise.
- 4) Consult with the agency regarding the student's performance.

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The agency agrees to:

- 1) Decide activities for student involvement and maintain responsibility for the care of the clients.
- 2) Provide an agency staff member to the student for the Practicum and relevant supervision.
- 3) Orient the student to the agency rules, regulations, functions, and structure.
- 4) Allow the student to observe appropriate agency functions.
- 5) Where appropriate allow the student to participate in client services.

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Rider B

NORTHEASTERN UNIVERSITY Department of Counseling and Applied Psychology Internship Agreement

Student duties and responsibilities during internship

Students are expected to be at their internship site a minimum of 20 hours a week or a minimum of 600 hours during the academic year. Students will accommodate to the work and vacation schedules of their internship placement.

Statement of expectations of internship placement site

1. The student will receive at least one hour of supervision every week by a licensed mental health professional with a minimum of five years experience.
2. The student will be given assignments commensurate with their skill and designed to further their training.
3. The student will be provided with the opportunity to engage in individual counseling, which will consist of approximately half of their patient contact hours. This includes a minimum of 3-5 individual cases that will be seen for a minimum of 10 consecutive sessions.
4. The student will be invited to participate in seminars or case conferences available on site.
5. The student will be given a clear sense of what is expected of them and be provided regular feedback regarding their performance.

Written evaluations will be made in December and April by the site supervisor. They will be shared with the student and forwarded to the Northeastern University Internship program coordinator. The student's grades are dependent on their Northeastern University Internship instructor's receipt of a satisfactory evaluation by the site supervisor.

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Counseling Psychology Graduate Student Health Requirements

IMMUNIZATION REQUIREMENTS

Certain immunizations or titers are necessary in order to be in the graduate program and to be eligible to work in the practicum/internship settings. Further information on this topic is provided below. One of the immunizations that you might not have is Hepatitis B. It is recommended that each MSCP student receive this immunization, but you may refuse with a signed waiver. The University Health and Counseling Services provides comprehensive health care services on campus and through a network of specialists and hospitals off-campus in the Boston medical community.

<u>Type of Immunization</u>	<u>Student Action Required</u>
1. Measles/Rubella	Two immunizations are required Must be 1 month apart or serology report indicating a positive titer.
2. Mumps	One immunization is required or serology report indicating a positive titer.
3. Rubella/German Measles	One immunization is required or serology report indicating a positive titer.
4. Tetanus/Diphtheria	Immunization/Booster within last 10 years.
5. Tuberculosis Skin Test (PPD)	Test within 6 months of registration.

PROOF OF IMMUNITY DOCUMENTATION

Documentation must include month, day and year you were immunized.

Measles/Mumps/Rubella (MMR) immunizations administered before 1968 or before 12 months of age are NOT IN COMPLIANCE.

Religious or medical exemptions are acceptable but must be documented.

Documentation must be provided on either: an official immunization record; a prescription slip; or a health care provider's letterhead and signed by a physician or registered nurse. The health care provider's credentials must follow his/her signature.

SUBMISSIONS OF DOCUMENTATION TO LANE HEALTH CENTER

Remember to keep a copy of the documents for your records. Label the documents with your **Complete Name** (Printed) **AND Student Identification number or Social Security Number** (Example - John J. Jones, Jr., SID 012-34-5678)

Remember to bring your documents in person or mail them to:

University Health and Counseling Center (Phone: 617-373-2772)
135 Forsyth Building
Northeastern University
Boston, MA 02115

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FREQUENTLY ASKED QUESTIONS

Are there certain courses that I must take and is there a particular order?

Yes, there are required courses that must be taken in MSCP program. These courses make up most of the program requirements. Each student also takes courses from a list of electives and/or a concentration.

I tried to register for the Spring semester and was told I was blocked from registering for new classes. What does this mean?

There could be several reasons for your registration in new classes being blocked. One of the possibilities is you do not meet the minimum health requirements. Check with the University Health and Counseling Services to see that all of your documentation for immunizations are complete. Another possibility is that the University records show you are not up-to-date in your payments. Check with the Bursar's office regarding tuition payments.

Where can I find a description of the courses I must take?

Course description can be found under the university registrar's page at: <http://www.northeastern.edu/registrar/cdr.html#gs>, under Graduate Course Catalogue.

How do I register for classes?

Registration at Northeastern University is easy. You can register by computer. Go to myNEU and follow the instructions.

Where do I get my books?

Books for your classes can be purchased at the bookstore located in the Curry Student Center. Texts can also frequently be ordered online for less money. Many courses use Blackboard for additional readings.

Telephone Numbers at Northeastern

<u>Name/Department</u>	<u>Telephone Number</u>	<u>Comment</u>
Counseling Psychology Office	(617) 373-2485	Voice
Counseling Psychology Office	(617) 373-8892	Fax
Voice Response System	(617) 373-8000	Automated Telephone Info.
University Counseling Services	(617) 373-2772	
Bursar's Office	(617) 373-2270	Voice
Bursar's Office	(617) 373-8222	Fax
Registrar's Office	(617) 373-2300	
Graduate & Law Financial Aid	(617) 373-5899	
Police	(617) 373-2121	Regular Business
Police -EMERGENCY	(617) 373-3333	EMERGENCY

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DEPARTMENTAL FACULTY AND STAFF

<u>NAME</u>	<u>LOCATION</u>	<u>PHONE</u>
Armengol, Carmen	436 INV	(617) 373-5917
Ballou, Mary	412 INV	(617) 373-5937
Hoffman, Jessica	415 INV	(617) 373-5257
Clarke, Monique	404 INV	(617) 373-2485
Franko, Debra	418 INV	(617) 373-5454
Greenwald, Debra	432 INV	(617) 373-2486
Edwards-George, Jessica	431 INV	(617) 373-2470
Johnson, Vanessa	430 INV	(617) 373-4634
Lee, Christina		
Kruger, Lou	414 INV	(617) 373-5897
Li, Chieh	433 INV	(617) 373-4683
Lifter, Karen	424 INV	(617) 373-5916
Mason, Emanuel	417 INV	(617) 373-5043
Okun, Barbara	423 INV	(617) 373-5150
Quill, William	422 INV	(617) 373-5919
Robinson-Wood, Tracy	428 INV	(617) 373-5936
Sanchez, William	411 INV	(617) 373-2404
Scorzelli, Jim	413 INV	(617) 373 5919
Sheehan, Diane	403 INV	(617) 373-3276
Volpe, Robert	435 INV	(617) 373-3321

APPENDIX 'A'

MSCP Student Competency Evaluation

Year 1

Part I

The MSCP is a practice-oriented program that is designed to offer students the academic and practical training in counseling that is necessary to become competent, Master's level counselors and to prepare students for the mental health counselor's licensure exam. A number of core attitudes and skills that are critical for students to acquire before beginning their practicum and internship have been identified and will be evaluated by the Clinical Skills instructors. This document itemizes those competencies and provides a formal basis of evaluation of student progress. Since the skills listed on this document have been deemed to be essential, students must demonstrate proficiency in all areas before beginning their practicum. If a student fails to do so, the following consequences may ensue (depending upon the nature, scope and degree of the problems observed by the MSCP faculty):

- 1) Repeat the Clinical Skills course series and delay participation in the practicum/internship requirement until the problem area(s) is/are resolved. This option would typically only be used if the student had problems in the active listening and effective communication skills covered in the Clinical Skills Class.
- 2) Repeat the Clinical Skills course and delay participation in the practicum/internship requirement for a full year. This option would typically be utilized in situations where a student had multiple areas needing improvement or where the student has missed too many classes to warrant passing the course.
- 3) Termination from the program. This option would be utilized in cases where the student has demonstrated illegal or unethical behavior or where the student has mental health, behavioral or other intense personal problems that impair his/her ability to safely and effectively engage others in an appropriate and empathic manner. This option could also be invoked when a student has simply failed to acquire the necessary proficiency in critical skill areas, even after reasonable faculty assistance and repetition of the Clinical Skills Course. Please note that solid academic performance (e.g. maintaining a 3.0 grade point average) is not sufficient to maintain student status in the program. Students will also be evaluated on non-intellective factors and need to be deemed acceptable in these areas in order to be retained in the program. The non-intellective factors include, but are not restricted to, ethical behavior, the ability to handle conflict in a professional manner, appropriate expressions of empathy and compassion, ability to work cooperatively with peers, staff, faculty, and supervisors, the ability to receive and to respond appropriately to constructive feedback, acceptance of divergent views, the willingness and ability to work with diverse populations across race, ethnicity, class, sexuality, religion, and gender.

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- 4) In rare instances where the number and scope of failed competencies are very minor, a student may be given the opportunity to address those issues during the summer session, so that he/she may begin the Practicum placement in the fall. Permission to do so can only be secured through the program director of the MSCP.

Appeals:

Students who disagree with any adverse competency evaluations may petition to have their materials reviewed by the program director of the MSCP. The appeal decision will be based strictly upon tangible evidence submitted by the student, e.g. audiotapes, written work, etc. An instructor's decision will only be overturned if the evidence submitted by the student is clear and unequivocal. Students are responsible for maintaining all relevant materials.

Students must demonstrate competence in the following areas before beginning their practicum/internship:

I. Active Listening and Effective Communication Skills

1. Personal Insight: The student demonstrates self-understanding and awareness of potential life issues where he/she may need individual support or supervision around in the future.
2. Personal Problems: Effective communication or rapport building with others is not adversely impacted by student's personal issues.
3. Personal Limits: The student recognizes that he/she makes mistakes and does not claim expertise in areas that are outside of her/his training and experience.
4. Maturity: The student is able to give and receive constructive feedback in a non-judgmental manner that demonstrates acceptance of personal responsibility for own beliefs and behavior.
5. People Oriented: The student demonstrates an ability to focus on the needs and concerns of others without imposing her/his own values, beliefs and issues on the other person.
6. Empathy: The student demonstrates empathic communication and is able to respond to others in an affectively accurate manner that facilitates a deeper understanding for the others.
7. Genuineness: The student's responses are sincere and appropriate for the situation.
8. Positive Regard: The student communicates care and respect for the thoughts, feelings, and values of others.

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9. **Affective Reflection:** The student is able to accurately reflect the feelings expressed by the words, tone, and body language of others.
10. **Nonverbal Communication:** The student consistently makes eye contact with others, adopts an attentive, open posture when listening and modulates voice tone appropriately.
11. **Minimal Verbal Responding:** The student utilizes minimal verbalizations to encourage additional responding by others without interrupting the other person's train of thought.
12. **Open Ended Questions:** The student regularly employs questions that require more than a Yes or No response from the other.
13. **Paraphrasing:** The student is able to concisely re-state the idea/content of another without changing the meaning being communicated, and uses this appropriately.
14. **Restatement:** The student is able to convey active listening by restating what another has said using the same or near exact word, while being caution of not over using this skill.
15. **Clarification:** The student consistently seeks to clarify vague or ambiguous information presented by others.
16. **Checking Assumptions:** The student consistently acknowledges when he/she has made an assumption about issues presented by another and checks their veracity as opposed to asserting them as being facts.
17. **Summarizing:** The student is able to link multiple ideas/meaning presented by another in a general statement.
18. **Parsimony:** The student does not monopolize interactions by talking more than is necessary.
19. **Interruptions:** The student gives others room to talk and does not cut off or interrupt others when they are talking.
20. **Clear Language:** The student demonstrates an ability to communicate verbally and in writing that is clear, professional and not jargon-bound.

II. Role of a Counselor, Ethics, and Mental Health Service Systems.

1. **Confrontation:** The student demonstrates an ability to effectively confront an individual's distortions in a clinical scenario.

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2. Interpretations: The student demonstrates an ability to make cogent interpretations based upon an empathic understanding of another.
3. Probing: The student demonstrates sensitivity when asking probing questions and does not probe when an issue is clearly overwhelming for the other person.
4. Crisis Intervention: The student demonstrates a basic understanding of crisis intervention skills and how to respond to situations in which a person is a threat to self or others or when abuse is suspected in a case.
5. Contracting: The student demonstrates an understanding of how clinical contracts can be used, particularly in crisis situations or in the treatment of substance abuse.
6. Theory and Formulations: The student demonstrates an ability to frame a clinical situation and possible intervention within the framework of a major psychological theory.
7. Diagnosis: The student demonstrates an understanding of how a diagnosis is determined, a working knowledge of the DSM-IV and the implications of a diagnosis on a person's treatment.
8. Mental Status Examination: The student demonstrates the ability to perform a thorough MSE for the purpose of arriving at a provisional diagnosis for an individual.
9. Genogram: The student demonstrates the ability to complete a thorough clinical genogram involving at least three generations.
10. Ethics: The student demonstrates knowledge of basic ethical issues such as confidentiality, informed consent, dual relationships, and others.
11. Roles of Counselors: The student demonstrates an understanding of the many roles a mental health counselor plays within the therapeutic context as well as in the society at large.
12. MH System: The student demonstrated a knowledge of the major MH service systems for children and adults, i.e., DMH, DMR, Dept. of Elder Affairs and DSS.
13. Third Party Payers: The student demonstrates a basic understanding of basic third party concepts, e.g., UR, Prior Authorizations, HMOs, and PPOs.

III. Ecological Factors and Different Types of Interviewing

1. Non-judgmental: The student demonstrates acceptance of diversity in a non-judgmental manner.

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2. Awareness: The student demonstrates awareness of her/his own cultural beliefs, gender expectations and racial identity.
3. Contextual Factors: The student demonstrates understanding and sensitivity to the impact of culture, SES, gender, and sexual orientation upon a person's values, experiences and development.
4. Race/Ethnic Identity Development: The student demonstrates an understanding of Majority Racial Consciousness and Minority Cultural Identity models and how those concepts can impact a counselor's work with an individual.
5. Sex/Gender Identity Development: The student demonstrates an understanding of identity development for heterosexual, gay, lesbian, bisexual, and transgendered individuals.
6. Socioeconomic status: The student demonstrates an awareness of the impact of class status on identity development.
7. Social Responsibility: The student demonstrates awareness that there are larger societal implications involved in the work of mental health counselors.
8. Prevention: The student demonstrates an understanding of concepts in prevention including: primary, secondary, and tertiary prevention.
9. Strength Focus: The student demonstrates an ability to recognize the strengths and healthy resources of persons depicted in clinical cases that is not disease focused.
10. Integration: The student begins to demonstrate an integration of information learned in other classes/settings in the applied scenarios in the Clinical Skills class.
11. History Taking: The student demonstrates an ability to conduct a formal bio-psycho-social history of an individual.

Part II

During the second semester of the first year, each MSCP students will complete a **practicum**. The purpose of the practicum is to orient first year students to the mental health field, human services agencies, clients and their interrelationships, as well as realistic social pressures.

Students must show competency in the following areas:

1. Establish effective working relationships.
2. Effectively identify and assess suicidality, violence, and substance abuse.

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3. Able to conceptualize the client and his/her problem(s) and strengths effectively, and able to select interventions that help reach goals.
4. Uses supervision effectively taking insights and suggestions into subsequent counseling sessions.
5. Knowledgeable of and functions within the rules of the agency.
6. Conducts oneself appropriately in interpersonal relationships with other staff and trainees.
7. Attends to reports, client notes and other necessary forms in a timely manner.
8. Effectively interacts with policies and personnel of agency.

Year 2

The second phase of clinical training, known as the Internship, occurs for each full time student during the second year. The purpose of the internship is to enable the student to refine and enhance their counseling skills, develop more advanced clinical, relational, and intervention skills, and integrate professional knowledge during their field placement. Students will be evaluated by internship supervisors and seminar leaders. The following criteria will be used to measure the students' competency:

1. **Develops Therapeutic Relationship:** Engages in caring, genuine, respectful relationships with clients. Student shows competence in building and maintaining trusting relationships with clients and selecting appropriate treatment strategies.
2. **Manages the Session:** The counselor is successful at managing the session, "opening the session," "directing the session," and "closing the session."
3. **Intervention:** The student demonstrates the ability to look beyond the individual when formulating clinical issues and conceptualizes how others could be productively involved in treatment situations.
4. Student is able to integrate theory and practice and utilizes appropriate interventions, as appropriate with the client.
5. Effective evaluation and diagnosis.
6. Effective treatment planning and implementation.
7. Knowledge of different types and levels of intervention methods.
8. Student shows awareness of and compliance with the ethical standards of the profession.

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9. Appreciation of social and cultural diversity, including issues of gender, race, sex, ethnicity, sexuality, socioeconomic class, and religion/spirituality.
10. Student uses supervision effectively (i.e., preparation for supervision, awareness of own personality dynamics, openness to and ability to utilize feedback from supervisor).
11. Student maintains case notes and other relevant written materials.
12. Student is aware of broader social supports, networks, and resources available to clients. Student is aware of the many types of interventions, programs, and resources, such as doing consultations, community outreach/supports, school or community based programs.
13. Students' professional growth and development must include responsibility, maturity, integrity, motivation, insight, and flexibility.

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Internship Evaluation Forms

The evaluative forms that are in Appendix 'A' will be used during your internship and will assist the Northeastern University Master of Science in Counseling Psychology Program, your internship seminar leader, your academic advisor, your internship site supervisor, and you, the student, in reaching your goals.

Twice during the internship year, normally the second year of study, your seminar leader and site supervisor will complete an evaluation of your clinical strengths and weaknesses, knowledge of counseling theory and interventions, communication skills, client-provider therapeutic relationship, and other facets of the internship. The first evaluation is completed in December (end of the Fall Semester) and the second is completed in April (end of the spring Semester).

The MSCP student also has the opportunity and responsibility to complete an evaluation of the practicum-internship site, site supervisor, and seminar leader. This evaluation is to be completed in April (end of the Spring Semester).

The student is responsible for providing the various forms to the appropriate person. Make copies of each form for your personal use. The format is an easy to follow format for the student, seminar leader, and site supervisor. If you have any questions please consult with your academic advisor and/or seminar leader.

The evaluation forms that the MSCP student will use are:

- 1) Evaluation of Counseling Psychology STUDENT by SEMINAR LEADER
- 2) Evaluation of Counseling Psychology STUDENT by SITE SUPERVISOR
- 3) Practicum-Internship In Counseling Psychology: Student Evaluation Of Site
- 4) Evaluation of SITE SUPERVISOR by Counseling Psychology STUDENT
- 5) Evaluation of SEMINAR LEADER by Counseling Psychology STUDENT
- 6) Your Job As Part Of Your Internship

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NORTHEASTERN UNIVERSITY
Department of Counseling Psychology

EVALUATION FORM

Evaluation of Counseling Psychology STUDENT by SEMINAR LEADER

(Also please use the competencies identified in the handbook to evaluate this student. If the appropriate level of competences are not yet met contact program director and do not award a satisfactory grade to the student; instead award an incomplete.)

Student: _____ Student ID#: _____

Student's Program: Counseling Psychology NU Advisor: _____

NU Seminar Leader: _____ Seminar Leader's Tel #: (____) _____

Site: _____ Site Address: _____

Site Supervisor: _____ Title: _____ License No: _____

Site Supervisor's Telephone Number: (____) _____

Dates Of Placement: _____

Important Note:

This evaluative form used during the practicum/internship will assist the Master of Science in Counseling Psychology Program. Each Counseling Psychology student will be evaluated by their site supervisor and seminar leader in December and April.

Site supervisors and seminar leaders will be evaluated by the student at the end of the internship experience in April.

ALL FORMS SHOULD BE RETURNED TO:

Monique Clarke
Department of Counseling Psychology
404 International Village
Northeastern University
360 Huntington Avenue
Boston, MA 02115
Attn: Internship Coordinator

EVALUATION OF STUDENT BY SEMINAR LEADER

Please rate the student on the following criteria:

A. Effective communication skills.

(Inadequate) 1 2 3 4 5 (Excellent)

Comment:

B. Effective establishment of the therapeutic relationship.

(Inadequate) 1 2 3 4 5 (Excellent)

Comment:

C. Effective therapeutic interventions.

(Inadequate) 1 2 3 4 5 (Excellent)

Comment:

D. Effective treatment planning and implementation.

(Inadequate) 1 2 3 4 5 (Excellent)

Comment:

E. Effective evaluation and diagnosis.

(Inadequate) 1 2 3 4 5 (Excellent)

Comment:

F. Competent case reports and other written work.

(Inadequate) 1 2 3 4 5 (Excellent)

Comment:

G. Effective use of supervision.

(Inadequate) 1 2 3 4 5 (Excellent)

Comment:

H. Effective interaction with policies and personnel of agency.

(Inadequate) 1 2 3 4 5 (Excellent)

Comment:

I. Relationship with peers.

(Inadequate) 1 2 3 4 5 (Excellent)

Comment:

J. Knowledge and application of ethical principles.

(Inadequate) 1 2 3 4 5 (Excellent)

Comment:

K. Appreciation of social and cultural diversity, including issues of race, gender, socioeconomic class, and lifestyle choices.

(Inadequate) 1 2 3 4 5 (Excellent)

Comment:

L. Professional growth and development to include responsibility, maturity, integrity, motivation, insight and flexibility.

(Inadequate) 1 2 3 4 5 (Excellent)

Comment

M. Knowledge of different types and levels of intervention methods.

(Inadequate) 1 2 3 4 5 (Excellent)

Comment:

NORTHEASTERN UNIVERSITY
Department of Counseling Psychology,

EVALUATION FORM

Evaluation of Counseling Psychology STUDENT by SITE SUPERVISOR

This form to be completed by the seminar leader for the purpose of evaluating the Counseling Psychology student.

Student: _____ Student ID#: _____

Student's Program: Counseling Psychology NU Advisor: _____

NU Seminar Leader: _____ Seminar Leader's Tel #: () _____

Site: _____ Site Address: _____

Site Supervisor: _____ Title: _____ License No: _____

Site Supervisor's Telephone Number: () _____

Dates Of Placement: _____

Important Note:

This and the other evaluative forms used during the practicum-internship will assist the Master of Science in Counseling Psychology Program, your practicum-internship leader, your academic advisor, your practicum-internship site supervisor, and you, the student, in reaching your goals. Each Counseling Psychology student will be evaluated by their site supervisor and seminar leader in December and April.

Site supervisors and seminar leaders will be evaluated by the student at the end of the practicum/internship experience in April.

ALL FORMS SHOULD BE RETURNED TO:

Monique Clarke
Department of Counseling Psychology
404 International Village
Northeastern University
360 Huntington Avenue
Boston, MA 02115
Attn: Practicum/Internship Coordinator

EVALUATION OF STUDENT BY SITE SUPERVISOR

Please rate the student as objectively as possible

General

A. Knowledge of counseling theory and interventions

1 2 3 4 5
Weak Adequate Outstanding

Comment:

B. Ability to relate to clients

1 2 3 4 5
Weak Adequate Outstanding

Comment:

C. Self-knowledge and maturity

1 2 3 4 5
Weak Adequate Outstanding

Comment:

D. Conscientiousness, dependability, and ethical conduct

1 2 3 4 5
Weak Adequate Outstanding

Comment:

E. Relationships with others at practicum/internship setting.

1 2 3 4 5
Weak Adequate Outstanding

Comment:

(2 of 5)

F. Ability to integrate understanding/knowledge of theory with assessment and implementation of appropriate interventions

1 2 3 4 5
Weak Adequate Outstanding

Comment:

G. Professional growth and development: responsibility, maturity, integrity, motivation, insight, and flexibility

1 2 3 4 5
Weak Adequate Outstanding

Comment:

H. Appreciation of cultural diversity, including issues of race, gender, socioeconomic class, lifestyle choices, and integration of interventions

1 2 3 4 5
Weak Adequate Outstanding

Comment:

I. Relational capacity

1 2 3 4 5
Weak Adequate Outstanding

Comment:

2. Functions performed in this setting. Please describe the type of involvement, number of times, and the type.

A. Individual Counseling

B. Group Counseling

C. Consulting with Families

D. Psychoeducation and Prevention Programs

E. Coordinating with Other Agency Specialists and Peers

F. Clerical and Organizational Responsibilities

G. Other

(4 of 5)

7. Describe the quality of the supervision and your relationship with supervisor.

8. Do you see sufficient numbers of clients?

9. Are you satisfied with the type of clients you have?

10. Are you doing the type of therapeutic work you had expected when you chose this site?

11. Are students treated as professionals?

12. Please describe the best and worst aspects of this site.

13. Would you recommend this site to other students? Please explain.

Masters of Science Counseling Psychology, MSCP

14. Is there anything else you would care to add (can do so on back of this page if you need more room)?
15. If you are willing to be called by NU students interested in your site, please give your name and phone number.

Additional Comments:

Date

NORTHEASTERN UNIVERSITY
Department of Counseling Psychology,

EVALUATION FORM

Evaluation of SITE SUPERVISOR by Counseling Psychology STUDENT

This form to be completed by the student for the purpose of evaluating the site supervisor in the Practicum/ Internship setting.

Student: _____ Student ID#: _____

Student's Program: Counseling Psychology NU Advisor: _____

NU Seminar Leader: _____ Seminar Leader's Tel #: () _____

Site: _____ Site Address: _____

Site Supervisor: _____ Title: _____ License No: _____

Site Supervisor's Telephone Number: () _____

Dates of Placement: _____

Important Note:

This and the other evaluative forms used during the practicum-internship will assist the Master of Science in Counseling Psychology Program, your practicum-internship leader, your academic advisor, your practicum-internship site supervisor, and you, the student, in reaching your goals. Each Counseling Psychology student will be evaluated by their site supervisor and seminar leader in December and April.

Site supervisors will be evaluated by the student at the end of the practicum/internship experience in April.

ALL FORMS SHOULD BE RETURNED TO:

Monique Clarke
Department of Counseling Psychology
404 International Village
Northeastern University
360 Huntington Avenue
Boston, MA 02115
Attn: Practicum/Internship Coordinator

EVALUATION OF SITE SUPERVISOR BY STUDENT

1. General performance of Site Supervisor's responsibilities.

A. Your Site Supervisor visited with your seminar leader

Yes ___ No ___

If Yes what were/was the date: _____

B. Your Site Supervisor's visit with your Seminar Leader seemed to you to be:

1 2 3 4 5
Unsatisfactory Satisfactory Very Thorough

C. Your Site Supervisor is available to see Interns between scheduled meetings.

1 2 3 4 5
Infrequently Anytime

D. The feedback on logs and tapes you receive is:

1 2 3 4 5
Weak Fair Average Good Strong

2. Didactic Skills

A. It seems to you that your site supervisor's knowledge of counseling theory and related matters is:

1 2 3 4 5
Weak Fair Average Good Strong

B. Your site Supervisor's contribution seems:

1 2 3 4 5
Too Theoretical Well Balanced Too Practical

C. Your Site Supervisor's ability to give individual constructive feedback within the group is:

1 2 3 4 5
Weak Fair Adequate Good Excellent

(2 of 3)

3. Personal Qualities

A. Your Site Supervisor uses him/herself as a model:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Poor/Not At All		Moderately Well		Skillfully

B. As an individual, you Site Supervisor seems:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Too Familiar and/or Removed				Easily Approachable

4. Overall Rating

A. Your supervisory sessions contribution toward professional growth is:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Poor		Fair		Excellent

5. Additional/further comments :

Date

NORTHEASTERN UNIVERSITY
Department of Counseling Psychology,

EVALUATION FORM

Evaluation of SEMINAR LEADER by Counseling Psychology STUDENT

This form to be completed by the seminar leader for the purpose of evaluating the Counseling Psychology student.

Student: _____ Student ID#: _____

Student's Program: Counseling Psychology NU Advisor: _____

NU Seminar Leader: _____ Seminar Leader's Tel #: () _____

Site: _____ Site Address: _____

Site Supervisor: _____ Title: _____ License No: _____

Site Supervisor's Telephone Number: () _____

Dates Of Placement: _____

Important Note:

This and the other evaluative forms used during the practicum-internship will assist the Master of Science in Counseling Psychology Program, your practicum-internship leader, your academic advisor, your practicum-internship site supervisor, and you, the student, in reaching your goals. Each Counseling Psychology student will be evaluated by their site supervisor and seminar leader in December and April.

Seminar leaders will be evaluated by the student at the end of the practicum/internship experience in April.

ALL FORMS SHOULD BE RETURNED TO:

Monique Clarke
Department of Counseling Psychology
404 International Village
Northeastern University
360 Huntington Avenue
Boston, MA 02115
Attn: Practicum/Internship Coordinator

EVALUATION OF SEMINAR LEADER BY STUDENT

1. General performance of Site Supervisor's responsibilities.

A. Your Seminar Leader has made a visit to your field site.

Yes ___ No ___

If Yes what were/was the date: _____

B. Your Seminar Leader's visit seemed to you to be:

1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Unsatisfactory Satisfactory Very Thorough

C. Your Seminar Leader is available to see Interns between scheduled meetings.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Infrequently Anytime

D. The feedback on logs and tapes you receive is:

1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Weak Fair Average Good Strong

2. Pedagogical Skills

A. It seems to you that your Seminar Leader's knowledge of counseling theory and related matters is:

1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Weak Fair Average Good Strong

B. Your Seminar Leader's contribution seems:

1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Too Theoretical Well Balanced Too Practical

C. Your Seminar Leader's ability to give individual constructive feedback within the group is:

1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Weak Fair Adequate Good Excellent

(2 of 3)

3. Humanistic Qualities

A. Your Seminar Leader uses him/herself as a model:

1	2	3	4	5
Poor/Not At All		Moderately Well		Skillfully

B. As an individual, your Seminar Leader seems:

1	2	3	4	5
Too Familiar and/or Removed				Easily Approachable

4. Overall Rating

A. Your seminar meetings contribution toward professional growth is:

1	2	3	4	5
Poor		Fair		Excellent

5. Additional comments on the practicum/internship seminar leader:

Date

NORTHEASTERN UNIVERSITY
Department of Counseling Psychology
Your Job As Part Of Your Practicum

Name: _____ Home Phone: () _____ Work Phone: () _____

Home Address: _____

Place of Employment: _____

Employment Address: _____

Proposed Site Supervisor: _____

Supervisor's Telephone Number: () _____

Bouve College of Health Sciences and MSCP require that:

- a. Interns work a minimum of 20 hours per week at practicum sites.
- b. Interns receive at least one hour per week of individual supervision by a licensed Mental Health Professional.
- c. Interns must be evaluated at EACH site used to meet practicum requirements.

For those Interns who use their place of paid employment for practicum, the tasks they perform as part of their regular job description may be used for no more than 50 % of their requirements. For the remaining 50 % or more, the supervised tasks Interns perform must be different from and/or more advanced than those regularly performed.

A. I plan to use the following professional tasks in my job description to fulfill ___% (no more than 50%) of my practicum requirements: (please list)

Masters of Science Counseling Psychology, MSCP

B. For the remaining _____% I plan to use the following professional tasks which are different from and/or more advanced than my regular job activities: (please list)

C. APPROVAL: (copies to Site Supervisor, Trainee, and Department)

1st Site Supervisor

2nd Site Supervisor
(if applicable)

Program Advisor

APPENDIX 'B'

IMPORTANT INFORMATION

The Master of Science in Counseling Psychology program seeks to educate students in applied aspects of psychology and is designed to meet the licensure requirements of a mental health counselor (actual license title varies by state). Current Massachusetts regulations for mental health counselors are published in the “**262 CMR 1.00-5.00**” which lists requirements for Licensure as a Mental Health Counselor. A current copy of the 262 CMR is included in this handbook under Appendix ‘C’. **It is your responsibility to read the entire 262 CMR carefully, and to obtain revised copies as they become available.**

The **262 CMR 1.00-5.00** can be ordered by mail or picked up at the following address: (Cost: \$4.50 by mail or \$2.40 if you pop in). It is also available at <http://www.state.ma.us/reg/boards>

Commonwealth of Massachusetts
State House Printing Office, Room 116
Boston, MA 02133
Telephone: (617) 727-2834

The licensing/credentialing body for Massachusetts is the Board of Registration of Allied Mental Health Professionals. Contact information is as follows:

Board of Allied Mental Health Services
239 Causeway Street, Suite 500
Boston, MA 02114
617/727-3080 (phone)
617/727-2197 (fax)
Erin M. LeBel, Executive Director
Susan E. Coco, Administrative Assistant
Internet: <http://www.state.ma.us/reg/boards>

Contact the Board of Allied Mental Health Services at the number listed above for examination information and for a licensure application (which will include forms for supervisors and documentation of your clinical site(s) and hours). **Have all these forms completed before you leave your internship.**

In the Commonwealth of Massachusetts, the licensed professional counselor is referred to as a **Licensed Mental Health Counselor (LMHC)**. The Code of Massachusetts Regulations (CMR), April 1998, states that a LMHC renders professional services to individuals, families, or groups for compensation, monetary or otherwise. These professional services include: applying the principles, methods, and theories of counseling and psychotherapeutic techniques to define goals and develop a treatment

plan of action aimed toward the prevention, treatment, and resolution of mental and emotional dysfunction and intra or interpersonal disorders in persons diagnosed at intake and making referrals to other psychiatric, psychological, or medical resources.

In the Commonwealth of Massachusetts the prospective LHMC candidate must:

- Earn a qualifying master's or doctoral degree in a program which must be a minimum of 60 semester hours which includes specified courses.
- Successfully complete a Supervised Clinical Experience.
- Achieve a passing score on the licensure examination, The National Clinical Mental Health Counseling Examination

In summary, the graduate program of study required to be completed by an applicant must include curricula experience in the following areas:

- foundations of mental health counseling
- contextual dimensions: mental health counseling
- knowledge and skills for the practice of mental health counseling
- required course content in the following areas: Counseling Theory, Human Growth and Development, Psychopathology, Social and Cultural Foundations, Helping Relationships, Group Work, Lifestyle, School, and Career Development, Appraisal, Research and Evaluation, and Professional Orientation.

Supervised Clinical Experience: A minimum of 200 hours of supervision in the clinical practice of mental health counseling by an approved supervisor and/or such other supervisor meeting the requirements for a qualifying Practicum and Internship experience which meets the following requirements:

- (a) Pre-Master's Degree Supervision: A minimum of 70 hours of supervision, both individual and group, must be pre-master's
- (b) Post-Master's Degree Supervision: A minimum of 130 hours must be post-master's supervision, of which a minimum of 75 must be individual
- (c) A minimum of 50 hours of supervision, pre-master's (practicum or internship) or post-master's must be LMHC supervision (individual or group)

Experience Requirement: Total hours required = 3,360

**THESE PROFESSIONAL ASSOCIATIONS ARE VERY IMPORTANT TO
KNOW ABOUT AND BECOME INVOLVED WITH**

MaMHCA and AMHCA are groups within the American Counselor Association professional association for counselors. MaMHCA and AMHCA have been specifically created for the advancement of Mental health Counselors. Both master's level students and clinicians in the counseling field are well advised to join these professional groups. MaMHCA is the state organization that offers several benefits for mental health counselors. For example MaMHCA offers test preparation courses, update on issues facing mental health counselors in Massachusetts, and information about licensing tests and requirements you will need to know if you are staying in Massachusetts. If you are going out of state, see the end of this for some numbers that might get you started! Ma MHCA offers student memberships and offers a very important source of professional identity, development and advocacy. We encourage you to explore this wonderful resource.

MaMHCA - *Massachusetts Mental Health Counselors Association*
(a State Division of the American Mental Health Counselors Association)
17 Cohasset St
Foxboro, MA 02035
Telephone: (508) 698-6010, fax 1711
<http://www.mamhca.org>

AMHCA - *American Mental Health Counselors Association*
801 North Fairfax Street, Suite 304
Alexandria, VA 22314
Telephone: (800) 326-2642
Fax: (703) 548-4775
<http://www.amhca.org>

Note: AMHCA in collaboration with the Professional Training Institute, offers a "Clinical Mental Health Counselor Handbook and Study Guide" to help students prepare for licensure and certification examinations. To order, call (800) 228-0810 or fax (800) 772-9165 (10% discount for AMHCA members).

National Board of Certified Counselors

P O Box 77699

Greensboro, NC 27417-7699

(336) 547-0607 phone

(336) 547-0017 fax

By calling this number, you can request a study guide for the NCMHCE.

Contact the Board of Allied Mental Health in MA to register for the NCMHCE and for licensure application forms.

The licensing/credentialing body for Massachusetts is the Board of Registration of Allied Mental Health Professionals. Contact information is as follows:

Board of Allied Mental Health Services

239 Causeway Street, Suite 500

Boston, MA 02114

617/727-3080 (phone)

617/727-2197 (fax)

Erin M. LeBel, Executive Director

Susan E. Coco, Administrative Assistant

Internet: <http://www.state.ma.us/reg/boards>