



**Northeastern**  
UNIVERSITY

**GRADUATE BULLETIN**  
**2003-2005**



**BOUVÉ COLLEGE OF HEALTH SCIENCES**

**COUNSELING AND**  
**APPLIED EDUCATIONAL PSYCHOLOGY**



SCHOOL OF HEALTH PROFESSIONS





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# Counseling and Applied Educational Psychology

BOUVÉ COLLEGE OF HEALTH SCIENCES

**W**ith a graduate degree from Northeastern University's program in Counseling and Applied Educational Psychology, you might influence society in profound ways—perhaps finding an effective learning program for a learning-disabled child, enabling an autistic child to communicate, or preventing a troubled parent from turning to violence. There's no better place to prepare for these accomplishments than Northeastern's Bouvé College of Health Sciences, where three schools (School of Health Professions, School of Nursing, and School of Pharmacy) have recently been combined into one college, offering you graduate programs in professional psychology and counseling in a total health and mental health-care environment.



Most programs incorporate direct professional experience, immersing you in practice settings early in your graduate studies.

## Practice-Oriented Education

The Counseling and Applied Educational Psychology program reflects Northeastern's tradition of practice-oriented education. You interact with faculty contributing to research advances, as well as with Boston's world-class health-care and educational institutions. You learn in a comprehensive health-sciences college where teamwork and interdisciplinary approaches to complex issues reflect professional standards. Most programs incorporate direct professional experience, immersing you in practice settings early in your graduate studies. At Northeastern, you acquire the knowledge and capability needed for a lifetime of social contribution and professional achievement.

## Exceptional Programs

The programs in Counseling and Applied Educational Psychology are not only diverse, but also outstanding, ensuring the best education for you. For instance, Northeastern offers the area's only **combined PhD program in school/counseling psychology**. It is community based, ecological, multicultural in orientation, and fully accredited by the American Psychological Association. Northeastern also has Boston's only **college student development counseling master's program** focused on the human-relations aspects of higher education.

You can tailor a master's degree to your interests in the **master's in counseling psychology program**. This program permits students to pursue specialty interests, such as health psychology; forensic counseling; culture, gender, and political psychology; or child and adolescent counseling, while meeting requirements to become licensed as a mental health counselor in Massachusetts. Similarly, the NASP-approved **MS and CAGS programs in school psychology** prepare students to practice psychology in school settings. The **school counseling master's program** is unusual in its focus on health and mental health in school settings.

Northeastern is also the ideal place to address the needs of infants and young children who are develop-



mentally at risk. The University's **early intervention certificate program** brings together the disciplines of school psychology, physical therapy, nursing, and speech-language pathology to explore collaborative approaches to these complex issues.

### **Outstanding Faculty**

Faculty with extensive scholarly interests and practice experience enhance your graduate education. In counseling psychology, you learn directly from nationally and internationally renowned professors whose textbooks and research have set standards in the field. One such example is Carmen Armengol, one of only a handful of bilingual English/Spanish neuropsychologists worldwide who holds Diplomate status from the American Board of Professional Psychology in neuropsychology.

Research opportunities are equally strong. As a graduate student, you can participate in faculty research. For instance, you might work with James Scorzelli, who has done research, consulted, and lectured extensively in Asia on the establishment of programs for people with disabilities.

### **Boston Connections**

Northeastern's location in the heart of Boston provides significant advantages for your graduate education. Here, you're in the midst of world-class health-care organizations, mental health agencies, and educational institutions. These are the places where you'll gain incomparable clinical, practicum, and internship experience with supervision by respected and accomplished professionals in your field.

Academic programs and research projects conducted jointly by Northeastern, area hospitals, other universities, and agencies extend your learning experience in Boston. Northeastern University's connection to a city renowned for health care/mental health innovation and education can only strengthen your professional understanding, effectiveness, and ability to succeed.



## **Degree and Certificate Programs in Counseling and Applied Educational Psychology**

CERTIFICATE IN EARLY INTERVENTION

MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY

MASTER OF SCIENCE IN APPLIED EDUCATIONAL PSYCHOLOGY

### *Specializations*

College Student Development Counseling

School Counseling

School Psychology (with CAGS)

MASTER OF SCIENCE IN APPLIED BEHAVIORAL ANALYSIS (MABA)

CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS)

IN PSYCHOLOGY, EDUCATION, AND THE COMMUNITY

### *Specializations*

School Psychology (with MS)

Advanced Counseling Studies

DOCTOR OF PHILOSOPHY (PHD)

Combined School and Counseling Psychology

This booklet is meant to describe, in general terms, the curriculum and requirements for the various programs. Specific course offerings and other requirements found in this booklet should be used in conjunction with the *Undergraduate Catalog*, *Undergraduate and Graduate Student Handbook*, and other procedural guides that contain Northeastern University's primary statements about academic programs, policies, and procedures; degree requirements; student responsibilities; student academic and cocurricular life; faculty rights and responsibilities; and general personnel policies, benefits, and services. If any information contained in this booklet conflicts with the general University policy then the University policy will prevail.

The University reserves the right to change the information contained in this document.

## **Bouvé College of Health Sciences**

Bouvé College of Health Sciences combines two different academic traditions: a rich variety of mental and physical health-oriented professions, and a strong group of basic science-oriented degrees. The fertile interplay between basic and applied science allows students to become acquainted with a wide range of health professions and areas of health research. The College offers twenty-six programs which represent a wide spectrum of mental and physical health professions and pharmaceutical sciences. Learn more about them at our website ([www.bouve.neu.edu](http://www.bouve.neu.edu)).

The general regulations and minimum requirements for all graduate programs are established by the University Graduate Council. In some matters the committee of each graduate school is allowed discretion to establish its own regulations within limits defined by the council. The regulations and academic requirements that follow have been formulated in accordance with general policy. Please consult specific program descriptions for additional requirements.

## **Mission Statement of the College**

The Bouvé College of Health Sciences is uniquely positioned to utilize its diverse health programs and expertise in experiential education, to respond to the changing health care needs of America and the world through excellence in education, research, and community involvement. This mission is expressed in undergraduate and graduate degree and certificate programs in the health sciences, education, and related services that:

- afford the development of required competence in the practice of the profession including professional knowledge and skills, social and cultural understanding, ethical behavior, research/scholarship, and leadership/management skills;
- promote continued professional development in a rapidly changing environment;
- facilitate interdisciplinary majors, scholarship and integrated health courses, both within the college and among colleges in the University;
- promote an awareness among the faculty, students, and alumni of global health issues and related service needs;
- foster an atmosphere that attracts and retains students, faculty, and clients of diverse social, cultural, and ethnic backgrounds;
- prepare graduates to address the health needs of the University's inner-city neighbors;
- recognize the important contributions made by both the clinical and basic science faculty;
- utilize innovative teaching strategies such as case studies, Computer Assisted Instruction (CAI), and Problem-Based Learning in both undergraduate and graduate courses;
- meet the physical and wellness needs of students on campus by fostering skills and knowledge associated with health-related fitness and motor skill acquisition;
- exert an influence on the external health-care community.

## **Accreditation**

Northeastern University is accredited by the New England Association of Schools and Colleges, Inc. The combined School/Counseling Psychology PhD is approved by the American Psychological Association. The combined MS/CAGS program in School Psychology is accredited by the National Association of School Psychologists (NASP) and is approved by the Massachusetts Department of Education. The master's program with a specialty in school counseling is approved by the Massachusetts Department of Education. The certificate program in Early Intervention is accredited by the MA Department of Public Health.

## Counseling and Applied Educational Psychology Programs

### Certificate Program in Early Intervention

The Certificate Program in Early Intervention was developed in response to state and national needs to prepare personnel to serve infants and toddlers with disabilities, those at risk for developmental delays, and their families. The program is approved by the Department of Public Health (DPH), Commonwealth of Massachusetts, as leading to the required state certification for early intervention personnel. It has received national significance in its development through the acquisition of two training grants from the U.S. Department of Education.

Northeastern University sponsors the only DPH-approved Early Intervention (EI) preparatory program that is interdisciplinary. Participating departments include: the Department of Counseling and Applied Educational Psychology; the Department of Speech Language Pathology and Audiology; the Department of Physical Therapy; and the School of Nursing, and all of the Bouvé College of Health Sciences.

The program of study consists of four courses and a practicum (field training). Course work is integrated with the discipline-specific graduate programs as much as possible. An interdisciplinary team of faculty teaches all courses, taken by students and practitioners from a variety of disciplines. The practicum takes place in a DPH-recognized early intervention program, generally in an urban setting in which children from linguistically and culturally diverse backgrounds are served.

#### ADMISSION REQUIREMENTS

Students from degree programs, as well as persons who are currently working or who plan to work in early intervention, are encouraged to apply. Requirements include:

- Bachelor's degree, preferably in a related field;
- three letters of recommendation;
- official transcripts;
- Commitment to working with infants and toddlers with disabilities, and their families.

#### PROFESSIONAL CERTIFICATION

The Massachusetts DPH requires one year of work in an EI setting in MA for standard certification.

| REQUIRED COURSES               |   | SH           |
|--------------------------------|---|--------------|
| CAP G150                       | Early Intervention: Family Systems                                      | 3            |
| CAP G151                       | Early Intervention: Infant and Toddler Development, Risk and Disability | 3            |
| CAP G152                       | Early Intervention: Planning and Evaluating Services                    | 3            |
| SLA G335                       | Early Intervention: Assessment and Intervention                         | 3            |
| CAP G425                       | Early Intervention Practicum 1  | 2            |
| CAP G426                       | Early Intervention Practicum 2  | 2            |
| <b>Total number of courses</b> |   | <b>6</b>     |
| <b>Total number of credits</b> |   | <b>16 SH</b> |

## MS in Counseling Psychology, MSCP

This program is committed to the development of competent Mental Health Counselors through the disciplinary studies and contemporary professional practice of counseling psychology. The program was designed to comply with licensing regulations for Mental Health Counselors in the Commonwealth of Massachusetts and offer students two years of clinical training and a choice of a specific concentration.

Since the program is housed in a major university, the concentrations can take advantage of interdisciplinary training and perspectives in areas such as health psychology; forensic counseling; child and adolescent counseling; and cultural, gender, and political psychology. These concentrations, unusual in a master's program, include three courses (taken instead of general electives) and one clinical placement.

The clinical training, selected by the students from sites approved by the department, represents the full range of practice settings for mental health counselors. These 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, AIDS, substance abuse, and the juvenile justice system). Typically, students will develop skills in individual counseling, assessment and diagnosis, family and group work as well as psychoeducational programs with remediative, preventive, and health promotion emphasis.

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. At the conclusion of this program some graduates seek employment while others seek further study in a doctoral program.

#### ADMISSION REQUIREMENTS

The deadline for completed written applications is February 1 of the academic year preceding admission. Full-time students begin the program in the fall. Minimal admission requirements include undergraduate degree in psychology or its equivalent (which would include six to eight psychology courses focused on the science of psychology, such as perception, motivation, research design, cognition, etc.); GPA of 3.500 preferred; volunteer experience in helping relationships; above-average GRE or MAT scores; personal and professional recommendations; and appropriate personal development and other non-intellectual factors. Qualifications for admission are assessed through the written application and supporting materials; for those whose application is suitable, an interview is required.

| REQUIRED COURSES               |   | SH           |
|--------------------------------|---|--------------|
| CAP G200                       | Introduction to Counseling: Theory and Process in an Ecological Context | 3            |
| CAP G201                       | Introduction to Assessment  | 3            |
| CAP G202                       | Research, Evaluation, and Data Analysis                                 | 3            |
| CAP G203                       | Understanding Culture and Diversity                                     | 3            |
| SPECIALTY REQUIREMENTS         |   | SH           |
| CAP G220                       | Development across the Life Span  | 3            |
| CAP G235                       | Vocational Education and Career Development                             | 3            |
| CAP G242                       | Psychopathology: Diagnosis and Treatment Planning                       | 3            |
| CAP G250                       | Individual Interventions  | 3            |
| CAP G260                       | Community Counseling Psychology   | 3            |
| CAP G282                       | Ethics in Professional Development                                      | 3            |
| CAP G287                       | Group Counseling  | 3            |
| CAP G375                       | Substance Use and Treatment   | 3            |
| CAP G380                       | Seminar in Feminist Psychology  | 3            |
| CAP G399                       | Clinical Skills in Counseling Psychology                                | 3            |
| CAP G401                       | Practicum in Counseling Psychology                                      | 3            |
| CAP G510                       | Internship in Counseling Psychology 1                                   | 3            |
| CAP G511                       | Internship in Counseling Psychology 2                                   | 3            |
| ELECTIVES                      |   | SH           |
| <i>9 SH from the following</i> |   |              |
| CAP G210                       | Advanced Assessment of Individual Domains                               | 3            |
| CAP G222                       | Human Sexuality   | 3            |
| CAP G225                       | Introduction to Clinical Neuropsychology                                | 3            |
| CAP G230                       | Health Issues in Counseling   | 3            |
| CAP G283                       | Brief Therapies   | 3            |
| CAP G285                       | Advanced Interventions  | 3            |
| CAP G286                       | Family Counseling Intervention  | 3            |
| CAP G290                       | Reality Therapy   | 3            |
| CAP G370                       | Seminar in Health Psychology  | 3            |
| CAP G390                       | History and Systems of Psychology                                       | 3            |
| CAP G394                       | Advanced Multicultural Psychology                                       | 3            |
| <b>Total number of courses</b> |   | <b>20</b>    |
| <b>Total number of credits</b> |   | <b>60 SH</b> |

The typical length of the program is two years full time. This includes a required 700-hour practicum/internship experience supervised by licensed mental health professionals. Sites for these experiences may include: hospital inpatient psychiatric units, community-based counseling services, women's crisis centers, and other settings.

## MS in Applied Behavior Analysis

The Northeastern University Master of Science Program in Applied Behavior Analysis (MABA) is offered cooperatively with the May Institute in Norwood, Massachusetts. It provides students comprehensive in-service training in the application of learning theory for the provision of services to persons with developmental disabilities.\* This part-time program requires a minimum of three years to complete.

*\* Note: This is normally a part-time only program. In certain circumstances, students may do this as a full-time program under the direction of the program director.*

Throughout the program students are actively engaged in providing services to persons with developmental disabilities. All students are employed full time in a human service or educational agency serving individuals with developmental disabilities. Although the general orientation of the program is behavioral, the courses offered are selected to give students a broad knowledge of developmental disabilities. Representative topics include current issues in developmental disabilities, biological basis of mental retardation, and administration of mental retardation services.

| REQUIRED COURSES               |                               | SH           |
|--------------------------------|-------------------------------|--------------|
| CAP G324                       | Programmed Learning           | 3            |
| CAP G327                       | Behavior Assessment           | 3            |
| CAP G328                       | Research Methods and Design   | 3            |
| CAP G329                       | Services Administration       | 3            |
| CAP G331                       | Advanced Learning Seminar 1   | 3            |
| CAP G332                       | Advanced Learning Seminar 2   | 3            |
| CAP G334                       | Applied Programming Seminar 1 | 3            |
| CAP G335                       | Applied Programming Seminar 2 | 3            |
| CAP G336                       | Systematic Inquiry 1          | 3            |
| CAP G337                       | Systematic Inquiry 2          | 3            |
| CAP G663                       | Thesis Research (2 semesters) | 6            |
| CAP G699                       | Thesis Continuation           | 0            |
| <b>Total number of courses</b> |                               | <b>12</b>    |
| <b>Total number of credits</b> |                               | <b>36 SH</b> |

### ADDITIONAL REQUIREMENTS

Additional academic requirements include: intervention projects, staff training requirements, home case requirements, written comprehensive questions, one thesis project, laboratory experience, interdisciplinary team participation, and an oral thesis presentation.

## MS in Applied Educational Psychology

The Master of Science in Applied Educational Psychology has four specializations: College Student Development Counseling; Rehabilitation Counseling; School Counseling; and School Psychology. Specialization in College Student Development Counseling can lead to work in student affairs on a university campus. School counselors work in schools N–12 and focus on dealing with emotional, educational, and social problems in a school-based/educational setting. School psychologists work in schools K–12 and work with psychological and educational assessments, counseling children and parents, and consulting with teachers to meet the special needs of students. The Master of Science program in Educational Psychology with a specialization in School Psychology is offered in combination with the Certificate of Advanced Graduate Study (CAGS) program in School Psychology leading to eligibility to apply for certification as a school psychologist.

### Specialization: College Student Development Counseling

The program prepares students for careers in student affairs with an emphasis on student development and its diverse applications. Graduates from the program are prepared to be higher education administrators trained in human relations skills, experiential or adult education, and a systems approach to the management of higher education. Typical careers include academic advising, career counseling, judicial affairs, service learning, cooperative education, general student services administration, residential life, and advising students who are challenged by some aspect of higher education or of the larger society, such as international students, students of color and disabled students, as well as many other groups. Employment rates for graduates continue to be high.

### PROGRAM OVERVIEW

Students learn the theoretical basis of the practice of student affairs. This involves theories which describe the overall development of students and those that address the needs of particular student populations. They learn to create, implement, and evaluate student services and programs in higher education. Students engage in discourse on contemporary issues or conditions/external and internal to institutions of higher education which impact the psychosocial development and academic achievement of college students. They gain knowledge of individual counseling; group dynamics; program design and implementation; law and ethics in higher education; and other areas that prepare them to be successful student affairs administrators. In a year-long, 300-hour practicum experience, students gain experiential knowledge of the practice of student affairs. Practicums are supervised by on-site professionals and Northeastern University faculty members.

### ADMISSION REQUIREMENTS

Students enter the program with undergraduate degrees from diverse academic backgrounds, including the social sciences. Many students have had experiences as undergraduates in leadership positions, residential life, and other aspects of campus activity. Other students come as practicing student affairs professionals.

| REQUIRED COURSES                                |   | SH           |
|---|---|--------------|
| CAP G200  | Introduction to Counseling: Theory and Process in an Ecological Context | 3            |
| CAP G201  | Introduction to Assessment  | 3            |
| CAP G202  | Research, Evaluation, and Data Analysis                                 | 3            |
| CAP G203  | Understanding Culture and Diversity                                     | 3            |
| CAP G215  | Groups: Dynamics and Leadership   | 3            |
| CAP G230  | Health Issues in Counseling   | 3            |
| CAP G235  | Vocational Education and Career Development                             | 3            |
| CAP G300  | Introduction to College Student Development                             | 3            |
| CAP G301  | Planning and Administering Student Affairs                              | 3            |
| CAP G302  | Law and Ethics in Higher Education                                      | 3            |
| CAP G402  | College Student Development Practicum 1                                 | 3            |
| CAP G403  | College Student Development Practicum 2                                 | 3            |
| ELECTIVES                                       |   | SH           |
| <i>Select two electives from the following:</i> |   |              |
| CAP G206  | Learning Principles   | 3            |
| CAP G220  | Development Across the Life Span  | 3            |
| CAP G240  | Family Counseling and Collaboration                                     | 3            |
| CAP G260  | Community Counseling Psychology   | 3            |
| CAP G305  | Special Topics in Higher Education                                      | 3            |
| CAP G310  | Introduction to Rehabilitation  | 3            |
| CAP G345  | Learning Problems: Educational, Biological, and Ecological Perspectives | 3            |
| CAP G380  | Seminar in Feminist Psychology  | 3            |
| <b>Total number of courses</b>                  |   | <b>14</b>    |
| <b>Total number of credits</b>                  |   | <b>42 SH</b> |

### Specialization: School Counseling

The Applied Educational Psychology program in School Counseling has been approved by the Massachusetts Department of Education. The program of studies follows the certification requirements of the Commonwealth of Massachusetts Department of Education. A student must pass the Massachusetts Educator Certification Tests administered by the Department of Education to achieve certification as a school counselor. Students must achieve a satisfactory score on this examination prior to being admitted to practicum. The program has an ecological approach that addresses the school environment as a part of the child's larger world.

The Massachusetts Department of Education requires 36 graduate hours including pre-practicum and practicum. Students planning to apply for certification in states requiring a CACREP program should add the four electives recommended for the program below. These students may increase their practicum hours to meet the requirements of their individual states.

### ADMISSION REQUIREMENTS

Requirements for admission include an undergraduate degree in education, psychology, or a related field; above-average GRE or MAT scores; and experience working with youth.

| REQUIRED COURSES   | SH           |
|--|--------------|
| CAP G200 Introduction to Counseling: Theory and Process in an Ecological Context | 3            |
| CAP G201 Introduction to Assessment  | 3            |
| CAP G202 Research, Evaluation, and Data Analysis                                 | 3            |
| CAP G203 Understanding Culture and Diversity                                     | 3            |
| CAP G215 Groups: Dynamics and Leadership   | 3            |
| CAP G218 Infant, Child, and Adolescent Development                               | 3            |
| CAP G235 Vocational Education and Career Development                             | 3            |
| CAP G275 Counseling Strategies for Children and Adolescents                      | 3            |
| CAP G340 Issues in School Counseling   | 3            |
| CAP G345 Learning Problem: Educational, Biological, and Ecological Perspectives  | 3            |
| CAP G410 School Counseling Practicum 1   | 3            |
| CAP G411 School Counseling Practicum 2   | 3            |
| RECOMMENDED ELECTIVE   | SH           |
| CAP G230 Health Issues in Counseling   | 3            |
| CAP G240 Family Counseling and Collaboration                                     | 3            |
| CAP G260 Community Counseling Psychology   | 3            |
| CAP G375 Substance Use and Treatment   | 3            |
| <b>Total number of courses</b>   | <b>12</b>    |
| <b>Total number of credits</b>   | <b>36 SH</b> |

The program includes a year-long practicum of 525 hours in a school setting covering either grades N-5 or 6-12 under the direct supervision of a certified school counselor and University faculty member. Before being placed in practicum during the second year, students who expect to receive certification from the Commonwealth of Massachusetts must take and pass the Massachusetts Educator Certification Tests. The typical length of the program is two years for full-time students.

### Specialization: School Psychology

Students prepare to function as school psychologists in schools and related human service agencies, providing psychoeducational assessment, counseling, and consultation services, as well as in-service training, and program planning and evaluation. Students are required to complete both the MS and CAGS programs to be eligible for certification and licensure. Students are required to pass such examinations as may be required by the Massachusetts Department of Education prior to being recommended for internship placement and for licensure and certification in the Commonwealth.

#### PROFESSIONAL CERTIFICATION/EDUCATIONAL LICENSURE

The combined MS/CAGS Program in School Psychology has been approved by the Massachusetts Department of Education, and the National Association of School Psychologists (NASP). The Master's Program in School Psychology, contains the prerequisites for the Certificate of Advanced Graduate Studies (CAGS) in School Psychology.

#### ADMISSION REQUIREMENTS

Requirements for admission include a strong undergraduate record in social sciences or education, with a GPA of 3.000 or better preferred. Prior experience with children in schools and other settings is desirable. Above-average GRE scores are also helpful. Priority is given to those applications received on or before January 15.

| REQUIRED COURSES   | SH           |
|--|--------------|
| CAP G200 Introduction to Counseling: Theory and Process in an Ecological Context | 3            |
| CAP G201 Introduction to Assessment  | 3            |
| CAP G206 Learning Principles   | 3            |
| CAP G218 Infant, Child, and Adolescent Development                               | 3            |
| CAP G240 Family Counseling and Collaboration                                     | 3            |
| CAP G247 Child and Adolescent Psychopathology                                    | 3            |
| CAP G345 Learning Problems: Educational, Biological, and Ecological Perspectives | 3            |
| CAP G347 Behavior Management   | 3            |
| CAP G350 Introduction to Cognitive Assessment                                    | 3            |
| CAP G352 Personality Assessment  | 3            |
| <b>Total number of courses</b>   | <b>10</b>    |
| <b>Total number of credits</b>   | <b>30 SH</b> |

A pre-practicum experience of 75 hours in a school is required. This is accomplished by shadowing a field-based school psychologist during the first year. The typical length of the full program (MS and CAGS) is two years of academic work, including a practicum during the second year, and a third year of internship.

## School Psychology, CAGS

The CAGS Program in school psychology prepares students to function as school psychologists in schools and in related human service agencies. CAGS students are trained to apply psychological and educational knowledge and skill to facilitate human learning and social-emotional functioning.

Though the nature and scope of services delivered are influenced by the unique characteristics of the organizational setting, the CAGS Program prepares graduate students to provide psychoeducational assessment, counseling and consultation services, as well as in-service training and program planning and evaluation.

When combined with the Master of Science in Applied Educational Psychology with a specialization in School Psychology, the three-year program includes pre-practicum, practicum, and internship experiences. Additionally, students are required to successfully complete a portfolio.

**Year 1:** Students complete MS requirements and pre-practicum that prepare them for Year 2 practicum.

**Year 2:** Completion of CAGS academic and practicum requirements takes place in the second year. Upon successful completion of the second year of the academic program, a 600-clock-hour practicum placement under the supervision of a certified school psychologist, and passing the portfolio, the student qualifies for the internship in Year 3.

**Year 3:** Upon completing 1,200 hours of internship, the internship seminar, successfully passing both the national certification examination and the communication and literacy parts of the Massachusetts Test for Educator License, students are eligible for national certification and an initial Massachusetts Department of Education School Psychologist license.

### ADMISSION REQUIREMENTS

A Master of Science in School Psychology or closely related field, unless currently enrolled in the combined MS and CAGS Program in School Psychology. The Master's Program in Applied Educational Psychology with specialization in School Psychology contains the prerequisites for the CAGS Program in School Psychology.

### PROFESSIONAL ACCREDITATIONS

The combined MS and CAGS Program in School Psychology is approved by the Massachusetts Department of Education and is also approved by the National Association of School Psychologists.

| REQUIRED COURSES               |  | SH           |
|--------------------------------|--|--------------|
| CAP G202                       | Research, Evaluation, and Data Analysis                                | 3            |
| CAP G203                       | Understanding Culture and Diversity                                    | 3            |
| CAP G226                       | Neuropsychological and Ecological Perspectives on Cognitive Assessment | 3            |
| CAP G353                       | Curriculum-Based Assessment and Instruction                            | 3            |
| CAP G355                       | School-Based Counseling  | 3            |
| CAP G360                       | Consultation and Program Evaluation                                    | 3            |
| CAP G365                       | Seminar in School Psychology   | 3            |
| CAP G415                       | Practicum in School Psychology 1                                       | 2            |
| CAP G416                       | Practicum in School Psychology 2                                       | 2            |
| CAP G501                       | Internship in School Psychology 1                                      | 3            |
| CAP G502                       | Internship in School Psychology 2                                      | 3            |
| <b>Total number of courses</b> |  | <b>11</b>    |
| <b>Total number of credits</b> |  | <b>31 SH</b> |

The typical length of the CAGS part of the program is two years.

The combined MS and CAGS program consists of 21 courses, and a minimum of 61 semester hours. The typical length of the entire program is three years.

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## Psychology, Education, and the Community, CAGS

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This post-master's degree program is designed for students who have already completed a one-year master's degree in counseling or psychology and who wish to further develop their knowledge of theory and practice. The certificate may allow graduates to pursue advanced counseling positions or provide expanded skills and knowledge in counseling. A one-year field placement is required, as is the successful completion of a comprehensive examination.

### ADMISSION REQUIREMENTS

One year of experience in a counseling-related field is preferred, GPA of 3.000 or above preferred; above-average GRE or MAT scores also preferred.

### REQUIRED COURSES

SH

*Individual programs are planned with an adviser. All students will take at least one course in each of the following four areas:*

Assessment  
Research Design/Data Analysis  
Counseling Theory  
Cultural Diversity

In addition, students plan a program with at least 12 semester hours of elective course work and seminars, and at least two semesters of fieldwork or practicum in their specialization for a total of 6 semester hours of fieldwork.

**Total number of courses**

**10**

**Total number of credits**

**30 SH**

The CAGS in Counseling Psychology includes successful completion of a comprehensive exam. The typical length of the program is two years for full-time students.

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## School and Counseling Psychology, PhD

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Northeastern University's combined doctoral (PhD) program in School/Counseling Psychology is accredited by the American Psychological Association (APA) and prepares graduates to meet the licensure requirements of the Commonwealth of Massachusetts. The program is intended to prepare psychologists to have 1) knowledge of psychological theory, 2) skills in a broad range of assessment, intervention, and applied research areas, and 3) the ability to use their knowledge and skills to improve the mental health of individuals, families, and groups. Doctoral students are prepared to provide prevention and intervention services for children, youth, adults, and families, from linguistically and culturally diverse backgrounds, in schools, colleges, and mental health settings. The program was re-accredited by the APA in November 2000 for a seven-year period, which is the maximum level of accreditation extended by the APA.

The School/Counseling Psychology doctoral program is philosophically based on the ecological model. This model focuses on the context in which people and their environments intersect. These contexts include diverse families, groups, cultures (gender, race, ethnicity, socioeconomic class), and the social, political, and economic institutions that affect individuals. Thus, the ecological model includes individuals, their families, their school, work, and sociocultural environments. It employs a general systems perspective to understand the mutually reciprocal interactions of all these elements. This ecological orientation provides the lens through which students study psychology, counseling and developmental theory, and research. In their fieldwork settings, students have the opportunity to translate this orientation into practice.

Students are expected to graduate from this full-time doctoral program in four to six years. The requirements are as follows:

- 20 required courses
- Completion of a full year of residency (two semesters)
- Passing comprehensive exams in four core areas (legal/ethical issues; assessment; intervention; and research)
- Completion of an advanced fieldwork experience of at least 30 weeks with a minimum of 20 hours per week
- Completion of a dissertation proposal prior to application for internship
- Completion of a full year (or two years half-time) of pre-doctoral internship
- Completion of a dissertation

Course work covers the four core areas designated by the APA: (1) Professional Core (legal/ethical issues and development of a professional identity); Basic Core (biological, cognitive, and behavioral bases of behavior as well as the history and systems of psychology); (3) Clinical Core (advanced courses in assessment and intervention); and (4) Research Core (advanced courses in research design and statistics).

## FACULTY

The doctoral program has 13 faculty members from the Department of Counseling and Applied Educational Psychology, six of whom are from linguistic and/or culturally diverse backgrounds. The faculty has extensive expertise in many areas including: assessment; child, family, and systemic interventions; consultation; cross-cultural counseling and assessment; development and developmental disabilities; early intervention; feminist theory; gender issues; health promotion; human behavior in organizations; and neuropsychology. The faculty highly value collaborative relationships with students which can involve teaching and research activities.

## ADMISSIONS REQUIREMENTS

- Strong undergraduate record (minimum GPA of 3.000 preferred)
- Strong graduate record, with master's degree, in counseling, school psychology or related field (minimum GPA of 3.500 preferred)
- Minimum scores of 600 on verbal and 600 on quantitative on GRE preferred
- Two years of related post-master's clinical experience for counseling, and one year for school psychology
- Personal statement of goals and expectations
- Three letters of recommendation, with at least one academic recommendation
- Personal interview with faculty and current students

## GRADUATE LEVEL PREREQUISITE COURSES FOR BOTH SCHOOL AND COUNSELING TRACKS

- 2 courses in counseling theory or intervention
- 3 courses in assessment (intelligence, psychodiagnostics)
- 1 course in each of the following areas:
  - Cross-cultural counseling
  - Family counseling
  - Theories of learning
  - Developmental psychology (life span)
  - Psychopathology
  - Research design

## ADDITIONAL GRADUATE LEVEL PREREQUISITE COURSES FOR THE SCHOOL PSYCHOLOGY TRACK

- Behavior management
- Special education
- Seminar in school psychology
- Consultation
- 1 year of supervised internship in a school with at least 1 hour/week of individual supervision

## ADDITIONAL GRADUATE LEVEL PREREQUISITE COURSES FOR THE COUNSELING PSYCHOLOGY TRACK

- Group counseling
- 1 year of supervised practicum, with at least 2 hour/week of individual supervision

## PROGRAM OF STUDY

(all courses are 3 semester hours unless otherwise indicated)

### PROFESSIONAL CORE

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- CAP G732 Legal and Ethical Issues in Community and Educational Settings
- CAP G759 Seminar in Cultural and Ecological Perspectives in Professional Psychology

### BASIC CORE

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- CAP G390 History and Systems of Psychology
- CAP G750 Biological Bases of Behavior
- CAP G755 Cognitive and Affective Bases of Behavior
- CAP G756 Social Psychology in an Organizational and Ecological Context

### CLINICAL CORE

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- CAP G394 Advanced Multicultural Psychology
- CAP G710 Advanced Clinical Assessment
- CAP G720 Advanced Clinical Interventions
- CAP G723 Rorschach
- CAP G741, Advanced Fieldwork 1 & 2 (2 SH each)
- CAP G742
- CAP G743, Advanced Fieldwork 3 & 4 (2 SH each,
- CAP G744 if needed or selected:  
Because this second level of Advanced Fieldwork is optional, it is not counted as a required course)
- CAP G751 Advanced Clinical Neuropsychology
- CAP G760 Doctoral Seminar in Vocational Psychology and Career Counseling **OR**
- CAP G722 Educational and Psychological Assessment and Interventions with Infants, Toddlers, and Children
- CAP G798, Internship 1 & 2 (2 SH each)
- CAP G799
- CAP G758 Doctoral Seminar in Contemporary Theories of Psychotherapy

### RESEARCH CORE

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- CAP G715 Advanced Research and Data Analysis 1
- CAP G716 Advanced Research and Data Analysis 2
- CAP G861 Research and Dissertation Seminar (1 SH)
- CAP G899 Dissertation Continuation (0 credits; continuous registration required; not counted in required courses)

### ELECTIVES

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- CAP G375 Substance Use and Treatment
- CAP G380 Seminar in Feminist Psychology
- CAP G745, Neuropsychological Practicum Supervision 1 & 2 (2 SH each)
- CAP G746
- CAP G770 Topical Seminar in School and Counseling Psychology (1 SH)

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## Course Descriptions

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The following courses are offered through the Department of Counseling and Applied Educational Psychology (CAP). Both doctoral and non-doctoral sections of courses are offered.

A complete course listing for Bouvé College of Health Sciences is available in the Graduate Office (203 Mugar). Courses listed in this catalog are subject to change through the normal academic channels. As new courses are offered and changes are made, an updated supplemental listing is available in the graduate office. Each college publishes graduate course offerings. Students may take courses outside the CAP department with the approval of their faculty adviser.

**CAP G125**  
**Introduction to Statistics in Mental Health and Education** **3 SH**

Course covers basic descriptive data analysis, graphing, exploratory data methods, and introduces hypothesis testing. In addition, basic correlation and regression techniques are introduced. Students will learn to use the common statistical analysis software in hands-on computer-lab exercises with examples from community mental health and school settings. Non-parametric approaches and probability will also be introduced.

**CAP G150**  
**Early Intervention: Family Systems** **3 SH**

Introduces students to the theory and practice of family interventions with a diverse population including infants, toddlers, and preschoolers with special needs. Family systems, developmental, coping, crisis, and ecological theories and practices are discussed. Assessment and intervention skills are strategies presented and taught. Theories of exceptionality as they pertain to family systems are integrated into course material. (Note: Beginning Fall 2003, this course will be offered in a hybrid online/face-to-face format.)

**CAP G151**  
**Early Intervention: Infant and Toddler Development, Risk and Disability** **3 SH**

Introduces students to the major theories of development and their implications for intervention. Presents and discusses infant/toddler development, risk, and disability in the areas of cognition, communication, motor skills, social/emotional development, play and adaptive skills and considers variation in development as a result of multiple factors. The course will be team taught by professors drawn from Special Education, Speech-Language Pathology, School and Counseling Psychology, Nursing and Physical Therapy. (Note: Beginning Fall 2003, this course will be offered in a hybrid online/face-to-face format.)

**CAP G152**  
**Early Intervention: Planning and Evaluating Services** **3 SH**

This course emphasizes a systematic, family-centered, team approach to service delivery in early intervention will be emphasized. Cases will be used as a focal point for learning how to plan and evaluate individualized family services and group service plans. Important aspects of teamwork and leadership in early intervention will be covered with respect to service and coordination. Practical approaches to assessing needs for group programs, and evaluating the implementation and outcomes of programs will be addressed. The impact of legal and financial issues on service coordination and approaches to service delivery will also be addressed. (Note: Beginning Fall 2003, this course will be offered in a hybrid online/face-to-face format.)

**CAP G200**  
**Introduction to Counseling: Theory and Process in an Ecological Context** **3 SH**

Provides an overview of counseling and psychology from the ecological perspective. This course will cover the history, theories, and process of counseling across forces within psychology and across individuals (children and adults), groups, and families. An introduction to counseling skills is included.

**CAP G201**  
**Introduction to Assessment** **3 SH**

Introduction to testing and assessment in psychology and education, including group achievement tests. Coverage will include uses of tests in society, the politics and economics of tests, types of tests, test statistics, reliability, validity, item analysis, test construction, new movements in testing, and applications. The course will introduce descriptive statistics as a foundation for understanding the statistical basis for establishing norms, scales, and for understanding approaches to scoring.

**CAP G202**  
**Research, Evaluation, and Data Analysis** **3 SH**

This course introduces topics in research and evaluation from a consumer perspective. Coverage includes types of research studies and methodologies; philosophical bases for perspectives; research design; evaluation and outcomes assessment; data analysis techniques; clinical and qualitative approaches; and interpretation of research findings.

**CAP G203**  
**Understanding Culture and Diversity** **3 SH**

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

**CAP G206**  
**Learning Principles** **3 SH**

The course provides an overview of the theories of learning, cognition, and emotion. Introduces the major theories and relates them to applications and interventions in psychology and education.

**CAP G210**  
**Advanced Assessment of Individual Domains** **3 SH**

This course addresses assessment that is clinically useful. It specifically addresses concentrations in the MSCP program. In addition to cognitive and emotional aspects of assessment that relate to counseling of individuals, measures that relate to ongoing clinical intervention may be considered. *Prereq. Acceptance in MSCP program or permission of instructor.*

**CAP G215**  
**Groups: Dynamics and Leadership** **3 SH**

This course will present an overview of the functions of supervision, consultation, prevention and psycho-education programs, workshops, staff training, action research, social change and working in professional and community associations using principles of advanced group development and dynamics.

**CAP G218**  
**Infant, Child, and Adolescent Development** 3 SH

The course provides an overview of development from birth through late adolescence. The major theories of human development are covered from a culturally informed, gender-sensitive ecological orientation. Stages and theories of development will be reviewed from an interdisciplinary perspective and related to implications for learning. Cognitive, language, social/emotional, play, and physical aspects of development will be examined.

**CAP G220**  
**Development across the Life Span** 3 SH

Identifies and addresses culturally and gender-sensitive developmental issues throughout the life span. In addition to the conventional stages of childhood through the end of life, the course will discuss ethnic, economic, gender, relational and sexual identities, and health-medical and aging concerns.

**CAP G222**  
**Human Sexuality** 3 SH

The course is designed for the 21st Century and the critical issues that have evolved in the field. It will include current information on issues in human sexuality (and will act as a forum for the discussion of current trends) which may include: HIV/AIDS; abortion; ethics and morality in genetic engineering; sex education in the school and home; teen sexuality and pregnancy; personal behaviors; social aspects of acquaintance rape; early sexual experiences; divorce; and remarriage. Classes will allow for the development of counseling skills needed to deal with various issues.

**CAP G225**  
**Introduction to Clinical Neuropsychology** 3 SH

Provides an introduction to the neurological and biological substrata of cognition and behavior. Emphasis is placed on the application of this understanding to the work of the clinician.

**CAP G226**  
**Neuropsychological and Ecological Perspectives on Cognitive Assessment** 3 SH

Provides a process-oriented analysis and integration of cognitive assessment results within an ecological perspective. The aim is to provide students with analytical tools to assist in diagnostic formulation, treatment planning, and the development of interventions to address areas of difficulty in children and adolescents with learning and behavioral problems, as well as those with suspected neuropsychological involvement. Computer-assisted administration and interpretation of test results are included. *Prereq.* CAP G350.

**CAP G230**  
**Health Issues in Counseling** 3 SH

The course will include an in-depth exploration of issues relevant primarily to young adults as they begin to make decisions related to their own health behavior and well being as these have bearing on them emotionally, physically, and socially. Topics are timely and critical to the 21st century and will include health behaviors in sexuality, self-esteem, high-risk behaviors, emotional well-being, alcohol and other drugs of choice including smoking, violence, eating disorders, and others as they become more prevalent as issues for the young adult.

**CAP G235**  
**Vocational Education and Career Development** 3 SH

The course will focus on the interactions of economic needs, work, class, education and contemporary social trends, as part of human development in a socio-historic ecological context.

**CAP G240**  
**Family Counseling and Collaboration** 3 SH

Addresses the family as a system within an ecological context. The course covers parent counseling, the school and family as interactive systems, and school-parent collaboration. In addition, families in early intervention, and other family-school interventions are covered. *Prereq.* CAP G200.

**CAP G242**  
**Psychopathology: Diagnosis and Treatment Planning** 3 SH

This course will identify categories of human difficulty and abnormal behavior through current DSM terminology. It will be based in a cultural and gender competent bio-psychosocial model over the life span. Both preventive and individual interventions will be discussed for each category. Treatment Planning and treatment guidelines will also be introduced.

**CAP G243**  
**The Severely Disabled** 3 SH

Reviews the causes of disabling conditions. Considers the implications of severe multiple disabilities in home, educational, and community settings and determines ways to prepare and maintain individuals with severe disabilities in these settings. Reviews services provided by a variety of agencies and procedures to access them. Discusses various alternative-to-school programs, including vocational programs, and analyzes referral procedures for them.

**CAP G247**  
**Child and Adolescent Psychopathology** 3 SH

This course covers DSM-IV and major forms of psychopathology, including the neuroses (obsessional states, hysteria, anxiety states, phobias), the psychoses (schizophrenia, mania, depression, paranoia), psychosomatic, sociopathy, conduct disorders, organic disorders, and mental retardation. The relationship between categories of special education disabilities (emotional impairment, autism, etc.) and DSM-IV are addressed.

**CAP G250**  
**Individual Interventions** 3 SH

This course will focus on a variety on individually focused interventions—standard techniques used to achieve change goals—as well as crisis intervention and prevention. Use of multi-modal interventions (e.g. expressive, action) will be joined with specific problems that individuals might face. Crisis intervention, solution-focused treatment planning, promoting resiliency, and activism will also be addressed.

**CAP G260**  
**Community Counseling Psychology** 3 SH

Addresses organizational and systems impact, stressors and change efforts. The course draws from the community, consultation, organizational, prevention, and social psychology literature. It will address understanding of health promotion in social and institutional contexts. Crisis and coping, and social change will also be explored.

**CAP G262**  
**Evaluation and Outcomes Assessment of Community, School and Health-related Programs** 3 SH

Course covers theories and approaches to evaluation and outcomes assessment in community and school-based programs. Evaluation questions, target audiences for evaluation and outcomes, the politics and economics of studying program effects, and qualitative approaches will be reviewed. *Prereq.* CAP G125 and CAP G202.

**CAP G275**  
**Counseling Strategies for Children and Adolescents** 3 SH

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

**CAP G282**  
**Ethics and Professional Development** 3 SH

This course will address professional development and mental health counseling issues. It will also address professional ethics from ACA, APA, and FTI with particular emphasis on the professional functioning of counselors. Current issues in the practice and control of mental health will be discussed. The role of professional organizations and state licensing will be addressed.

**CAP G283**  
**Brief Therapies** 3 SH

This course discusses brief forms of therapy and counseling. It addressed therapies with each of the theoretical four forces. Advantages and disadvantages of brief therapy as models are discussed. The fit of the therapy with the person or client system as well as the goals and context also are considered. Finally empirical, ethical, pragmatic, and political viewpoints are explored. *Prereq.* CAP G200.

**CAP G285**  
**Advanced Interventions** 3 SH

This course—using principles of advanced group development, dynamics and leadership—will overview functions of supervision, consultation, prevention programs, workshops, staff training, action research, social change, and working in professional and community associations.

**CAP G286**  
**Family Counseling Interventions** 3 SH

This course examines the role and social construction of families. It will include a brief overview of theoretical perspectives and especially considers the more recent implications of feminist and multicultural critiques. Relationship building and specific interventions with families will be presented and discussed in terms of appropriate use—clinical, ethical, and gender/race-ethnic/class competencies.

**CAP G287**  
**Group Counseling** 3 SH

The course covers group design, dynamics, and leadership as well as their application in a range of mental-health group activities. Since the conventional theoretical orientations will have been covered in the theory course (CAPG200), this course will approach group work through a broader perspective. For example, while expressive groups based in a humanistic tradition and insight gained through psychodynamic and cognitive traditions will certainly be in the course, such recent developments as adventure and psychoeducation group work will also be included. *Prereq.* CAP G200.

**CAP G290**  
**Reality Therapy** 3 SH

Deals with the theory and practice of choice theory and reality therapy. Emphasizes the principles of brief therapy, and provides opportunities to develop implementation plans to use on an individual, group, and systems basis. Utilizes a variety of methods including reading, demonstrations, role-playing, and media. Designed for educators and mental health professionals functioning in a variety of educational and health-care settings.

**CAP G300**  
**Introduction to College Student Development** 3 SH

Covers various theories and models of college student development and the principles for translating theory into practice. Understanding of the demographics of college student populations, the integration of cognitive and affective education, and the creation of community on campus. Includes developmental theories and models pertaining to subdominant groups such as women, African-American, Asian American, Latino, Native American, International, gay and lesbian, and persons with disabilities.

**CAP G301**  
**Planning and Administering Student Affairs** 3 SH

Focuses on assessing developmental needs of college students and designing, delivering, and evaluating educational programs that address those needs. Gives special attention to understanding diversity within student and staff populations. Surveys all of the services typically offered by student services departments and divisions. Involves guest lecturers who are department heads within the most important types of student services offices. *Prereq.* CAP G300.

**CAP G302**  
**Law and Ethics in Higher Education** 3 SH

Provides an overview of the law as it applies to higher education administration. Particular emphasis will be placed on those areas affecting the student affairs professional. Students will learn the current state of the law, as well as acquire the appropriate skills and resources to stay current in an ever-changing field. This course will also study the ethical standards of student affairs.

**CAP G305**  
**Special Topics in Higher Education** 3 SH

Course topic varies each term offered. Topics are determined by significant events and changes in the field. Course can be taken for up to 6 semester hours as long as topics are different.

**CAP G310**  
**Introduction to Rehabilitation** 3 SH

Provides an orientation to the field of rehabilitation, including its historical development, legislative involvement, psychological implications, and sociological dimensions. Emphasizes coordinating and integrating services as they relate to the field of rehabilitation as a community process. Focuses on persons with severe disabling conditions.

**CAP G311**  
**Principles of Medical Rehabilitation** 3 SH

Explores the wide spectrum of disabilities that could profit from rehabilitation, including orthopedic, neurological, medical, surgical, and mental disabilities. Presents basic principles of medical rehabilitation that practitioners and administrators should know. Discusses psychological aspects of disabilities and uses role-play and small group facilitation to develop techniques for working in the field of rehabilitation.

**CAP G324**  
**Programmed Learning** **3 SH**  
Reviews the theoretical and experimental foundations of programmed instruction and errorless learning. Emphasizes the detailed analysis of stimulus control, its measurement, and ways to produce it. Current research on discrimination learning and stimulus equivalence are a major focus.

**CAP G325**  
**Biological Basis of Mental Retardation** **3 SH**  
Considers the relationship between biological anomalies of the brain and disruption of learning and behavior that occur in individuals with mental retardation and other developmental disabilities. Through the use of case studies and student presentations, reviews a variety of syndromes and conditions associated with behavioral excesses and deficits.

**CAP G327**  
**Behavior Assessment** **3 SH**  
Provides an in-depth review of observation and measurement techniques in applied behavior analysis. Introduces key elements of behavioral assessment including systematic assessment of preference, and assessment of behavior function through indirect methods, direct methods, and systematic manipulations.

**CAP G328**  
**Research and Design Methods** **3 SH**  
Review of principles of operant learning with an emphasis on basic laboratory research. Studies single-subject experimental design in depth, emphasizing critical analysis of published research reports and the implementation of these methods in service settings. Requires a feasible experimental design project, with actual or hypothetical data, which must be written in the form of a scientific report.

**CAP G329**  
**Service Administration** **3 SH**  
Presents a comprehensive overview of general and specific services for individuals with developmental disabilities, from organizational and administrative points of view. Provides in-depth coverage of ethical principles in the design and implementation of behavior analysis services and applied research. Considers issues in staff training, performance management, and program evaluation.

**CAP G330**  
**Community-based Treatment** **3 SH**  
Reviews projects and interventions that have successfully provided effective remediation and rehabilitation in community-based settings for individuals with developmental disabilities, emotional and behavioral disorders, and for the developing individual. Observation and evaluation of multiple community-based treatment settings are included to provide breadth of experience.

**CAP G331**  
**Advanced Learning Seminar 1** **3 SH**  
Covers theoretical underpinnings of operant and respondent conditioning, with emphasis on relating principles of behavior to problems of reinforcement, motivation, comparative psychophysics, and physiological psychology. Advanced Learning 2 continues the review of theoretical underpinnings started in Advanced Learning Seminar 1.

**CAP G332**  
**Advanced Learning Seminar 2** **3 SH**  
Advanced Learning 2 continues the review of theoretical underpinnings started in Advanced Learning Seminar 1. Advanced Learning Seminar 2 includes an introduction to conceptual issues in behavior analysis, for example, verbal behavior and language development.

**CAP G333**  
**Advanced Learning Seminar 3** **3 SH**  
Provides an in-depth focus on a specific advanced topic in operant or respondent conditioning or applied behavior analysis. Examples of topics include: advanced verbal behavior, aversive control, conditioned reinforcement, early intervention in autism, and other conceptual issues.

**CAP G334**  
**Applied Programming Seminar 1** **3 SH**  
Focuses on the systematic application of principles of behavior analysis to interventions in applied settings. Allows students to design, test, and evaluate instructional programs for remedial application to behavior problems and to test instructional theory. Emphasizes the relationship between behavioral assessment and behavioral intervention. Provides supervision through the weekly research and data seminar in collaboration with the student's project adviser.

**CAP G335**  
**Applied Programming Seminar 2** **3 SH**  
Focuses on the practical issues surrounding development of an applied thesis research topic. Students develop their thesis topic and prepare a written proposal for their thesis research. Students present the initial thesis proposal and periodic updates during the weekly seminar. Thesis committee members are invited to attend their students' presentations to provide feedback and critique of the developing proposal.

**CAP G336**  
**Systematic Inquiry 1** **3 SH**  
Requires each student to collect a comprehensive bibliography on a significant topic in applied behavioral research and complete a thorough written review that typically serves as the introduction to the student's thesis. The course emphasizes the integration and analysis of experimental findings and theoretical foundations of the research area, critical evaluation of current research, and the identification of potentially fruitful future research. Frequent presentation of current research by students helps develop their oral communication skills and prepares them for becoming contributing professionals in the field of behavior analysis.

**CAP G337**  
**Systematic Inquiry 2** **3 SH**  
Requires each student to collect a comprehensive bibliography on a significant topic in applied behavioral research and complete a thorough written review that typically serves as the introduction to the student's thesis. The course emphasizes the integration and analysis of experimental findings and theoretical foundations of the research area, critical evaluation of current research, and the identification of potentially fruitful future research. Frequent presentation of current research by students helps develop their oral communication skills and prepares them for becoming contributing professionals in the field of behavior analysis.

**CAP G340**  
**Issues in School Counseling** **3 SH**  
This course is designed specifically to address issues of school counseling in the 21st century looking at a Comprehensive Pre-K–12 Developmental Guidance approach. Students will address the Massachusetts Education Reform Bill, the Massachusetts Comprehensive Assessment System (MCAS), the curriculum frameworks, and relevant school law and ethics.

**CAP G345**  
**Learning Problems: Educational, Biological, and Ecological Perspectives** **3 SH**  
Focuses on learning problems in relation to developmental tasks and curriculum frameworks including reading and writing. Examines the types and causes of learning problems and individual learning styles from constructivist, neuropsychological, and ecological perspectives. Reviews methods for assessment of physical, emotional, intellectual, and social development in childhood and adolescence. Includes attention to special education legislation and current service delivery programs.

**CAP G347**  
**Behavior Management** **3 SH**  
This course covers theory, research, and practice pertaining to management of behavior in pre-school, elementary, and secondary school classrooms. Development of practical behavioral interventions using a systematic problem-solving process (including functional behavioral assessment) is presented. Skills and techniques of preventing and remediating behavior problems are included.

**CAP G350**  
**Introduction to Cognitive Assessment** **3 SH**  
Introduction to cognitive assessment and the relationship of cognitive theories to assessment. Practice in administering and interpreting specific tests of cognitive functioning such as the Wechsler Scales and the Woodcock-Johnson. *Prereq.* CAP G201.

**CAP G352**  
**Personality Assessment** **3 SH**  
Administering and interpreting projective tests, behavior rating scales, and personality tests. Advanced level of integrating results from different measures in report writing.

**CAP G353**  
**Curriculum-Based Assessment and Instruction** **3 SH**  
Presents curriculum frameworks (e.g. reading, mathematics), developmental sequences (e.g. language), socialization, and life skills as areas of learning and learning breakdown. Focuses on procedures for evaluating a child's current level of understanding and performance in one of these areas, determining goals of intervention, formulating Individualized Education Programs (IEPs), development of instructional plans, and monitoring progress. *Prereq.* CAP G345.

**CAP G355**  
**School-Based Counseling** **3 SH**  
Covers school-based counseling across pre-school, elementary, middle, and high school settings. Includes group counseling, crisis intervention, school-based prevention programs, and an introduction to child psychotherapy. *Prereq.* CAP G200.

**CAP G360**  
**Consultation and Program Evaluation** **3 SH**  
Overview of different consultation theories including behavioral, psychodynamic, and systems perspectives. Focuses on skill development with respect to a broad-based and pragmatic approach to client-centered behavioral consultation. Uses computer networks and e-mail in client-centered and peer consultation. Evaluates the implementation and outcomes of consultation and related service delivery programs. *Prereq.* CAP G347.

**CAP G365**  
**Seminar in School Psychology** **3 SH**  
Covers the philosophical, historical, technical, and school administrative issues contributing to the professional identity of school psychologists. Emphasizes ethical standards, public policy, and legislation that impact school psychology.

**CAP G370**  
**Seminar in Health Psychology** **3 SH**  
This course is intended for graduate students in health-related disciplines and professions. The content of the course includes the development and history of health psychology and its use in different agencies and locations. The spectrum of theoretical models is examined along with the range of interventions with health psychology. For example, conventional medical and bio-psychosocial models as well as wellness and ecological models are discussed. Similarly the course includes levels of intervention, education and health promotion as well as some of the paradigm, political, and evaluative tensions that exist within behavioral medicine and health psychology.

**CAP G375**  
**Substance Use and Treatment** **3 SH**  
The course covers use, abuse, and treatment of both legal and illegal psychoactive drug agents. Areas that will be addressed in the course will include introduction to psychotropic medications, overview of illicit substance use, differential substance abuse, interventions and treatment, and related social issues.

**CAP G380**  
**Seminar in Feminist Psychology** **3 SH**  
This course looks at sex-gender socialization and role ascription in the development of women and men. Feminine and masculine gender role stereotypes and constructs are examined in mental health theory, procedures, and practices. The variety of feminist standpoints is introduced and their impacts on the conceptualization of health and healing are explored. Major points in feminist therapy and psychology are presented. The student will examine selected areas in depth within this course.

**CAP G390**  
**History and Systems of Psychology** **3 SH**  
This course examines the development of psychological theories in the context of western intellectual development. It also attends to the underlying epistemological assumptions and historical and cultural forces on psychology. Finally, the course draws attention to some of the potential contributions to psychology of other world civilizations and to paradigmatic strengths and limits. While the content is voluminous, the goals of the course provide more specific focus. They are: 1. To apprise students of the historical and philosophical contexts of psychology; 2. To expand students' awareness of assumptions and criteria shaping current theories; 3. To enhance students' knowledge and analytical abilities regarding epistemology, theory and research, and pluralism.

**CAP G394**  
**Advanced Multicultural Psychology** 3 SH  
The course will provide critical analyses of “universalist” perspective counseling and development theory. It will explore a variety of implications for culturally competent psychological work. Process, procedures, and interventions as well as theory and inquiry will be addressed. Individual and cultural differences in counseling and professional psychological services will be the focus of this course.  
*Prereq.* CAP G203 or equivalent.

**CAP G399**  
**Clinical Skills in Counseling Psychology** 3 SH  
Develops self-awareness, communication skills, and therapeutic and practice procedures.

**CAP G401**  
**Practicum in Counseling Psychology** 3 SH  
Includes 40 hours of client contact plus supervision. The course focuses on developing individual and group skills within mental health and human service agencies.

**CAP G402**  
**College Student Development Practicum 1** 3 SH  
The first course in a two-semester sequence that involves placement in a field setting from September to June. The student performs 300 hours of fieldwork over the course of the academic year. Attendance at a weekly practicum seminar is also required.

**CAP G403**  
**College Student Development Practicum 2** 3 SH  
The second course in a two-semester sequence that involves placement in a field setting from September to June. The student performs 300 hours of fieldwork over the course of the academic year. Attendance at a weekly practicum seminar is also required.

**CAP G405**  
**Practicum in Rehabilitation Counseling 1** 3 SH  
First course in a two-semester sequence that provides a minimum of 600 hours of supervised practical experience in a rehabilitation counseling service setting over two semesters.

**CAP G406**  
**Practicum in Rehabilitation Counseling 2** 3 SH  
Second course in a two-semester sequence that provides a minimum of 600 hours of supervised practical experience in a rehabilitation counseling service setting over two semesters.

**CAP G410**  
**School Counseling Practicum 1** 3 SH  
First course in a two-semester sequence that provides a 525-hour experience in a selected school (Pre-K–9 or 5–12). Practica involve direct experience working with children, teachers, parents, and community leaders. The first 75 hours of this course represent pre-practicum experiences. *Prereq.* Passing score on the MA Communication and Literacy Exam.

**CAP G411**  
**School Counseling Practicum 2** 3 SH  
Second course in a two-semester sequence that provides a 525-hour experience in a selected school (Pre-K–9 or 5–12). Practica involve direct experience working with children, teachers, parents, and community leaders.

**CAP G415**  
**Practicum in School Psychology 1** 3 SH  
Supervised school-based field experience coupled with seminar class.  
*Prereq.* Passing score on the MA Communication and Literacy Exam.

**CAP G416**  
**Practicum in School Psychology 2** 3 SH  
Supervised school-based field experience coupled with seminar class.  
*Prereq.* CAP G415.

**CAP G420**  
**Practicum in Special Education** 3 SH  
The practicum in special education is to be a field-based experience in the role and at the level of the license sought. It is required to be 300 hours, appropriate to level sought. These hours are to be divided equally between a general education classroom and a setting with students with moderate disabilities. Alternatively, all 300 hours may be pursued in an inclusive setting. *Prereq.* Passing grade on MTEL. (Not offered after Summer 2004).

**CAP G425**  
**Early Intervention Practicum 1** 2 SH  
Provides students from school psychology, counseling, special education, speech-language pathology and audiology, physical therapy, nursing, and related fields with supervised fieldwork experience in team-oriented interventions for infants and toddlers with disabilities or at risk for developmental delays and their families from linguistically and culturally diverse backgrounds. Students complete a minimum of 150 hours in a Massachusetts DPH-approved Early Intervention program, and they are expected to master early intervention and team participation core competencies. Supervised fieldwork is coupled with seminar class and online communication.

**CAP G426**  
**Early Intervention Practicum 2** 2 SH  
Continuation of EI practicum (see description of CAP G425).

**CAP G501**  
**Internship in School Psychology 1** 3 SH  
Supervised school-based field experience coupled with seminar class.

**CAP G502**  
**Internship in School Psychology 2** 3 SH  
Supervised school-based field experience coupled with seminar class.

**CAP G510**  
**Internship in Counseling Psychology 1** 3 SH  
Twenty hours per week in a field setting and a two-hour seminar on campus. In addition to providing supervising seminar, the course will address practices, procedures, ethics, and policies in professional practice.

**CAP G511**  
**Internship in Counseling Psychology 2** **3 SH**  
Twenty hours per week in a field setting and a two-hour seminar on campus. In addition to providing supervising seminar, the course will address practices, procedures, ethics, and policies in professional practice.

**CAP G663**  
**Thesis Research** **3 SH**  
Provides supervision and oversight of thesis research through seminars in which students present updates of ongoing work to invited faculty, peers, and guests.

**CAP G699**  
**Thesis Continuation** **0 SH**  
Students register continuously for this course until thesis is accepted. *Prereq. Completion of all other master's program requirements.*

**CAP G710**  
**Advanced Clinical Assessment** **3 SH**  
This course will cover contemporary cognitive and personality testing as used in a variety of practice settings. Areas such as pain management, risk assessment, and learning styles will also be covered. *Prereq. PhD students only.*

**CAP G715**  
**Advanced Research and Data Analyses 1** **3 SH**  
This course, the first in a year-long two-semester sequence, is designed to provide students with knowledge of the relationship between design and analysis in research in the behavioral sciences. The use of existing theories and models will be emphasized as a basis for the formation of research questions and hypotheses and for designing research to address those questions and hypotheses. The logic of design of research, objectivity, and ethical concerns, as well as the role of perspectives on epistemology such as neo-positivism, phenomenology, and pragmatism, will be addressed early in the course and will be reintroduced in later discussions. The course will review descriptive statistics and correlation techniques to include simple regression and non-parametric methods. Students will be required to do problems on the computer and/or by hand using data sets assigned in class. Analyses will utilize SPSS, SAS, and other computer analysis packages including graphic methods of depicting data. Emphasis will be placed on interpretation of the results of quantitative analyses. The approach of the course is to emphasize the analysis of research findings within an ecological context. Each student will do a research project from a data set and turn in a written report of the results in APA format suitable for publication using APA style criteria. In addition, students will learn to critique existing published investigations, taking a researcher's perspective. *Prereq. PhD students only. Previous graduate work in research methods and statistics.*

**CAP G716**  
**Advanced Research and Data Analyses 2** **3 SH**  
Techniques and models for exploring research questions and testing hypotheses developed in the first term will be investigated further. Structural and advanced correlational models using linear and non-linear approaches, multivariate data analysis, psychometric statistical theory and techniques, and qualitative inquiry will be explored. There will be considerable "hands on" experience with real data sets. Qualitative and methodological approaches to ecological analysis of systems and contexts will be explored. Students will be required to

do problems on the computer and/or by hand using data sets assigned in class. Analyses will utilize SPSS and other computer analysis packages including graphic methods of depicting data. In addition, specialized applications (e.g., text analysis software, survey design and scoring software, specialized graphing programs). Students will do projects, prepare reports of an analysis from the data set, and turn in a written report of the results in APA format suitable for publication. *Prereq. CAP G715 or permission of instructor.*

**CAP G720**  
**Advanced Clinical Interventions** **3 SH**  
This course considers assessment and intervention from an ecological/systems perspective on a case-by-case basis. Uses individual, group, family, organizational, and community modalities. Emphasizes case conceptualization as framework for treatment planning and evaluation. Attention to the impact of social systems and sociocultural factors. *Prereq. PhD students only. Previous work in group and family counseling.*

**CAP G722**  
**Educational and Psychological Assessment and Interventions with Infants, Toddlers, and Children** **3 SH**  
This course introduces students to the theories and practices of educational and clinical interventions with young children, to include play assessment and play therapy. Focuses on the interrelationships between and among developmental domains in the conceptualization and design of interventions. Emphasizes the implementation of interventions in everyday contexts. *Prereq. PhD students only.*

**CAP G723**  
**Rorschach** **3 SH**  
This course offers an advanced class in psychodiagnostic testing, focusing on the Rorschach test. This course teaches the administration, scoring, and interpretation of this test, using the Exner scoring system. Students will integrate Rorschach data with data from other sources, such as personal history. The course trains students to provide clear, pertinent feedback, and recommendations and assumes knowledge of the theory and practice of psychodiagnosis. *Prereq. PhD students only.*

**CAP G730**  
**Advanced Consultation Seminar** **3 SH**  
This course covers theories of consultation in health, mental health, education, and community systems. Organizational structure, power systems, and economic resources are integrated with theories, techniques and applications of consultation across settings. Implications of culture and interdisciplinary perspectives are explored at the community, organizational, and individual levels. *Prereq. PhD students only. Previous course in consultation.*

**CAP G732**  
**Legal and Ethical Issues in Community and Educational Settings** **3 SH**  
This course, conducted as a seminar, is designed to provide a systematic orientation to the ethical and professional issues faced by mental health practitioners in their teaching, research, and practice. The course addresses APA ethical guidelines, legal aspects of psychological practice including licensing, confidentiality in practice and research, historical perspective, supervision and training issues, and current topics of professional concern in counseling and school psychology practice. Relevant court decisions affecting psychological practice with children, adults, and family will be considered. *Prereq. PhD students only.*

**CAP G741**  
**Advanced Fieldwork 1** **2 SH**

Under supervision, students train in clinical settings to develop clinical skills in assessment, consultation, and interventions. The Advanced Fieldwork Seminar is designed to provide support and evaluation of the advanced fieldwork placement that second-year students will be involved in throughout the year. The course is structured along a seminar format, which is led by a faculty supervisor who is the official liaison between Northeastern University and the advanced fieldwork sites. The two major objectives of the seminar are: an examination and support of clinical work, within various assessment and treatment modalities; and an examination of systems issues within placement sites, which include but are not limited to administrative and supervisory issues. Students submit tapes and detailed process notes of sessions, videotape role-playing, and critique the tapes and videos, offering each other feedback in terms of each student's previously stated goals. Group discussion of clinical/systems issues focus on critical analysis and provision of a supportive atmosphere to explore treatment and systems issues. *Prereq. PhD students or instructor permission.*

**CAP G742**  
**Advanced Fieldwork 2** **2 SH**

Continuation of Advanced Fieldwork 1. *Prereq. PhD students or instructor permission, CAP G741.*

**CAP G743**  
**Advanced Fieldwork 3** **2 SH**

This course is a continuation of Advanced Fieldwork 1 and 2. It may be taken by students who elect to do additional fieldwork to develop better or deeper skills in new skill areas. *Prereq. PhD students or instructor permission, CAP G741, and CAP G742.*

**CAP G744**  
**Advanced Fieldwork 4** **2 SH**

Continuation of Advanced Fieldwork 3. *Prereq. PhD students or instructor permission, CAP G741, CAP G742, and CAP G743.*

**CAP G745**  
**Neuropsychological Practicum Supervision 1** **2 SH**

This applied course trains students in neuropsychological assessment of young and middle-aged adults. Under supervision, students conduct interviews, administer and score tests, write interpretive reports focusing on strengths and weaknesses, and provide recommendations and client feedback. Students must commit to practicum 1 and practicum 2. *Prereq. CAP G750, CAP G751, CAP G710 and PhD students or instructor permission.*

**CAP G746**  
**Neuropsychological Practicum Supervision 2** **2 SH**

This applied course trains students in neuropsychological assessment of young and middle-aged adults. Under supervision, students conduct interviews, administer and score tests, write interpretive reports focusing on strengths and weaknesses, and provide recommendations and client feedback. Students must commit to practicum 1 and practicum 2. *Prereq. CAP G745 PhD students or instructor permission.*

**CAP G750**  
**Biological Bases of Behavior** **3 SH**

This doctoral course lays the foundations for an understanding of brain-behavior relations with an emphasis on implications for the clinician. Topics covered include basic neuroanatomy, the development of the nervous system over the life span, and hormonal, and neuropharmacological aspects of behavioral regulation. Perceptual and motor systems, cognition, emotions, and motivational states are reviewed from the perspective of their biological underpinnings. The unfolding of these processes within a psychosocial and cultural context is underscored. *Prereq. PhD students only.*

**CAP G751 Advanced Clinical Neuropsychology** **3 SH**

Reviews common neuropathological conditions from a bio-psychosocial perspective. Characteristic behavioral presentations, underlying neurobiological processes, and the role of neuropsychological assessment methods in the diagnostic process are emphasized. Therapeutic interventions are discussed, with an emphasis on those most relevant to counselors and rehabilitation specialists. The importance of incorporating an understanding of cultural, ethnic, and societal factors is stressed. *Prereq. CAP G750 PhD students only.*

**CAP G755**  
**Cognitive and Affective Bases of Behavior** **3 SH**

Provides students with an in-depth treatment of the theories of the cognitive and affective bases of behavior and their applications. Reviews the impact of thinking, emotions, affect, and temperament on behavior in the context of the ecological model. *Prereq. CAP G206 PhD students only.*

**CAP G756**  
**Social Psychology in an Organizational and Ecological Context** **3 SH**

This course is conducted as a seminar designed to meet the needs of doctoral students in school and counseling psychology for a course that spans theory and principles of social psychology from early work in the field—in such topics as social pressure, field theory, cognitive dissonance, and attitude formation—to more modern work in expectations, attitudes, and organizational behavior. While the course will survey basic concerns in social psychology, consideration of material covered will be related to application in schools, communities, and organizations in which mental health is practiced. For example, in the study of group dynamics, applications to group learning, administrative leadership, and organization theory would be stressed. In addition to the theories and principles of social psychology, research paradigms, social change, social influence, system consultation, and community issues as they relate to social psychological considerations will be covered. *Prereq. PhD students only.*

**CAP G758**  
**Doctoral Seminar in Contemporary Theories of Psychotherapy** **3 SH**

Critical examination from an ecological/systems perspective of conceptual developmental and clinical elements of contemporary psychotherapy theories. Particular attention is paid to object relations, social constructionist and constructivist theories of personality, and therapeutic change. Includes selected theoretical and research readings and lectures in student-led discussion. Evaluates critical issues and future directions of contemporary theoretical schools and considers varied approaches to case examples. The different theoretical approaches are examined through the lenses of gender, class, and cultural adequacy. *Prereq. PhD students only.*

**CAP G759**  
**Seminar in Cultural and Ecological Perspectives**  
**in Professional Psychology** **3 SH**

The course is to be taken in the last year of doctoral course work when the majority of other course work has been accomplished. The course goals reflect this more mature standing. They include expanding knowledge of multiple facets, developing professional identity(s) in School and Counseling Psychology, enhancing capacities for critical analyses, and developing the implications of the ecological model of psychology. The course is designed as a seminar, which aims to help student's transition from student's perspectives to professional perspectives. The course is designed to articulate multiple professional roles particularly within an ecological context. Extensive reading and discussion provide the background for individual selection of topics.  
*Prereq. PhD students only.*

**CAP G760**  
**Doctoral Seminar in Vocational Psychology**  
**and Career Counseling** **3 SH**

This seminar will examine the range of knowledge considerations that causally influence human vocational, occupational and career choice(s) over the life span. Such considerations include physical, psychological, sociological, geographical, economic, and cultural factors. A general model for data collection and consultation with clients of varying ages and backgrounds will be analyzed. Its application shall be further demonstrated in simulated micro-counseling sessions. Students will also be required to make seminar presentations on selected topics states above. *Prereq. PhD students only.*

**CAP G770**  
**Topical Seminar in School and Counseling Psychology** **1 SH**

Emerging issues in school and counseling psychology. *Prereq. PhD students only.*

**CAP G798**  
**Doctoral Internship 1** **2 SH**

Required of all doctoral students in counseling/school psychology. A minimum of 40 hours per week for 12 months or 20 hours per week for 24 months in accredited (or equivalent by permission) mental-health training setting. In addition to internship site supervision and training seminars, interns attend in person or by Internet University-based quarterly seminar and complete case assignments.  
*Prereq. PhD students only. Doctoral students entering the program Fall 2003 or beyond are required to have an approved dissertation proposal prior to beginning internship. Exceptions are permitted only with the approval of the full doctoral faculty committee.*

**CAP G799**  
**Doctoral Internship 2** **2 SH**

A continuation of CAP G798 Doctoral Internship 1 (see description of CAP G798). *Prereq. PhD students only.*

**CAP G861**  
**Research and Dissertation Seminar** **1 SH**

The purpose of this seminar is to assist students to begin work on their dissertation proposals relatively early in their programs. Each term every student in the class pursues a research topic with a faculty member. The students meet to discuss their ideas, progress and experiences, share ideas, seek help and guidance from their peers and the instructor, and ultimately develop their dissertation research proposals. Students will continue to attend the class until their proposal is accepted. All second-year doctoral students are required to register for this course. Students register once and receive an "I" grade until they present an acceptable proposal to their committee.  
*Prereq. CAP G715 PhD students only.*

**CAP G899**  
**Dissertation Continuation** **0 SH**

Supports the continued development of the dissertation. *Prereq. CAP G899.*

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## Department Faculty

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**Hortensia Amaro**, PhD, University of California, Los Angeles (Distinguished Professor Bouvé College of Health Science)  
Prof. Amaro is internationally respected for her research and program development in urban health settings. Her primary interests involve the interface between substance abuse, culture, and women's health.

**Carmen Armengol**, PhD, ABPP Pennsylvania State University (Associate Professor)  
Dr. Armengol is a practicing neuropsychologist with particular interest in assessment and multicultural issues, development, and language.

**Mary B. Ballou**, PhD, ABPP, Kent State University (Professor)  
Dr. Ballou's research focuses on crisis intervention and developing a feminist orientation to psychology. She is co-author of *A Feminist Approach to Mental Health* and *Health Counseling*.

**Debra Franko**, PhD, McGill University (Associate Professor)  
Dr. Franko is an expert in eating disorders. Her research is focused on prevention, and the cultural and sociocultural aspects of the problem.

**Deborah Greenwald**, PhD, University of Michigan (Associate Professor)  
Dr. Greenwald's main academic interests include psychological assessment, family style, and personality functioning. She has conducted research on high-risk families.

**Thomas F. Harrington**, PhD, Purdue University (Professor Emeritus)  
Dr. Harrington's research involves occupational interests. He is co-author of the "Harrington-O'Shea Decision-Making System" and the *Guide to Occupational Exploration*.

**Jessica Blom-Hoffman**, PhD, Lehigh University (Assistant Professor)  
Dr. Hoffman is interested in child nutrition and its impact on development, particularly in the cognitive and social areas.

**Gila Kornfeld-Jacobs**, PhD, State University of New York at Buffalo (Instructor)  
Dr. Jacobs did clinical work for many years at Cambridge Hospital. She has a particular interest in health psychology, rehabilitation, and psychology in medical settings.

**Vanessa Johnson**, EdD, Western Michigan University (Assistant Professor)  
Dr. Johnson's research interests are in the holistic development of college students, with particular interest in the recruitment and retention of African-American college students.

**Louis Kruger**, PsyD, Rutgers University (Associate Professor)  
Dr. Kruger is the editor of the book, *Promoting Success with At-Risk Students*, associate editor of the international journal, *Special Services in the Schools*, and a contributor of articles to several journals, including *Psychology in the Schools*. Research focus on interaction in Internet communities.

**Chieh Li**, EdD, University of Massachusetts at Amherst (Associate Professor)  
Dr. Li's scholarly interests are in multicultural areas, with particular reference to Asian-American families and creativity.

**Karin Lifter**, PhD, Columbia University (Associate Professor)  
Dr. Lifter's primary academic interests are the applications of developmental psychology to both the assessment of, and early intervention with, special needs children.

**Lawrence Litwack**, EdD, ABPP, Boston University (Professor Emeritus)  
Dr. Litwack is the author of *Using Guidance Skills in the Classroom* and *Health Counseling*. He is a nationally recognized expert in reality therapy and editor of the *Journal of Reality Therapy*.

**Emanuel J. Mason**, EdD, Temple University (Professor and Department Chairperson)  
Dr. Mason's research concerns the meaning of intelligence, models of thinking and reasoning, and assessment in education and psychology. His academic interests are in measurement, research design, and equity in higher educational opportunity.

**Barbara Okun**, PhD, Northwestern University (Professor)  
Dr. Okun has authored many books, including *Family Therapy with School-Related Problems*, and *Effective Helping: Interviewing and Counseling Techniques*.

**William Quill**, PhD, Boston College (Associate Professor)  
Dr. Quill's academic interests include theoretical and historical psychology philosophy of mind, epistemology, metaphysics and philosophy of science.

**Tracy Robinson**, EdD, Harvard University (Professor)  
Dr. Robinson's research concerns the intersections of race, gender, and class in psychosocial identity development. She is the first author of the textbook, *The Convergence of Race, Ethnicity, and Culture: Multiple Identities in Counseling*. She is researching White mothers of non-White children in the United States and New Zealand and has published her research on this topic.

**William Sanchez**, PhD, Boston University (Associate Professor)  
Dr. Sanchez has extensive experience in assessing and counseling children in urban areas. He is a former Director of the Hispanic Psychiatry Team at Boston's Children's Hospital.

**James F. Scorzelli**, PhD, University of Wisconsin (Professor)  
Dr. Scorzelli has focused his research on rehabilitation counselor training and chemical dependency. He has authored articles in several journals.

**Ena Vazquez-Nuttall**, EdD, Boston University (Professor and Associate Dean of the Graduate School)  
Dr. Nuttall is the author of the recently published book, *Assessing and Screening Preschoolers*. She has published widely in the areas of psychological assessment, Hispanic families and children, cross-cultural issues, and women.

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## Application Process

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All documents submitted as part of the application process must be originals, including official English-language transcripts of all previous undergraduate and graduate course work. Students who have attended institutions outside the United States must provide comparable certified transcripts in English. Sealed letters of recommendation completed by three people acquainted with the applicant and sealed transcripts must be included in the admission packet. A complete application consists of the following:

- Completed application form
- Three sealed letters of recommendation
- Nonrefundable application fee (check or money order drawn on a U.S. bank, payable to Northeastern University)
- Official transcripts in English from each college or university attended
- Data processing sheet
- Essay describing goals and expectations
- TOEFL scores for international applicants who do not hold undergraduate or graduate degrees from U.S. institutions, and whose native language is not English
- Declaration and Certification of Finances form (*international applicants only*).

Test scores are required as follows:

- **MS** — Graduate Record Exam (GRE) or Miller Analogies Test (MAT) within past five years. Note: GRE scores are not required for international students whose native language is not English and who score above 550 on the TOEFL test.
- **CAGS** — Graduate Record Exam (GRE) or Miller Analogies Test (MAT) within past five years.
- **PhD** — Graduate Record Exam (GRE) within past five years.

### Application Deadlines

Master's programs must be received by at least one month prior to registration for the upcoming semester. Programs with deadlines are as follows (Please submit completed applications as early as possible):

- School and Counseling Psychology (PhD): January 15 for admission the following fall.
- MS in Counseling Psychology: February 1 for admission the following fall.
- MS in School Psychology: suggested January 15 deadline for admission the following fall.
- All other MS programs accept rolling admissions with the last date of application for Fall semester being August 1 and for Spring being December 1.

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## Financial Information

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### Fees

Tuition rates, all fees, rules and regulations, courses, and course content are subject to revision by the President and the Board of Trustees at any time. A listing of fees can be obtained from the Customer Service Center, 120 Hayden Hall, 617-373.2270 ([www.customerservice.neu.edu](http://www.customerservice.neu.edu)).

### Financial Assistance

Northeastern University offers assistantships and fellowships that help graduate students defray the costs of their education. Awards do not cover University fees other than tuition; all non-tuition fees must be paid by award recipients. Only full-time graduate students are eligible to receive assistantship awards. Each recipient receives a contract letter detailing the terms of the specific assignment. Typically assignments cover a nine-month period from September to June; however, award terms vary by department.

#### STIPENDED GRADUATE ASSISTANTSHIP (SGA)

Requires a work commitment of 20 hours per week and offers nontaxable tuition remission and a taxable cash stipend. Graduate assistantships include teaching (TA), research (RA) and administrative (AA) appointments. Graduate assistants are required to enroll in a minimum of 6 semester hours for each semester of the appointment. Typical yearly stipends range from \$11,000 to \$14,500.

#### TUITION ASSISTANTSHIP (NUTA)

Requires a work commitment of 10 hours per week and offers taxable tuition remission only. Students are required to enroll in a minimum of 8 semester hours of classes during each semester of the assignment.

#### TUITION SCHOLARSHIP (NUTS)

Requires no work commitment. This award consists of a specified amount of nontaxable tuition waiver. The amount of the award is determined by the program chair of your department.

#### MINORITY TUITION SCHOLARSHIPS

Requires no work commitment. This award consists of a specified amount of nontaxable tuition waiver. Students must be U.S. citizens or permanent residents to be eligible for this award.

### Applying for Graduate Assistance Programs

Various departments within Bouvé College of Health Sciences offer Tuition Assistantships, Teaching Assistantships, and Research Assistantships to students. In addition, we try to assist our students in obtaining administrative positions within the University by making other administrative units aware of our students' availability. You must be accepted as a graduate student to be considered for graduate assistantship positions.

Upon acceptance, you will receive an assistantship application. Complete this and return it to the Graduate Admissions Office with your most recent résumé. Your application will be kept on file for departmental review as well as for review by external departments.

### Financial Aid

Northeastern offers various forms of financial aid to help you cover the costs of your graduate education. For the most current information about scholarships, graduate assistantships, and fellowships, visit the University Website at [www.gradadmissions.neu.edu/finaid.html](http://www.gradadmissions.neu.edu/finaid.html), or call 617.373.5899.

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## Student Status and Registration

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### Acceptance and Registration

Applicants may be accepted as regular, provisional, or conditional students, and must confirm acceptance within the period designated in the acceptance letter.

Students will be assigned an adviser from their program, and must confer with the adviser regarding an approved program of studies and course selection prior to registration. Registration is required for all courses, and entry is granted on a first-come, first-served basis.

### Immunization Requirements

All health science majors of any age must comply with the State Immunization Law. *Questions regarding meeting immunization requirements should be directed to Lane Health Center 617.373.2772.*

Health record forms will be sent to you upon your confirmation of attendance. Please return completed forms to the Lane Health Center.

If you fail to submit this documentation to Lane Health Center you will be notified that you have a block on your registration for the upcoming semester.

### Student Classification

Student classifications are special student status, provisional student status, full-time status, doctoral candidate, and doctoral degree candidate.

#### SPECIAL STUDENT STATUS

Students who are not pursuing a specific degree program are classified as special students. Granting of special student status does not commit the graduate school in any way regarding future admission. Special students may take no more than 9 semester hours and should maintain a B (3.000) average to be able to continue taking subsequent classes.

Students may take a maximum of three 3-credit courses that they may later apply to a degree or nondegree program, provided the courses are applicable. Whether such credits are allowed will not influence the number of external transfer credits accepted.

Special students may be considered for degree programs only after submitting a complete application package. The special student fee will be applied to a later application to a degree or nondegree program within the college.

#### PROVISIONAL STUDENT STATUS

Provisional acceptance refers to students allowed to register for a total of 9 semester hours of course work for which they must maintain a 3.000 average. If these conditions are met, the student will be allowed to continue as a regular student.

#### CONDITIONAL STUDENT STATUS

Admission is granted as long as the stated condition is satisfied, usually prior to enrollment.

#### FULL-TIME STUDENT STATUS

Graduate students are considered full time if enrolled in a minimum of four courses or 9 semester hours of credit for the semester, with the following exceptions:

- Students for whom English is a second language, at the discretion of their department, will be considered full time if they are enrolled in a minimum of three courses or are carrying 8 semester hours of credit.
- Students who hold Stipended Graduate Assistantships will be considered full time if enrolled for a minimum of 6 semester hours of credit.
- Students who hold Northeastern University Tuition Assistantships (NUTA) will be considered full time if enrolled in a minimum of 8 semester hours of credit.
- Students enrolled in doctoral research are considered full time.
- Students who are in continuation status may be considered full time at the discretion of their departments. It is ordinarily assumed that such students will be in residence, but exceptions are allowed.
- Students who are engaged in a “practicum” experience as part of their degree requirements may be considered full time, at the discretion of their department.
- Students for whom a full load is not offered in a given semester must submit a letter from their adviser to the director of the graduate school requesting to be considered full time.

If you have questions regarding meeting full-time status requirements for financial aid purposes, please contact the Office of Graduate Student Financial Services. It is possible for a student to be considered full time by the University and not be considered full time according to financial aid requirements.

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## General Academic Requirements

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Students are expected to maintain a minimum grade-point average of B (3.000) in all course work; only two courses of additional course work, including repeated courses, may be allowed to satisfy the B (3.000) average required for the degree. Students who receive a grade of F or U in a course may make up the course according to their adviser's recommendation; however, students are not permitted to repeat a course more than once. Please note that individual departments may have additional requirements. In the PhD in biomedical sciences program, receiving any F grade requires the student to withdraw from that program and to petition to be allowed to continue at the master's level.

### Course Credits

#### TIME LIMITATIONS

Course credits earned in the graduate school or accepted for transfer in the master's and CAGS programs are valid for a maximum of seven years between the time taken and the completion of degree requirements, unless the Graduate Committee grants an extension. To obtain an extension, students must submit a general petition form to the Graduate Committee of their program explaining the need for an extension and the expected date of completion, along with a recommendation from the faculty member. This petition, along with a letter of support from the department, is sent to the director of the graduate school for final approval.

#### TRANSFER CREDIT

A maximum of 9 semester hours of credit obtained at another institution may be accepted as transfer credit. Transfer credits must be recommended for transfer by the student's adviser; must consist of work taken at the graduate level for graduate credit at an accredited institution; must carry an earned grade of B (3.000) or better; and must not have been applied toward any other degree. Credit cannot be granted in excess of the equivalent Northeastern University course. If the course is an elective and there is not an equivalent course, the semester-hour equivalent will be granted. Grades received for transfer credits will not be reflected in the student's overall GPA and may not be used to obtain the academic average necessary for the completion of degree requirements. Under no circumstances will lower-level undergraduate course work be accepted to meet the minimum of 40 post-baccalaureate credits required for the master's degree.

Students seeking transfer credit should petition the Graduate School by submitting a completed *Petition to Revise the Program of Studies* form to the Graduate Office, 123 Behrakis. The completed form must be submitted to the associate director of the Graduate School, with an official transcript and excerpt from the catalog describing the course for which credit is requested. No transfer-credit request form will be considered without the signature of the student's adviser and an official transcript.

#### COURSE WAIVERS

The purpose of the waiver process is to minimize the possibility that a student will be required to complete courses equivalent to previous educational or professional experience, and to ensure that students have attained proficiency in the content areas encompassed by the proposed waived course.

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#### PROCEDURAL GUIDELINES:

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- Confer with the faculty adviser. If the student and adviser agree that substantial equivalency might exist between the students previous educational or professional experience in one or more doctoral courses, those courses should be identified.
- Students are strongly advised to submit all waiver applications prior to the end of the fall semester of their first year.
- Each waiver application must include a graduate school waiver form (available in the Graduate Office, 123 Behrakis), a copy of the official transcript including the course considered to be equivalent, and a course syllabus. *If required for certification, an ICC waiver must also be attached.*
- Additional documentation may be required to demonstrate competencies addressed by the course.

### Residence Requirements

All course work for advanced degrees must be registered for and completed within the college of the University unless the Graduate Committee of the program has granted approval of work taken elsewhere.

Candidates for the PhD in School and Counseling Psychology are required to have a minimum of two years of full-time residency.

#### CLINICAL REQUIREMENTS

- The Clinical Exercise Physiology program requires students to maintain a minimum grade of B (3.000) in clinical work.
- The Counseling and Applied Educational Psychology faculty evaluates student's professional competence, ethical behavior, interpersonal skills, and general adjustment. Students must maintain a satisfactory level of performance in these areas in order to continue in the program.
- The Physician Assistant program gives grades for each clinical rotation (applied study); a grade below C (2.000) is not acceptable. The clinical grade includes a review of the student's academic performance as well as an assessment of professional conduct by the clinical preceptor at each site. If a student fails a rotation, repetition will be at the discretion of the instructor and program director. Satisfactory completion of all rotations is required for graduation.
- The Speech-Language Pathology and Audiology program requires students to maintain a minimum grade of B (3.000) in clinical work.

### Special and Additional Requirements

Each program has its own particular degree requirements. Please refer to individual program descriptions for additional degree requirements.

### Comprehensive Examination/Thesis/Dissertation Requirements

Students are responsible for verifying applicable requirements such as comprehensive examinations, thesis, and dissertation with the adviser for the relevant degree program. The requirement should be noted on your program of studies.

### Continuity of Programs

Students are expected to maintain continuous progress toward a degree. Those who have not attended classes for one year may be required to apply for readmission.

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## Other Information

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### Further Information

The following numbers are listed for your convenience so that you may contact these offices for further information:

|                                  |              |
|----------------------------------|--------------|
| Office of Graduate Financial Aid | 617.373.5899 |
| Department of Residential Life   | 617.373.2814 |

Please contact the Bouvé College of Health Sciences Graduate Programs Office at 617.373.2708 if you have other questions, or check our Website at [www.bouve.neu.edu](http://www.bouve.neu.edu).

### Disability Resource Center

The Disability Resource Center provides a variety of disability-related services and accommodations to Northeastern University's students and employees with disabilities.

Northeastern University's compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 are coordinated by the dean and director of the Disability Resource Center. Persons requiring information regarding the Disability Resource Center should contact Dean G. Ruth Bork at 617.373.2675 (voice) or 617.373.2730 (TTY).

### Delivery of Services

Northeastern University assumes no liability for delay or failure to provide educational or other services or facilities due to causes beyond its reasonable control. Causes include, without limitation, power failure, fire, strikes by University employees or others, damage by natural elements, and acts of public authorities. The University will, however, exert reasonable efforts, when it judges them to be appropriate, to provide comparable services, facilities, or performance; but its inability or failure to do so shall not subject the University to liability.

### Equal Opportunity Policy

Northeastern University is an equal opportunity/affirmative action educational institution and employer.

### Public Safety

Northeastern University is committed to assisting all members of the University community in providing for their own safety and security. Information regarding campus security and personal safety, including topics such as crime prevention, University Police law-enforcement authority, crime reporting policies, crime statistics for the most recent three-year period, and disciplinary procedures, is available upon request from the Northeastern University Director of Public Safety, 360 Huntington Avenue, Boston, MA 02115 or by calling 617.373.2696.



**Northeastern**

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