

DEPARTMENT OF COUNSELING and APPLIED EDUCATIONAL PSYCHOLOGY
Bouve College of Health Sciences
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SCHOOL/COUNSELING PSYCHOLOGY DOCTORAL PROGRAM (SCDP)
Information Sheet
2008-2009

Introduction

This sheet has been prepared to supplement the information in the Graduate School Bulletin.

The School/Counseling Psychology Doctoral Program (SCDP) is housed in the Department of Counseling and Applied Educational Psychology in the Bouvé College of Health Sciences, at Northeastern University in Boston, MA. 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).

The School/Counseling Psychology Doctoral Program (SCDP) is a full-time doctoral program accredited by the American Psychological Association (APA) and approved by the National Register of Health Service Providers. Additional information on APA accreditation can be obtained from the Committee on Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242 (202/336-5979). The APA accredited the SCPDP initially in May, 1996. Full accreditation was granted in October 2000 for seven years. The next accreditation site visit is scheduled for November 29 and 30, 2007.

The SCPDP curriculum prepares graduates of both the school psychology and counseling psychology tracks 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 (1) knowledge of psychological theory, (2) a broad range of assessment, intervention, and applied research skills, and (3) 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 schools, colleges, medical centers, and community mental health settings.

One of the strengths of the SCPDP is its focus on individual and cultural differences. The varied composition of the faculty and student body, the training model and the content of the curriculum, the research and professional activities of the faculty and students as well as the nature of the advanced fieldwork and internship sites, reflect a serious commitment to offer substantive training in the areas of individual and cultural diversity throughout the curriculum.

Admissions

Criteria for admissions include: 1) recommended score of 1200 on GRE; 2) satisfactory GPA undergraduate and, if applicable, masters programs; 3) demonstrated interest in helping profession activities; 4) letters of reference; 5) self statement; 6) completed application. Applications are due December 15 and admission interviews are typically conducted in late February or early March. Applicants are notified prior to March 31.

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 practitioner/scientists who understand and are able to practice psychology in a socio-cultural 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., Orford, 1992; Duffy & Wong, 1996); 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 (i.e., families, schools, neighborhoods, communities, vocational settings), and through multiple structural influences (i.e., socioeconomic factors, social policy, reward systems). Traditionally, the discipline and practice of psychology have focused more upon the individual and internal influences and less upon the context and environment of the person. The ecological model takes a multi-leveled 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.

The merging of the school and counseling tracks in the combined program offers students opportunities to broaden their understanding of the dynamics of change and of changing roles over the life span. For example, a school psychologist, looking at a child in a classroom, will recognize that the child's situation and functioning are affected by a convergence of influences, many of which stem from outside the classroom. In addition to family, peer group, and other interpersonal contacts, the ecological model recognizes that part of the convergence impacting the child include economic, political, cultural, gender, and environmental issues. Further, the child and his/her family may or may not be able to speak about other factors, such as bureaucratic processes, high costs, and the limited availability of resources that reduce access to services. Thus, the ecological perspective encourages practicing and studying psychology within a broad perspective and viewing intervention as involving an array of possibilities. These possibilities can go beyond what is done in the clinical setting by engaging and influencing the client's environment and how it is perceived.

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.

Faculty

The program's core faculty consists of 16 full-time culturally diverse department faculty members. The faculty has extensive expertise in many areas including: consultation; child, family, and systemic interventions; assessment; feminist theory; human behavior in organizations; early intervention; cross-cultural counseling and assessment; development; developmental disabilities; prevention; neuropsychology; and gender issues. Description of the faculty is provided at the end of this packet.

Program Management

The SCPDP is managed by its core faculty, which meets monthly, and by the executive committee, composed of two school psychology (Drs. Li and Kruger) and two counseling psychology faculty (Drs. Greenwald and Okun), which meets weekly. Executive team faculty members develop and implement program policies and respond to student, faculty, and larger professional needs and concerns. Two doctoral student representatives from the student steering committee that is described below are in attendance at some of the meetings. One faculty member (Dr. Okun), designated as training director, is responsible for developing relationships with internship sites, preparing students for placement, and supervising students while they are in internship.

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 their website www.state.ma.us/reg. 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.

Doctoral Program Graduates: 1997 – 2005 Professional Licensing Status

Ph.D. Graduate Totals (1997 – 2005)	52
Number of Graduate Students Available Data	38 (73%)
	# (% of available data)
Licensed Psychologists (Various States)	25 (65%)
Certified School Psychologists Only	12 (32%)
Certified School Psychologist & Licensed Psychologist	1 (3%)

Goals, Objectives, and Competencies

The goals and objectives of our program are derived from the educational philosophy and the practitioner-scientist training model of the doctoral program, as described above. In the following section, we will list our major goals, objectives, and competencies of the five core areas of the curriculum.

Breadth of Scientific Psychology

Goal 1: To produce graduates who have knowledge of the basic areas of psychology, formulated within an ecological model. We expect that students will:

Objective 1: acquire an understanding of the biological, cognitive and affective, and social aspects of behavior

Competency 1: Students will understand the regulation of biological and emotional functions of the nervous system.

Competency 2: Students will understand the contribution of environmental factors to brain development, to the development of the mind, and to their functions.

Competency 3: Students will understand theories and research with respect to social behavior.

Objective 2: acquire knowledge of the history and systems of psychology

Competency 4: Students will demonstrate knowledge of the historical and philosophical influences on psychology.

Competency 5: Students will demonstrate knowledge of the historical development of theoretical schools of psychology and of the assumptions shaping current theoretical schools.

Goal 2: To produce graduates who have basic competence in research and scholarly activities. We expect that students will:

Objective 3: acquire a basic understanding of how to conduct research, which includes formulating research questions, designing research, choosing methodology, and collecting and analyzing data

Competency 6: Students will be able to develop meaningful research questions, based upon theories and models in the scholarly literature.

Competency 7: Students will be able to implement appropriate research design, methods, and statistical analyses, consistent with the research questions.

Competency 8: Students will understand the advantages and disadvantages of various research designs, modes of inquiry, data collection methods, statistical procedures, and measurement concepts.

Objective 4: become proficient in reporting research findings

Competency 9: Students will demonstrate the ability to report their research investigations appropriately, including knowledge of the socio-cultural contexts in the interpretation of the data.

Objective 5: be able to critically evaluate research

Competency 10: Students will demonstrate the ability to evaluate and critically assess the methodology of empirical research and the validity of research conclusions.

Assessment, Measurement, and Intervention

Goal 3: To produce graduates who are skilled in the application of clinical knowledge: assessment, intervention, and outcome evaluation within an ecological framework.

We expect that students will:

Objective 6: acquire skills in the appropriate selection of assessment instruments and procedures for clients, taking into consideration contextual factors

Competency 11: Students will understand theory and principles of test construction including reliability and validity, and uses/misuses of assessment.

Competency 12: Students will be able to critically analyze and evaluate appropriate assessment methods for individuals, considering contextual factors, including knowledge of and sensitivity to culturally and linguistically diverse populations.

Objective 7: administer, score, and interpret assessment techniques, ethically and accurately

Competency 13: Students will accurately administer, score and interpret a wide variety of assessment methods from multiple sources to evaluate functioning, including, as appropriate, cognitive, social-emotional, behavioral, academic, and vocational domains.

Competency 14: Students will demonstrate knowledge of potential biases in the assessment process and adhere to legal and ethical guidelines.

Objective 8: accurately integrate assessment findings from multiple sources and provide organized, useful and appropriate feedback and recommendations

Competency 15: Students will integrate assessment data from multiple sources and methods and present a cohesive understanding of the client's strengths and weaknesses.

Competency 16: Students will demonstrate skills in writing psychological reports and verbally communicating assessment findings using jargon-free, non-pejorative language.

Competency 17: Students will demonstrate skills in linking assessment data to recommendations that are evidence-based, practical, and easily interpretable.

Objective 9: acquire knowledge and skills to formulate ecologically meaningful, culturally sensitive, and conceptually sound treatment plans

Competency 18: Students will demonstrate the ability to link knowledge of theoretical, empirical and contextual bases of intervention to specific cases.

Competency 19: Students will demonstrate the ability to conceptualize their clients in terms of psychological theory and to formulate appropriate intervention plans.

Objective 10: acquire knowledge and skills to implement evidence-based interventions with diverse populations

Competency 20: Students will develop the ability to select and apply evidence-based interventions and to assess progress and outcomes.

Competency 21: Students will develop the ability to implement a wide range of developmental, preventive, remedial, and psychoeducational interventions, including psychotherapy, crisis management, consultation and dealing with emergency psychological/psychiatric situations.

Objective 11: be familiar with the research in the area of outcome evaluation for intervention and practice

Competency 22: Students will demonstrate that they are familiar with outcome research for various intervention strategies.

Multicultural and Individual Diversity

Goal 4: To produce graduates who have the knowledge, skills, and dispositions to engage in research and practice to benefit individuals and groups in a multicultural and diverse society. We expect that students will:

Objective 12: demonstrate the awareness of personal and cultural values, and resultant biases, and their potential impact on the therapeutic encounter

Competency 23: Students will demonstrate self-awareness in the context of diversity in assessment and intervention.

Objective 13: demonstrate the awareness of the social construction and political implications of difference, and the relationship to psychological functioning

Competency 24: Students will demonstrate an awareness of the social construction of difference and the way this impacts relevant environments.

Objective 14: develop knowledge of meaningful and relevant interventions for individuals and groups in different cultural contexts across the lifespan

Competency 25: Students will be able to formulate intervention plans with consideration and understanding of individual and group differences in cultural contexts throughout the lifespan.

Objective 15: develop the attitudes, knowledge, and skills to engage in multi-culturally competent assessment, practice, and research

Competency 26: Students will demonstrate knowledge of the influences of cultural and linguistic diversity in providing psychological services and conducting research across multiple contexts.

Professional Psychology

Goal 5: To prepare graduates who are committed to the profession of psychology, critical thinking, and to life-long professional development: We expect that students will:

Objective 16: develop a strong professional identity

Competency 27: Students will participate in professional associations as part of the development of a strong professional identity.

Objective 17: acquire knowledge of the professional standards, ethics, and laws affecting the practice of psychology

Competency 28: Students will demonstrate a thorough understanding of the ethics and laws affecting the practice of psychology, including the inherent ambiguities.

Objective 18: engage in ethical and lawful practices

Competency 29: Students will demonstrate in their fieldwork and pre-doctoral internship that they follow ethical and legal guidelines in their work with clients.

Objective 19: be prepared to sit for and pass the state licensing examination

Competency 30: Graduates of our program will be able to pass state examinations

Objective 20: be prepared to continue to be active in professional learning and activity after graduation

Competency 31: Graduates of our program will demonstrate an active, continued interest in professional development.

Curriculum

The curriculum consists of:

- course work, most of which is shared by students in both tracks;
- intensive clinical training, consisting of a minimum of at least one but more typically two years of advanced fieldwork, following a one year practicum obtained as a master's level student, and one year of an approved full-time, pre-doctoral internship; and
- intensive research activities and dissertation, including membership on a research team.

1. Course Work

Program course work 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 Advanced Research course sequence and in the Doctoral Dissertation Seminar.
- 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 courses Legal/Ethical Issues in Community & Educational Settings and Doctoral Seminar in Cultural and Ecological Perspectives in Professional Psychology emphasize professional preparation and development.

All work should follow the guidelines of the Publication Manual of the American Psychological Association (5th edition, 2001); <http://apastyle.apa.org/>. As prudent consumers of scientific information, doctoral students are expected to use primary sources for all work. They should be wary of reliance on web searches.

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 are scheduled during the summer as well as during the academic year.

The post masters doctoral student is required to complete 54 semester hours of credit beyond the masters degree. Post BA students are required to take ???semester hours of credit..

Clinical Training

Intensive clinical training is a required component of the SCPDP. This preparation includes at least one year (more typically two years) of advanced fieldwork for those who entered the program with a master's degree, and two or three years for those who enter with a bachelor's degree. In addition, students must complete one year of an approved full-time pre-doctoral internship.

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; and
7. an understanding and commitment to the ethical codes of the profession.

Entry to Advance Fieldwork requires successful completion of a master's level, supervised practicum. Advanced Fieldwork, typically occurs in the second year of doctoral study for post- masters degree students and in the third year for post-bachelor's degree students. Advanced fieldwork consists of at least

600 hours of fieldwork under the supervision of a licensed doctoral level psychologist (Appendix C1 Advanced Fieldwork Contract; Appendix C2 Site Evaluation of Student). 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 C3).

Students may be required or requested to complete an additional year of Advanced Fieldwork, depending on their prior experience upon entering the program and on their performance in Advanced Fieldwork. For students who do not have adequate prior experience upon entering the program, registration for two years of advanced fieldwork is mandated. The SCPDP core faculty, in consultation with the coordinator of the advanced fieldwork and the student’s advisor, will make decisions regarding these requirements. It is important that students have clinical experience in diverse settings and with a variety of populations to compete successfully for an approved internship site.

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 APPIC approved setting (the latter requires approval by the Training Director and the SCPDP Faculty).

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

1. successful completion of all comprehensive examinations, including the assessment and intervention portfolios;
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;
3. satisfactory performance at the advanced fieldwork site; and
4. satisfactory completion of the dissertation proposal.

Students are advised to download a copy of the internship application form 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. Available sites and guidelines for settings are in the annual directory of the Association of Psychology Postdoctoral Internship Centers (APPIC). A copy is available in the department office, 203 Lake Hall, and on the APPIC website (www.APPIC.org). In the past 4 years, 79% of our students were placed at APA-approved internship sites.

**Internship Information
2000 - 2006**

Number Applying for Internships	49*	
	#	%
Internships Obtained	48+	98
APPIC Internships Obtained	6	12
APA Accredited Internships	40	82
Two Year Half-Time Internships	1	2

*Note: This is a revised figure from the previously reported 48 cited in the APA self-study.

+Note: This includes two international internships that met APPIC criteria.

Internship Applications, Acceptance, and Funding 2000 - 2008

Year of Internship	2007 - 2008	2006 - 2007	2005 - 2006	2004 - 2005	2003 - 2004	2002 - 2003	2001 - 2002	2000 - 2001
# of Students who Applied for Internship	7	6	6	4	4	9	12	2
# Who Received Funded Internships	7 (100%)	6 (100%)	6 (100%)	4 (100%)	4 (100%)	9 (100%)	12 (100%)	2 (100%)
# Who Receive unfunded Internships	0	0	0	0	0	0	0	0
# Who in APA Accredited Internships	5 (71%)	4 (66%)	4 (66%)	3 (75%)	4 (100%)	9 (100%)	11 (91%)	2 (100%)
# Who obtained APPIC Member Internship	1	0	0	0	0	0	0	0
# Who obtained two year half-time	0	1	1	0	0	0	0	0

Research Training

Intensive research activities, culminating in a dissertation, are requirements of the SCPDP. Students are strongly encouraged to engage in research activities with faculty early in their course of study. Beginning in the fall 2007, entering students will join a faculty-led research team to gain active research involvement from the beginning of their program. Students already in the program prior to the fall 2007 are strongly encouraged to participate on these teams, which will facilitate research collaboration among students across cohorts and faculty. These activities provide opportunities to work through scientific questions and to gain exposure to different research methodologies. The Advanced Research sequence and the Doctoral Dissertation Seminar also provide opportunities for continuous involvement in research activities.

Research team activities include the following:

1. conceptualizing research questions and hypotheses;
2. developing and implementing research studies;
3. collecting and analyzing qualitative and quantitative data;
4. presenting at local, state, and national meetings; and
5. publishing research findings.

A dissertation in psychology is required for all students in the SCPDP. 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 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.

Other Program Requirements

The requirements of the program also include:

1. annual evaluation of students;
2. residency requirements;
3. time limits
4. incomplete grade resolution; and
5. comprehensive exams.

Pre-Requisite Courses for Post Masters Students

Two courses in counseling theory or intervention

Three courses in assessment (intelligence, psycho diagnostics)

One course in each of the following areas: cross-cultural counseling, family counseling, learning theories, developmental psychology (life span), psychopathology, and research design.

Additional prerequisite courses for the post masters School Psychology track include:

Behavior management

Special education

Seminar in school psychology

One year of supervised internship in a school with at least one hour/week supervision

Additional prerequisite courses for the Counseling Psychology track include:

Group counseling

One year of supervised practicum experience with at least two hours/week supervision

Time Limits

Doctoral students who enter the program with a master's degree have a maximum of seven years from the start of the first full academic semester following admission to complete all degree requirements; post BAS students have ten years to complete all degree requirements. Time to completion information for the period 200 – 2006 is presented below.

Time to Completion and Attrition 2000 – 2006

Years to Completion	#	%
4 Year Completion	8	18
5 Year Completion	8	19
6 Year Completion	5	11
7 Year Completion	5	11
8 Years or More	18	41
Students Leaving Program	11	25
Total	44	100
Mean Years to Completion	7.14	
Median years to Completion	6.00	

Attrition: 2000 - 2007

Year of Enrollment	# Enrolled	# Graduated with doctorate	# Still currently enrolled	# No longer enrolled
2000	7	3	3	1
2001	10	2	7	1
2002	4	0	4	0
2003	12	0	11	1
2004	11	0	10	1
2005	7	0	7	0
2006	8	0	6	2
2007	6	0	6	0

Students

Of the students currently enrolled, 78% are women, 60% are identified with the counseling psychology track and 40% with the school psychology track, and 33% are from underrepresented minority groups. The age range is from the mid 20's to the mid 50's, with a median age in the early 40's.

University Student Services (a sample of many at Northeastern)

The University's Counseling Center is staffed by licensed psychologists and by a substance abuse counselor. The Center offers vocational testing, short-term individual and group treatment, as well as specialized programs designed to meet special needs. The Center is an APPIC-approved doctoral internship site as well as an advanced fieldwork practicum site.

The Lane Health Center offers emergency psychiatric services and medical treatment.

The University is committed to providing services to students with disability-related special needs and has an excellent Disability Resource Center (DRC). The types of assistance available include orientation, registration and pre-registration, information, clearinghouse, counseling, housing, neuropsychological evaluation, and services for persons with visual impairments, hearing impairments, mobility impairments, and learning disabilities. The department faculty also works with students to adapt to individual circumstances. The DRC's neuropsychological evaluation unit is also an approved advanced fieldwork practicum site for doctoral students.

Financial Aid

Northeastern University offers graduate students numerous ways to obtain financial assistance. The Office of Financial Aid administers assistance to graduate students based on need. Assistance can include the Perkins Loan (formerly called National Direct Student Loan), a College Work-Study Program, a Guaranteed Student Loan, and the Massachusetts Graduate Grant Program.

Northeastern University is a participant in the college Scholarship Service that utilizes the Financial Aid Form (FAF). All applicants for financial aid, including loans, must file a FAF in order to be considered. Northeastern's Graduate School Financial Aid Application and transcripts of financial aid history from other schools attended are also required. All application forms and information are available from the Office of Financial Aid, 254 Richards Hall, Northeastern University, Boston, MA, 02115.

In addition to the forms of financial aid administered by the Office of Financial Aid, Bouve Graduate School offers various assistantships. Previous assistantships have included work in the Disability Resource Center, the Institute for Urban Health Research, and the Israel College Program. A limited number of

fellowships are also available to students from minority cultures through the University's African-American Institute and the Office of the Provost, and each year there are also part-time, residence hall staff positions available.

The Department of Counseling and Applied Educational Psychology has a number of graduate assistantships available. NUTA's require 10 hours weekly of work in the Department and provide tuition remission of approximately 67% of an academic year's tuition. SGA's require 20 hours weekly of work and provide full tuition remission and a stipend. For the Academic Year 2007 – 2008 the SGA stipend is \$14,250. Priority is given to doctoral students. Applications for assistantships must be made through Bouve Graduate School. The 2007 – 2008 tuition rates and fees are as follows:

2008 – 2009 Tuition Rate and Fees

Fee	Cost
Tuition Graduate School	\$1,035 per credit hour
Application Fee	\$50
Health Plan*	\$1,975
University Health and Counseling Services Fee*	\$225
Student Center Fee	\$70
Student Recreation Fee	\$46
Student Activity Fee	\$12 per term

*Can be waived by student with other health insurance coverage.

Housing

On-campus housing is limited for graduate students and is not guaranteed. Housing facilities are not available for married couples or children. Students need to fill out a housing application through Northeastern's Housing Services at 4 Speare Hall or contact (617) 373-2814. For information regarding alternative housing possibilities, contact Northeastern's Off-campus Housing Services at (617) 373-4872.

Grievance Procedures and Sexual Harassment

The Sexual Harassment Network is located in the Affirmative Action Office, 175 Richards Hall. The University is committed to protecting students' rights and urges them to read the publications about sexual harassment available in this office and to report suspect incidents immediately. The departmental procedures for grievance are outlined in the Doctoral Student Handbook, which will be distributed to students when they enter the doctoral program. For further information, contact department Professors Dr. Barbara Okun, Dr. Mary Ballou, or Dr. Deborah Greenwald in Lake Hall at (617) 373-3276.

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 Affirmative Action, 175 Richards Hall and inquiries regarding the University's nondiscrimination policies may be directed to Dean and Director of the Office of Affirmative Action, Donnie Perkins, (617) 373-2133.

Program Faculty

Carmen G. Armengol, Ph.D., ABPP, Pennsylvania State University (214B Lake Hall; x5917)

Dr. Armengol's current research is primarily devoted to developing norms for neuropsychological instruments for Spanish-speaking children and identifying early predictors of academic achievement. Other research interests include biculturalism and bilingualism and their impact on attention and other neuropsychological functions. She has also focused on neuropsychological rehabilitation of traumatic head injury and cerebral hypoxia.

Mary B. Ballou, Ph.D., ABPP, Kent State University (204 Lake Hall; x5937)

Dr. Ballou's research focuses on developing a feminist orientation to psychology. Through her publications and professional work she has made contributions to feminist therapy process, a feminist analysis of the mental health system in the United States and feminist perspectives on personality theory and psychopathology. Dr. Ballou continues to develop the ecological model and is currently exploring its implications for interventions and for epistemology. She is an author of *A Feminist Approach to Mental Health, Personality and Reappraisals, Health Counseling and Psychological Strategies: A Guide to Interventions*, and the new book *Rethinking Mental Health and Disorders*, as well as multiple chapters and articles. She is also the chair of the Graduate Consortium of Women Studies at Radcliffe and the Chair of the Feminist Therapy Institute. Additionally, Dr. Ballou provides consultation and therapy in a medical clinic and has a private practice in feminist counseling. (on sabbatical spring 2006).

Jessica Blom-Hoffman, Ph.D. Lehigh University (212B Lake Hall; x5257)

Dr. Blom-Hoffman is a licensed school psychologist who has specialized training in pediatric psychology. Her work is focused on health promotion programming in urban schools. Dr. Blom-Hoffman's funded research (National Institutes of Health) is related to developing and evaluating school-based programs designed to prevent obesity. She conducts her research in the Boston Public Schools. She has published over 20 peer reviewed journal articles and book chapters and is on the editorial boards of the *Journal of School Psychology*, *School Psychology Review* and the *Journal of Applied School Psychology*. Dr. Blom-Hoffman was named "Trainer of the Year" by the Massachusetts School Psychologists Association (2005), and she received the American Psychological Association Division 16 Lightner Witmer Award (2007) for her early career scholarship. Dr. Blom-Hoffman is the faculty advisor to Northeastern University's SASP chapter.

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

Dr. Chung is the newly appointed department chairperson. He was a full professor and training director of the APA accredited doctoral program at Georgia State University. Dr. Chung has published in the areas of multiculturalism, sexual orientation, discrimination, counseling intervention, and career development. Has published extensively including 32 peer reviewed articles, two edited books, and 14 book chapters. He has been a very productive writer and researcher. Dr. Chung has 74 peer reviewed conference presentations and has held various leadership position within the American Psychological Association.

Debra Franko, Ph.D., McGill University (210B Lake Hall; x5454)

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 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 75 peer-reviewed journal articles and book chapters in the area of eating disorders, body image, and obesity. Her forthcoming book, *Unlocking the Mysteries of Eating Disorders: A Practical Life-Saving Guide to your Child's Treatment and Recovery*, will be published by McGraw-Hill in September 2007.

Deborah Greenwald, Ph.D., University of Michigan (324 Lake Hall; x2486)

Dr. Greenwald's research interests focus on personality assessment, including the relationship between fantasy and behavior; shame and its domains in regard to behavior regulation and cultural differences; and the Rorschach Inkblot Test. Her main academic interests include psychological assessment, family style, the domains of shame expression and spirituality. She has conducted research on high-risk families, is a consulting editor to the *Journal of Personality Assessment*, and is the author of numerous articles for professional journals. She currently serves on the doctoral program Executive Committee.

Gila Kornfeld-Jacobs, Ph.D., State University of New York at Buffalo(215 Lake Hall; x2470)

Dr. Kornfeld-Jacobs comes to the program following two decades of work, in both outpatient and inpatient settings, with adults who are severely mentally ill and anti-poverty programs. As a faculty member on the staff Department of Psychiatry of The Cambridge Hospital, she trained and supervised students in their APA approved pre-doctoral internships there. She also trained and supervised medical residents and staff. At Northeastern, she currently teaches Psychological Testing, Psycho-diagnostics, and Health Issues. She also serves as the Coordinator for the joint Northeastern University/Israel College Program in School Counseling. Her current interests and research concern immigrant children in the school system and cognitive therapy.

Louis Kruger, Psy.D. Rutgers University (216 Lake Hall; x5897)

Dr. Kruger has conducted research on teams, including Internet teams and groups for almost 20 years. Dr. Kruger has presented numerous workshops on teamwork and leadership. He has been a consultant and trainer for the Massachusetts Department of Education on pre-referral teams, and developed the state DOE handbook on these teams. He has taught graduate level courses on consultation, planning and evaluating early intervention services, research methods, and behavior management. He has team-taught both hybrid and web-based courses. He collaborated with Dr. Lifter in transforming Northeastern University's early intervention curriculum into a primarily web-based preservice program (see Lifter et al, 2005). He is a nationally certified school psychologist and Associate Editor of *Journal of Applied School Psychology*. He held leadership positions in multiple organizations, including most recently, the Massachusetts School Psychologists Association. Dr. Kruger serves on the program's Executive Committee.

Chieh Li, Ed.D., University of Massachusetts at Amherst (211 Lake Hall; x4683)

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

Karin Lifter, Ph.D., Columbia University (213 Lake Hall; x5916)

Dr. Lifter conducts both descriptive and intervention studies on the play, language, and social development of young children with and without disabilities, for which she integrates cognitive and behavioral theories and practices. She developed the Developmental Play Assessment (DPA) Instrument for her research studies. She was the principal investigator of the interdisciplinary, federally funded, Project Collaborative Teams Early Intervention Preparation Program. She serves on the editorial board of the *Journal of Early Intervention*. She holds a joint appointment with the School of Education. She chaired the Personnel Preparation Committee for the national organization Division for Early Childhood, Council of Exceptional Children, and chairs the work team for the revision of ECSE/EI personnel standards. She represents Higher Education on the Massachusetts Interagency Coordinating Council for Early Intervention.

Emanuel Mason, Ed.D., Temple University

(214A Lake Hall; x5043)

Dr. Mason has authored several texts on research methodology and was co-editor of a series on recruiting and retaining minorities for education. He has also published numerous research papers on reasoning, assessment, and school psychology-related issues. His research currently focuses on the convergence of cognitive psychology on the measurement of psychological abilities.

Takuya Minami, Ph.D.

Dr. Minami comes to our department this fall from the University of Utah, where he served as assistant professor in the graduate Counseling Psychology program and as staff associate in the University Counseling Center. His areas of research and publications concern psychotherapy outcomes. He currently serves on the editorial board of the *Journal of Counseling Psychology* and is ad-hoc reviewer for *Health Psychology* and the *Journal of Social and Clinical Psychology*.

Barbara Okun, Ph.D., Northwestern University

(323 Lake Hall; x5150)

Dr. Okun's research interests include behavioral medicine, psychotherapy theory and practice, gender, and family therapy theory and practice and, more recently forensic family psychology. She has authored, co-authored, edited and co-edited many books, including the recently published seventh edition of *Effective helping: Interviewing and counseling techniques*; *Psychotherapy with women: Exploring diverse contexts and identities: Understanding diversity: A learning-as-practice primer*, and numerous chapters and articles. She also is a reviewer for professional journals. She is a clinical instructor in psychiatry at Harvard Medical School, training child and adolescent psychiatry fellows in family therapy and she trains family and juvenile court judges nationally. Dr. Okun is a licensed psychologist who consults and trains nationally and internationally and maintains a small private practice. She is serving as Training Director for the 2007-2008 academic year.

Tracy Robinson, Ed.D., Harvard University

(201 Lake Hall; x5936)

Dr. Robinson-Wood's research interests are the intersection of race, gender, and culture in psychosocial identity development. Her current research project involves the study of white mothers and non-white children in both New Zealand and the United States. Dr. Robinson-Wood is the author of numerous chapters and books involving this topic and presents at professional conferences. She holds leadership positions within the university and professional associations.

William Sanchez, Ph.D., Boston University

(204 Lake Hall; x2404)

Dr. Sanchez is a licensed 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. He has published articles on empowerment, advocacy and the perpetuation of colonialism within psychology. His leadership of the department includes active participation in all aspects of the doctoral program and he is a member of the Executive Committee.

Gretchen Schmeltzer, Ph.D., Northeastern University

Dr. Schmeltzer is a lecturer in the department. She is a licensed psychologist in Massachusetts. She teaches several courses, including Introduction to Assessment and Introduction to Counseling.

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

(209 Lake Hall; x3297)

Dr. Vazquez-Nuttall is the Assistant Dean of Multicultural Education. She is the senior editor of *Assessing and Screening Preschoolers: Psychological and Educational Dimensions*. She is also one of the authors of *Multicultural Counseling Competencies: Individual and Organizational Development*. She has published widely in the areas of psychological assessment, Hispanic families and children, cross-cultural and women's issues. Dr. Vazquez-Nuttall served as Dean of the Bouve Graduate School and is very active in the American Psychological Association and other professional associations.

Robert Volpe, Ph.D., Lehigh University

(202 Lake Hall X7970)

Dr. Volpe is a school psychologist with a specialization in pediatric psychology. His primary research interests concern academic problems experienced by children with attention deficit/hyperactivity disorder (ADHD). His current research seeks to understand why many children with ADHD have academic difficulties and how best to assess and treat these problems. He has published over 30 peer reviewed journal articles and book chapters, and currently is on the editorial boards of the Journal of School Psychology, School Psychology Review and the Journal of Attention Disorders.