



**Northeastern University**

Bouvé College of Health Sciences  
School of Health Professions

Department of Counseling and Applied Educational  
Psychology

**COUNSELING PSYCHOLOGY  
DOCTORAL PROGRAM**

**STUDENT HANDBOOK  
2009-2010**

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# Northeastern University Counseling Psychology Doctoral Program

## SECTION I

### I. INTRODUCTION

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

### II. OVERVIEW OF THE PROGRAM

The Counseling Psychology Doctoral Program is a full-time doctoral program. The curriculum prepares graduates to meet licensure requirements in the Commonwealth of Massachusetts. The program adheres to the practitioner/scientist model of training and is intended to develop psychologists who have knowledge of (1) psychological theory, (2) a broad range of assessments and interventions, (3) research design and methods, and (4) the ability to use their knowledge and skills to improve the psychological health of individuals, couples, families, and groups. Students are prepared for remediative, preventive, and health-promoting clinical practice with culturally diverse children, youth, adults, and families in colleges, medical centers, and community mental health settings.

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

#### A. The Ecological Perspective

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

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

## References

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

## B. Program Faculty

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

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

Dr. Chung is the department chairperson and was previously professor and training director of the APA-accredited doctoral program in Counseling Psychology at Georgia State University. Dr. Chung has published in the areas of multiculturalism, sexual orientation, discrimination, counseling intervention and career development. He has published extensively, including 32 peer reviewed articles, two edited books, and 14 book chapters. Dr. Chung has 74 peer reviewed conference presentations and has held various leadership positions within the American Psychological Association.

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

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

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

Dr. Greenwald's research interests focus on personality assessment, including the Rorschach Inkblot Test and the relationship between fantasy and behavior; shame and its domains in regard to behavior regulation and cultural differences; and spirituality, including multicultural differences in the experience and practice of spirituality. She has conducted research on high-risk families and is the author of numerous articles for professional journals.

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

Dr. Kornfeld-Jacobs has worked in various anti-poverty programs in New York City, taught at the University of Massachusetts, Amherst, was a psychologist at inpatient psychiatric facilities and, since 2002, has been teaching at Northeastern University, primarily courses in assessment, individual interventions, and community psychology. Her current research interests include: immigrant children in the school system. She serves as coordinator of the branch of the School Counseling program in Israel.

### Takuya Minami, Ph.D., University of Wisconsin – Madison

Dr. Minami came to Northeastern from the University of Utah, where he served as assistant professor in the Counseling Psychology program and as staff associate at the University Counseling Center as a psychologist. His areas of research and publications are on treatment process and outcome evaluation of psychological interventions. He currently serves as the student/faculty liaison.

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

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

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

Dr. Robinson-Wood's research interest is the intersection of race, gender, class, and culture in psychosocial identity development. She is conducting correlational research on African American college women, racial identity, coping, and resistance, using her instrument, the Robinson Resistance Modality Inventory. Her qualitative research involves interviews conducted with white mothers of non-white children in both New Zealand and the United States. She is the author of *The convergence of race, ethnicity, and gender: Multiple identities in counseling*. The third edition will be released next year.

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

Dr. Sanchez is a clinical psychologist with extensive experience in advocacy/clinical work with Latinas/os in the Boston community. He is Puerto Rican and fluent in Spanish. His scholarly interests include racism and colonialism and its effects on treatment provision and the training of helping professionals. Dr. Sanchez has published articles on empowerment, advocacy, and the perpetuation of colonialism within psychology. He has taught psychological testing, cross-cultural counseling, community counseling, intelligence testing, and applied research in school psychology. He currently teaches ethics and professional development.

### **C. Program Management**

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

### **D. Licensure Information**

In addition to the information provided by the program, students can obtain information pertaining to licensing procedures in Massachusetts (examinations, course requirements, application process) by writing to: Office of Consumer Affairs, Massachusetts Board of Registration of Psychologists, 239 Causeway St., 5th floor, Boston, MA 02114, by calling 617-727-9925, or at the Board's website: <http://www.mass.gov/?pageID=ocasubtopic&L=4&L0=Home&L1=Licensee&L2=Division+of+Professional+Licensure+Boards&L3=Board+of+Registration+of+Psychologists&sid=Eoca>.

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

### III. FACULTY EXPECTATIONS OF STUDENTS

#### A. Student Responsibilities

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

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

#### B. Student Research/Scholarship Involvement

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

#### C. Student Professional Involvement

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

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

Student feedback is solicited throughout the academic year in the form of faculty/student meetings, student steering committee meetings which are attended by the faculty liaison, individual faculty/student conferences, and end of the year student written evaluations. In addition, students provide faculty with feedback through course evaluations administered by the university's Center for Innovation and Excellence in Teaching and Learning.

## IV. SUMMARY OF CURRICULUM AND REQUIREMENTS

### A. Student Advisement

Students develop their program of study with their advisor, who will consider prior course work and will suggest courses and course waivers accordingly. All deviations from the model program, however, need to be approved by the program director and the approval must be documented. Students who enter the program with a master's degree are urged to review the prerequisites to the doctoral program prior to meeting with their advisor. Required courses for post-master's students are in Appendix A1. A model program sequence is in Appendix A2.

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

### B. Curriculum

The curriculum consists of:

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

#### 1. Coursework

Program course work is organized into four areas:

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

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

The typical academic semester is 15 weeks in length, including exam week. Graduate classes usually meet for 2 1/2 hours once a week, except during the 7 1/2-week summer semesters, when they meet twice a week for 2 1/2 hours. Required doctoral courses are scheduled during the summer as well as during the academic year.

Notification of tentative course schedules is posted in the main office several weeks before the beginning of the semester. Students are strongly urged to pre-register for courses to help ensure getting into courses with limited enrollments. Course schedules and the university calendar are available online.

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

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

With regard to incomplete grades, please refer to the Graduate Policies and Regulations and complete the forms that are to be filled out by the student and signed by the instructor. ([http://www.bouve.neu.edu/downloads/2006-2007\\_Bouve\\_Graduate\\_Handbook.pdf](http://www.bouve.neu.edu/downloads/2006-2007_Bouve_Graduate_Handbook.pdf)).

## **2. Clinical Training**

Intensive clinical training is a required component of the program. This preparation includes advanced fieldwork at various behavioral providers in the Boston Area. At least two years of clinical training is provided for those who entered the program with a master's degree, and three years for those who enter with a bachelor's degree. In addition, students must complete one year of full-time pre-doctoral internship approved by the program.

### **a. Advanced Fieldwork**

Training goals include the advanced development of skills in:

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

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

During the fall of the first year of study, it is necessary for post-master's students to schedule individual meetings with the instructor for the advanced fieldwork seminar to begin their site search. Post-bachelor's degree students will do so during the fall of their second year of study.

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

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

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

1. successful completion of all comprehensive examinations
2. successful completion of all coursework by the end of the fall semester of the year of application. That is, a student may still be taking courses as long as the coursework will be completed satisfactorily by

the end of the fall term. Advanced Fieldwork IV is the only exception to this rule, and will usually be taken in the spring term preceding internship

3. satisfactory performance at the advanced fieldwork site
4. satisfactory completion of the dissertation proposal

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

### **3. Research Training**

Intensive research activities, culminating in a dissertation, are program requirements. Students are strongly encouraged to engage in research activities with faculty early in their course of study. These activities provide opportunities to work through scientific questions and to gain exposure to different research methodologies.

A doctoral dissertation is required for all students. A dissertation is a scholarly work for which a student identifies a problem, reviews the relevant literature for that problem, and then develops, implements, and discusses a study that extends the understanding or evidence around the problem.

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

### **C. Other Program Requirements**

The requirements of the program also include:

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

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

Annual evaluations are used to track students' progress and professional development. They usually take place during the spring term of each year the student is in the program. The student's self-evaluation form (see Appendix B3) must be completed by *March 15* of the spring semester. The core faculty meets to discuss each student's progress, providing a context for input from all faculty members who have had contact with the student during the year. In addition, each student meets with his/her advisor to discuss the student's performance and progress in the program. Students are to initiate these meetings. At the end of the process, the advisor writes a narrative evaluation based on the faculty input and the student's self-evaluation, which is sent to the student and placed in the student's folder.

In addition, students are evaluated on non-intellective factors. The non-intellective factors include, but are not restricted to: ethical behavior, professional behavior in general, the ability to handle conflict in a professional manner, compassion, empathy, cooperative behavior, the ability to respond constructively to feedback, and tolerance for divergent views. Students need to be deemed acceptable in all of these areas to be retained in the program.

## 2. Residency Requirements

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

## 3. Adhering to Time Limits

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

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

## 4. Incomplete Grade Resolution

A grade of "Incomplete" may be given to students who fail to complete course work within the specified timeframe. If agreed to by the instructor *prior* to the end of the term, the student and instructor need to submit the Incomplete Grade Form to the graduate office. Students must obtain the Incomplete Grade Form from the Graduate School office. Forms must include a timeline for coursework completion. Following university policy, incomplete grades become permanent if not changed within one year from the time the grade was issued. The *maximum* time limit for an incomplete is one year.

All "Incomplete" grades must be resolved prior to a student submitting the predoctoral internship application with the exception of students registered for Dissertation Continuation, who will receive a grade of "Incomplete" until successful completion of their dissertation.

## 5. Comprehensive Examinations

Written comprehensive examinations taken during the 2<sup>nd</sup> and 3<sup>rd</sup> year of study for post-master's students and 3<sup>rd</sup> and 4<sup>th</sup> year of study for post-bachelor's students evaluate students' competencies in four areas: research, assessment, intervention, and ethics. These exams are traditional 3-hour comprehensive essay exams. After successful completion of the comprehensive examinations, students are admitted to doctoral candidacy and become eligible for the dissertation proposal hearing and doctoral internship. Students cannot apply to internship prior to successfully completing the comprehensive exams and having their dissertation proposal accepted at a dissertation proposal hearing.

The comprehensive examinations are offered once in the fall semester and once in the spring semester. It is expected that students will complete all the required courses and related activities in each area prior to taking the exam. The comprehensive exam questions, other than the research area, are in essay form. Please see Appendix A4 for guidelines to help prepare for the comprehensive exams. The examinations are graded anonymously. Students can expect results within approximately one month after the completion of the exam. Exams are graded as pass/fail.

*Students have two opportunities to pass the comprehensive exam areas. Failure to pass an exam the second time will result in automatic dismissal from the Program.*

## V. ACADEMIC POLICIES

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

### A. Transfer of Credit and Course Waivers

#### 1. Transfer of Credit

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

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

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

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

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

#### 2. Course Waivers

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

Course waivers require that a student take a substitute, replacement course to meet the number of credits required in the program of study.

Students should confer with their advisors, who will consult with faculty who teach the course, early on in the advising process to identify such courses. Requests for waivers are submitted on the same form that is used for transfer of credit obtainable from the Graduate School office. Students will submit this form together with a copy of the official transcript that includes the course considered to be equivalent and an excerpt from the catalog describing the course or the course syllabus. For example, for CAP 723 Rorschach, case reports or written assessments from the course taken must also be included in order to demonstrate competence in the assessment processes and/or instruments addressed by the course. The faculty member who routinely teaches the course makes the decision about the equivalence of the course content. Faculty may request additional documentation and/or request the student to complete successfully a proficiency examination on course content prior to rendering a waiver decision. Students who have taken courses outside the United States are responsible for obtaining an English language version of the required waiver documentation.

## B. Grading System

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

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

In addition, the following letter designations are used:

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

## C. Academic Standing

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

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

Students in probationary status may be asked to repeat courses, do additional practica or fieldwork, or do other experiences to remediate deficiencies. Such work will be recommended by the student's advisor and approved by the faculty.

*In addition, doctoral students who receive more than two grades below a B will automatically be dismissed from the doctoral program.*

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

## VI. UNIVERSITY POLICIES

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

### A. Student Appeals and Grievances

#### 1. Policy

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

#### 2. Procedures

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

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

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

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

### B. Standards of Behavior

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

#### 1. Academic Honesty

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

#### 2. Ethics

Departmental faculty and students are bound by the APA Ethical Standards. A copy of the APA Code of Ethics is available online at <http://www.apa.org/ethics/code2002.html>. All students are expected to know and follow appropriate ethical principles. Violation of ethical principles may be grounds for formal action against students and/or the filing of formal charges with appropriate ethics committees on the state or national level for those individuals who are members of such professional bodies.

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

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

#### **1. Course Materials**

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

#### **2. Course Evaluations**

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

#### **3. Blackboard™**

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

#### **4. Experiential Learning**

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

## **VII. GENERAL INFORMATION**

### **A. Housing**

On-campus housing facilities are limited for graduate students and not guaranteed. Housing facilities are not available for married couples or children. Interested students need to fill out a housing application through Northeastern's Housing Services (<http://www.northeastern.edu/reslife/>). For information regarding alternative housing possibilities, contact Northeastern's Off-Campus Student Services (<http://www.northeastern.edu/offcampus/>). This office can offer students local apartment listings, lists of students looking for roommates, and helpful websites. Doctoral student mentors enrolled in the program can also offer advice on apartment seeking or moving to the area.

### **B. Financial Aid**

Northeastern University offers graduate students numerous ways to obtain financial assistance. The Office of Financial Aid administers several types of assistance to graduate students, all based on need. They are the Perkins Loan, College Work-Study Program, Stafford Loan, and the Massachusetts Graduate Grant Program.

Northeastern University is a participant in the College Scholarship Service, which uses the Financial Aid Form (FAFSA). All applicants for financial aid, including loans, must file a FAFSA in order to be considered. Northeastern University's Graduate School's Financial Aid Application and transcripts of financial aid history from other schools attended are also required. All application forms are available from

the Student Financial Services Graduate Financial Aid Office in 139 Richards Hall ([http://www.financialaid.neu.edu/select\\_by\\_type/graduate.php](http://www.financialaid.neu.edu/select_by_type/graduate.php)).

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

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

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

### **C. Counseling Availability**

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

### **D. Disability Resources**

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

### **E. Harassment**

Northeastern University has pledged to provide all of its students and employees with an environment free of intimidation, coercion, or discrimination. Inappropriate relationships or the inappropriate use of power will not be tolerated. Inappropriate behavior includes all types of harassment (e.g., emotional, physical, and sexual) as well as all nonconsensual non-professional relationships between faculty/staff and students as well as among faculty/students and among students.

Students who have any questions about treatment received with regard to any type of harassment should call the Office of Institutional Diversity & Equity, 125 Richards Hall, 617-373-2133 (<http://www.northeastern.edu/diversity/>). Confidentiality will be protected, and students can seek help without fear of reprisal or recrimination.

**F. Equal Opportunity Policy**

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

## SECTION II

### VIII. DETAILED DESCRIPTIONS OF CLINICAL TRAINING AND DISSERTATION COMPONENTS

#### A. Clinical Training

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

##### 1. Advanced Fieldwork

In selecting a site for advanced fieldwork, students should consider a number of factors, including the commitment of the site to developing and fostering social responsibility in trainees, the diversity of populations which the agency treats, the variety of experiences and training available to the students, and the extent to which the training offered will supplement the students' prior experiences. Students should be seeking, at a minimum, experience in psychotherapy and in assessment. These experiences may occur at the same sites, or at different sites during the years of advanced fieldwork. Although application deadlines differ from site to site, keep in mind that formal applications and recommendations may be required and due as early as mid December of the year prior to the start of fieldwork. For this reason, it is advisable to begin the search for a fieldwork site in the beginning of the fall semester a year before fieldwork is to start. Typically, students search for an advanced fieldwork site during their first year after consulting with the advanced fieldwork seminar instructor about potential sites. Students are also encouraged to speak with other students who have already completed their fieldwork experience to gain information about sites they are considering and to consult the folder in the department office which has brochures from sites as well as student evaluations of sites. Prior to beginning Advanced Fieldwork a contract between the site and the university needs to be completed. Please discuss this process with the Advanced Fieldwork seminar leader.

Fieldwork sites typically offer the opportunity for several different modes of therapy (crisis-oriented, short-term, extended, individual, group, family, adult, and child) and for various types of assessments (forensic, personality, cognitive, and neuropsychological evaluations). Sites have included college counseling centers, hospitals, schools, and outpatient community mental health centers. Some sites may offer students other experiences, such as home and school-based interventions, working with victims of trauma and violence, or working with children who have been diagnosed with cancer. Fieldwork sites are required to provide at least one hour/week of individual supervision by either a doctoral-level psychologist or a board-certified psychiatrist, in addition to supervision by other staff, such as for group or family work, or psychodiagnostic assessments. Although students are expected to be at their site at least 20 hours/week, some sites may require additional hours for their fieldwork experience. It is expected that students will meet the requirements of the sites in terms of the number of hours expected each week, the start and ending dates of the fieldwork, and the holiday/vacations allowed.

Students participating in an advanced fieldwork placement are required to attend the Advanced Fieldwork Seminar, which is led by a faculty member who provides university-based group supervision. The seminar leader is the official liaison between the program and the field site. The seminar meets regularly during the fieldwork experience, and students are expected to present cases and participate in clinical topic discussions. Fieldwork site supervisors will be asked to complete an evaluation of the student's performance at the end of the semester (see Appendix C1). In addition, students will submit an evaluation of their site to the seminar leader (see Appendix C2). These evaluations need to be completed and returned to the seminar leader before semester grades (pass/fail) can be submitted.

##### 2. Internship

The pre-doctoral internship provides the culminating integration of theory and practice in a clinical setting. The major training goal is to develop and achieve competence as an ethical professional psychologist. The training includes a variety of assessment, treatment formulation, implementation, and evaluation

experiences in short- and long-term inpatient and outpatient settings. Clinical training seminars supplement individual and group supervision in enhancing interns' growth. The internship sites also provide exposure to diverse professional activities and clinical research experiences.

The application process is competitive. During the application process, the training director meets frequently with internship applicants. Students who are currently on internships or have recently completed internships are available to mentor and advise applicants (see "internship search" section below for step-by-step suggestions on internship placement). It is essential that students attend internship application meetings and follow the timelines and guidelines. Prior applicants' written evaluations of internship sites where they have been interviewed are available in a binder in the front office and on Blackboard by the training director.

The previous program has made great strides in obtaining APA-approved internships nationally and in the New England area. The clinical coordinators from Northeastern University initiated regular meetings with academic and clinical training directors from the Boston metropolitan area. These meetings evolved into a collaborative, active training director committee of the Massachusetts Psychological Association. Over the years, budget cuts have decreased the number of available sites in the area, while the number of applicants has increased. Therefore, more doctoral students are applying to APA-approved out-of-state sites or sometimes have to accept non-APA approved internships that are listed in APPIC. Internships at sites that are not APPIC-approved may cause difficulties with state licensure and are rarely permitted by the program. Formal approval from the doctoral faculty is necessary for all non-APA-approved sites.

Interns in local placements within 150 miles of the university are required to participate at least once a semester in a small-group seminar led by the training director throughout the internship year. The Blackboard™ web-learning format is used for monthly intern updates and discussions. This seminar allows interns the opportunity to broaden their perspectives by sharing their experiences. The program training goals include competence in a full range of assessment and clinical treatment skills. All interns are required to provide written case materials and/or tapes to ensure that they are integrating the program's philosophy into their clinical work. Interns are also required to participate in the doctoral email listserv and Blackboard™ discussions. Students submit a narrative evaluation for their professional development midyear and at the end of the internship. They also submit an evaluation of the internship site (see Appendix D1). These forms are submitted to the training director.

#### **a. Doctoral Internship Search**

The following can be used as a suggestive guide to seeking a pre-doctoral internship. The search for an internship is an intensive, time-consuming process and should begin early so that students have sufficient time to prepare adequately. As of July 2009, all internship applications are submitted online.

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

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

In rare cases where the coursework is not satisfactorily completed, or the student is unable to propose by the end of the fall term, s/he will need to withdraw any internship application previously submitted.

**EARLIER: Documentation**

Students are strongly advised to keep detailed record of your clinical hours beginning from their very first practicum site. The previous versions of the uniform APPIC application form (AAPI) is available for download for reference to the categorical breakdown of the hours ([http://www.appic.org/match/5\\_3\\_match\\_application.html](http://www.appic.org/match/5_3_match_application.html)).

**SPRING: Plan of Action**

Students attend a meeting in the spring prior to fall in which they will apply for internship. The purpose of this meeting is for the training director to advise students of the current APPIC regulations and procedures. At that time, students should study the APPIC website (<http://www.appic.org/>). It is helpful to speak with students who have already gone through the internship application process. A good time to do this is in the spring just before those students leave for internship.

Throughout the spring semester, the training director will be available for individual conferences to help students determine their needs and wants for internship training. These meetings include considerations of the type of experience students want, based on both their future professional interests and previous experiences. Among other issues students need to consider are the populations with which they will be working, the variety of options available, the type of training offered, the possibility of engaging in research, and the theoretical and clinical outlook of the site. Further, interns often rely on the professional contacts made during their internship year for future positions and professional development.

Please be advised that application all internship applications and documentation forms are available only on the internet. Although all APPIC-approved sites use the universal application form, many sites have additional requirements. Students should adapt their prepared essays and statements specifically for each site.

**SUMMER: Plan of action**

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

The following will be needed:

1. Graduate transcripts. These are available from the registrar and can only be ordered three at a time, so order early.
2. Letters of reference. Letters of references are to be solicited from clinical supervisors or professors who have supervised some aspect of your clinical training and are doctoral-level psychologists or psychiatrists. Students should send each referee a recent CV and a polished draft of the personal statement. Students should include descriptions of previous clinical experiences and the experiences they are seeking in an internship. Students should specify for referees particular characteristics internship sites are looking for to help the referee tailor his/her letter.
3. Curriculum Vitae. Students should update their CV to include sections on education, clinical experience and research. Organize a detailed list of clinical experiences differentiating supervised from employed experiences, undergraduate and graduate program study requirements, and volunteer work. Clinical experiences should include the populations treated, types and format of treatments, and types of assessments. Students should list and briefly describe all research projects, publications, professional presentations and workshops led.
4. Supplemental Case Study Materials. Some sites require prepared case reports and psychodiagnostic evaluations. Students should make sure that the case study materials are

deidentified according to HIPPA guidelines. Case study materials should be prepared according to the format required by the internship site, as specified in the application.

5. Essays. Students should prepare drafts of the several essays that are required for the internship application, as well as all other application materials, to be submitted to the training director prior to completing the application process. Students should demonstrate their professional commitment to psychology, their self-awareness, and a willingness and openness to learn. The training director is available by e-mail over the summer to give students feedback on essays and specific application materials.

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

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

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

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

There is a second mandatory intern applicant meeting held in the first week of the fall semester. At that time, the training director will give students instructions about how to obtain the necessary letter of readiness. Students are required to submit by the training director's deadline (September 15) a copy of their CV, statements, and a current student status form (see Appendix A3). Students should inform the training director when and how they will arrange to leave and pick up this material.

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

#### **b. Preparation for Internship Interviews**

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

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

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

There is a computerized match process by which students and sites are matched. Universal match day is different each year, but typically it takes place on a Monday in late February. Students should familiarize themselves with the match process calendar. Students will be notified via e-mail the Friday before match day whether or not they have been matched. Students who learn that they did not match should contact the training director, who will help the student prepare materials for the APPIC Clearinghouse, which takes place on noon of match day. On match day students are notified of their site via email

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

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

### **B. The Dissertation**

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

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

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

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

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

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

In selecting a final topic for a dissertation, students should consult with their advisor and other faculty members to identify the individual best suited to advise their dissertation and serve as the chairperson of their committee. The advisor assigned to the student when s/he entered the program does not have to be the dissertation chairperson. *The program does not penalize students, in any way, for changing advisors.* Please note that, as earlier, no faculty are obligated to take on a student, and therefore, it is important that the prospective advisor has agreed to supervise you. In consultation with the dissertation chairperson, the student will choose the other members of the committee. The student should approach those individuals to determine their willingness to serve on the committee. Once the committee has been assembled the student is responsible for submitting the CAEP Dissertation Form (Appendix E1) to the

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

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

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

Committees consist of a minimum of three faculty members. At least two, including the chairperson of the committee (who is also the student's advisor), must be from the program core faculty. There are occasions when persons outside of the Department, College, and University are invited to serve on the student's committee because of their expertise within an area that has particular relevance to the topic. All dissertation committee members must have an earned doctoral degree or a terminal degree in their profession (i.e., an LLD or an M.D.) and must be approved by the doctoral faculty. In assembling a committee, the student and the chairperson make every attempt to assure that the members bring the requisite expertise to the study.

The chairperson is ultimately responsible for the quality of the dissertation. The other members of the committee are responsible for contributing substantively to the work. Members of the committee function in a timely manner and as a committee. All must agree that the dissertation is of acceptable quality for a degree to be awarded. If there is any disagreement among the members, the disagreement must be resolved in committee, so that the student may proceed with his or her work to eventual approval of the dissertation.

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

#### **c. Dissertation Proposal**

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

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

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

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

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

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

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

Northeastern University's Division of Research Integrity assists students in meeting federal, state and university statutes and regulations relating to the protection of human subjects in research. If the dissertation includes the use of human participants, it is necessary for the student to obtain approval from this office immediately after the formal proposal hearing. Students can begin work on the IRB proposal prior to the dissertation proposal hearing; however, students should wait to submit the IRB proposal until after the dissertation proposal has been approved by the committee. The IRB approval process can take considerable time. It is also necessary to obtain approval at the site where the research will take place. Staff members in the Division of Research Integrity are available to educate students about compliance regulations and to provide assistance in obtaining approval for research activities requiring compliance. For further information, please refer to the Division's web site at [http://www.research.neu.edu/research\\_guides/students\\_guide/](http://www.research.neu.edu/research_guides/students_guide/) or contact Nan Regina in the Office of Human Subjects Research Protection at (617) 373-4588.

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

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

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

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

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

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

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

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

## **2. Dissertation Format**

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

Guidelines for the preparation of the dissertation document can be found in several places (the reference desk in Snell Library, in this document, in the departmental office, and the Graduate School office). They are also available online at [http://www.library.neu.edu/services/dissertations\\_and\\_theses/](http://www.library.neu.edu/services/dissertations_and_theses/).

There are numerous useful books and guidelines on writing dissertations. All dissertations in this program are required to conform to APA standards as outlined in the current *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed, 2009). An additional resource that may be of help is Cone, J. D., & Foster, S. L. (2006). *Dissertations and theses from start to finish: Psychology and related fields* (2nd ed.). Washington, DC: American Psychological Association.

### **b. Dissertation Title Page**

A sample Dissertation Title Page is included in Appendix E5.

### **c. Abstract**

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

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

#### **Chapter One:**

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

#### **Chapter Two:**

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

#### **Chapter Three:**

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

##### *Participants*

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

##### *Setting*

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

##### *Measures*

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

*Materials*

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

*Study Design*

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

*Procedures*

This section describes what will happen when, with what, and by whom.

*Data Analytic Plan*

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

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

**Chapter Four:**

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

**Chapter Five:**

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

**Appendices:**

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

**3. Dissertation Submission Procedures and Specifications**

Students completing a dissertation to meet degree requirements must submit an electronic copy of the dissertation at least 20 days prior to commencement following the directions outlined at <http://dissertations.umi.com/neu>.

The Graduate School suggests that students arrive at the dissertation defense with their signature sheets utilizing the form available in the department office. All committee members are then able to sign. The form is then submitted to the department chair and then to the graduate office.

**a. Style**

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

- Graduate School Approval Record

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

#### **b. Type**

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

#### **c. Pagination**

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

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

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

#### **d. Margins**

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

These sites contain many of the important aspects to be aware of in developing and finalizing the dissertation:

<http://www.lib.neu.edu/archives/collect/thesis.htm> <http://www.casdn.neu.edu/graduate/theses>.

## APPENDICES

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- A1 Doctoral Student Program of Study
- A2 Model Course Sequence (Post-MA)
- A3 Doctoral Student Program Status Sheet
- A4 Comprehensive Exam Guidelines
  
- B1 Change of Advisor Form
- B2 Leave Request Form
- B3 Doctoral Student Annual Self Evaluation Form
  
- C1 Advanced Fieldwork Site Evaluation of Student
- C2 Advanced Fieldwork Student Evaluation of Site
  
- D1 Internship Evaluation Form
  
- E1 CAEP Dissertation Form
- E2 Dissertation Proposal Approval Form
- E3 Department Dissertation Defense Approval Record
- E4 Graduate School Approval Record
- E5 Sample Dissertation Title Page

*\*Please note:*

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

## Appendix A1

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

**PROGRAM OF STUDIES FORM (Post-Masters Entry with no prerequisites)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>I. PROFESSIONAL CORE (total 6 credit hours)</b>		N, T, W*
Doctoral Seminar in Counseling Psychology (3)	CAP 7701	_____
Legal and Ethical Issues in Community and Educational Settings (3)	CAP 7732	_____
<b>II. BASIC CORE (total 15 credit hours)</b>		
History and Systems of Psychology (3)	CAP 6390	_____
Advanced Multicultural Psychology (3)	CAP 6394	_____
Biological Bases of Behavior (3)	CAP 7750	_____
Cognitive and Affective Bases of Behavior (3)	CAP 7755	_____
Social Psychology in an Organizational and Ecological Context (3)	CAP 7756	_____
<b>III. CLINICAL CORE (total 29 credit hours)</b>		
Cognitive Assessment (3)	CAP 6350	_____
Personality Assessment (3)	CAP 6352	_____
Advanced Clinical Interventions (3)	CAP 7720	_____
Advanced Fieldwork I (2)	CAP 7741	_____
Advanced Fieldwork II (2)	CAP 7742	_____
Advanced Fieldwork III (2)	CAP 7743	_____
Advanced Fieldwork IV (2)	CAP 7744	_____
Doctoral Seminar in Leadership, Consultation, and Supervision	CAP 7753	_____
Doctoral Seminar in Contemporary Theories of Psychotherapy (3)	CAP 7758	_____
Doctoral Seminar in Vocational Psychology and Career Counseling (3)	CAP 7760	_____
Doctoral Internship I (1)	CAP 7798	_____
Doctoral Internship II (1)	CAP 7799	_____
Doctoral Internship III (1)	TBA	_____
<b>IV. RESEARCH CORE (total 9 credit hours)</b>		
Advanced Psychometric Principles	CAP 7711	_____
Intermediate Statistical and Data Analysis Techniques	CAP 7712	_____
ADDITIONAL COURSE (TO BE DETERMINED)	TBA	_____
Dissertation Continuation (0 semester hours)	CAP 9996	_____
<b>V. ELECTIVES (total 3 credit hours; one of the below two courses are required)</b>		
Rorschach	CAP 7723	_____
Clinical Neuropsychology	CAP 7751	_____

**TOTAL 62 CREDITS**

## Appendix A2

## MODEL COURSE SEQUENCE (POST-MASTER'S DEGREE STUDENTS)

Year 1

Fall Semester

Spring Semester

Time	Monday	Tuesday	Wednesday	Thursday	Time	Monday	Tuesday	Wednesday	Thursday
4:00	CAP 7750 <sup>1</sup> Biological Bases of Behavior OR CAP 7756 <sup>1</sup> Social Psychology in an Organizational and Ecological Context	CAP 6390 <sup>2</sup> History and Systems of Psychotherapy OR CAP 6394 <sup>2</sup> Advanced Multicultural Psychology	CAP 6350 <sup>3</sup> (CP Section) Introduction to Cognitive Assessment OR CAP 6352 <sup>3</sup> (CP Section) Personality Assessment	CAP 7711 Advanced Psychometric Principles	4:00	CAP 7732 Legal and Ethical Issues in Community and Educational Settings	CAP 7712 Intermediate Statistical Data Analysis Techniques	CAP 7760 <sup>5</sup> Doctoral Seminar in Vocational Psychology and Career Planning OR <i>Either of:</i> CAP 7723 <sup>5</sup> Rorschach <i>or</i> CAP 7751 <sup>5</sup> Clinical Neuropsychology	CAP 7758 Doctoral Seminar in Contemporary Theories of Psychotherapy
7:00		CAP 7701 <sup>4</sup> Doctoral Seminar in Counseling Psychology			7:00		CAP 7701 <sup>4</sup> Doctoral Seminar in Counseling Psychology		

<sup>1</sup>CAP 7750 Biological Bases of Behavior will be offered in Fall 2009 and Fall 2010. Subsequently, 7750 will be offered in Fall of even years (i.e., 2012, 2014, . . .). CAP 7756 Social Psychology in an Organizational and Ecological Context will be offered in Fall 2010 and Fall 2011. Subsequently, 7750 will be offered in Fall of odd years (i.e., 2013, 2015, . . .).

<sup>2</sup>CAP 6390 History and Systems of Psychotherapy will be offered in Fall of odd years (i.e., 2009, 2011, . . .). CAP 6394 Advanced Multicultural Psychology will be offered in Fall 2009 and Fall 2010, and subsequently in Fall of even years (i.e., 2012, 2014, . . .).

<sup>3</sup>CAP 6350 Introduction to Cognitive Assessment (Counseling Psychology Section) will be offered in Fall of even years (i.e., 2010, 2012, . . .). CAP 6352 Personality Assessment will be offered in Fall of odd years (i.e., 2009, 2011, . . .).

<sup>4</sup>CAP 7701 is 3 credit total during the course of matriculation.

## Year 2

Fall Semester				Spring Semester					
Time	Monday	Tuesday	Wednesday	Thursday	Time	Monday	Tuesday	Wednesday	Thursday
4:00	CAP 7750 <sup>1</sup> Biological Bases of Behavior OR CAP 7756 <sup>1</sup> Social Psychology in an Organizational and Ecological Context	CAP 6390 <sup>2</sup> History and Systems of Psychotherapy OR CAP 6394 <sup>2</sup> Advanced Multicultural Psychology	CAP 6350 <sup>3</sup> (CP Section) Introduction to Cognitive Assessment OR CAP 6352 <sup>3</sup> (CP Section) Personality Assessment		4:00		CAP 7720 Advanced Clinical Interventions	CAP 7760 <sup>5</sup> Doctoral Seminar in Vocational Psychology and Career Planning OR <i>Either of:</i> CAP 7723 <sup>5</sup> Rorschach <i>or</i> CAP 7751 <sup>5</sup> Clinical Neuropsychology	RESEARCH COURSE (TO BE DETERMINED)
7:00	CAP 7741 Advanced Fieldwork I	CAP 7701 <sup>4</sup> Doctoral Seminar in Counseling Psychology			7:00	CAP 7742 Advanced Fieldwork II	CAP 7701 <sup>4</sup> Doctoral Seminar in Counseling Psychology		

<sup>5</sup>CAP 7760 Doctoral Seminar in Vocational Psychology and Career Planning is offered in Spring of even years (i.e., 2010, 2012, . . .). CAP 7723 Rorschach and CAP 7751 Clinical Neuropsychology will be offered in Spring of odd years (i.e., 2011, 2013, . . .). Student must take 7760 (required) and either 7723 or 7751 as an elective.

Year 3

Fall Semester					Spring Semester				
Time	Monday	Tuesday	Wednesday	Thursday	Time	Monday	Tuesday	Wednesday	Thursday
4:00				CAP 7753 Doctoral Seminar in Leadership, Consultation, and Supervision					
7:00	CAP 7743 Advanced Fieldwork III	CAP 7701 <sup>4</sup> Doctoral Seminar in Counseling Psychology		CAP 7755 Cognitive and Affective Bases of Behavior	7:00	CAP 7744 Advanced Fieldwork IV	CAP 7701 <sup>4</sup> Doctoral Seminar in Counseling Psychology		

Year 4

Fall Semester		Spring Semester		Summer Semester	
Time		Time		Time	
	CAP 7798 Doctoral Internship I		CAP 7799 Doctoral Internship II		CAP XXXX <sup>6</sup> Doctoral Internship III

<sup>6</sup>The course number for Doctoral Internship III is to be determined.

### Appendix A3

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

#### STUDENT STATUS SHEET

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

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

Place of Employment: \_\_\_\_\_ Position: \_\_\_\_\_

Date admitted to the program: \_\_\_\_\_

Advisor: \_\_\_\_\_

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

Date of successful completion of comprehensive exams:

Research: \_\_\_\_\_

Ethics: \_\_\_\_\_

Assessment: \_\_\_\_\_

Intervention: \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dissertation Committee: Chair: \_\_\_\_\_

Members: \_\_\_\_\_

Dissertation Topic: \_\_\_\_\_

Proposal Date: \_\_\_\_\_ Defense Date: \_\_\_\_\_

Expected date of graduation: \_\_\_\_\_

Membership in professional organizations and positions:

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

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

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Teaching (What, where, when, level):

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

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Conference Attendances:

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Undergraduate College/University attended: \_\_\_\_\_

Year of graduation: \_\_\_\_\_

Cumulative GPA: \_\_\_\_\_

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

Northeastern University

Boston, MA 02115

617.373.2485

617.373.8892 (fax)

## Appendix A4

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

#### COMPREHENSIVE EXAM GUIDELINES

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

**Intervention:**

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

**Assessment:**

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

**Legal/Ethical:**

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

**Research:**

To be provided.

**Appendix B1**

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

**CHANGE OF ADVISOR FORM**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Current Advisor: \_\_\_\_\_

New Advisor: \_\_\_\_\_

New Advisor Signature: \_\_\_\_\_

Reason for advisor change:

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**Appendix B2**

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

**Leave Request Form**

Student Name: \_\_\_\_\_

Advisor: \_\_\_\_\_

Form Letter Submitted with timeline: \_\_\_\_\_  
(Date)

Reason for Leave Request:

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Doc Faculty Team Action: Date: \_\_\_\_\_

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

Reject: \_\_\_\_\_ Reason:

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Advisor Follow Up:

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### Appendix B3

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

#### Doctoral Student Annual Self Evaluation

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

Advisor Name: \_\_\_\_\_

Date of Entrance to the Program: \_\_\_\_\_ Years in program: \_\_\_\_\_

Dissertation Proposal Date (if applicable): \_\_\_\_\_

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

#### Section I: Coursework

- a. Please list all of the courses taken this year and the grades you have received. If you have completed your coursework, please indicate this. ***You can attach a printout of your "my neu" page if that is easier for you.***

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- b. Please list all of the outstanding "Incompletes" you have on your transcript. Please list the course name and the quarter/semester when you enrolled in this course.

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#### Section II: Clinical Experiences

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

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**Section III: Program Milestones**

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

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**Section IV: Research/Scholarship**

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

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

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**Section V: Professional Development**

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

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**Section VI: Teaching**

Please describe any involvement you had in teaching this year.

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**Section VII: Related Activities Outside Northeastern**

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

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**Section VIII: Plans for Next Year**

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

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## Appendix C1

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

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

Student Name: \_\_\_\_\_

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

Placement: \_\_\_\_\_

Period Covered: From \_\_\_\_\_ to \_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

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

0 = Not applicable; insufficient basis to evaluate

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

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

3 = Satisfactory performance; meets expectations; average

4 = Above average performance; consistently meets or exceeds expectations

5 = Highly satisfactory performance; consistently exceeds expectations

6 = Outstanding

**5. CLINICAL SKILLS**

A. Theoretical knowledge and practical application:

1. Individual therapy \_\_\_\_\_

2. Group therapy \_\_\_\_\_

3. Couples therapy \_\_\_\_\_

4. Family therapy \_\_\_\_\_

5. Consultation/System intervention \_\_\_\_\_

**ADVANCED FIELDWORK EVALUATION****PAGE 2**

- B. Quality of therapeutic relationships: \_\_\_\_\_
- C. Awareness of process issues and use of self as change agent: \_\_\_\_\_
- D. Communication with others in client's life: \_\_\_\_\_
- E. Record keeping (quality and promptness) \_\_\_\_\_
- F. Diagnostic acumen: case conceptualization; treatment planning \_\_\_\_\_
- G. Development of a coherent theoretical rationale \_\_\_\_\_
- H. Appropriate selection and competent use of a variety of intervention skills \_\_\_\_\_

**6. SUPERVISION AND PROFESSIONAL DEVELOPMENT**

- A. Use and preparedness for supervision \_\_\_\_\_
- B. Work habits (attendance, participation, reliability, productivity, efficiency) \_\_\_\_\_
- C. Openness to new ideas or alternative formulations: insight and self-reflection;  
Motivation in seeking to gain new knowledge \_\_\_\_\_
- D. Psychologist role/identity development: professional ethics; responsibility, maturity;  
integrity \_\_\_\_\_
- E. Relations with staff \_\_\_\_\_
- F. Sensitivity to and competence with diversity \_\_\_\_\_

**7. PSYCHOLOGICAL ASSESSMENT**

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

- A. Familiarity with key test instruments:
  - Cognitive/Intellectual \_\_\_\_\_
  - Personality \_\_\_\_\_
  - Neuropsychological \_\_\_\_\_
  - Specify tests: \_\_\_\_\_
- B. Interviewing effectiveness: Administration and scoring \_\_\_\_\_
- C. Behavioral analysis \_\_\_\_\_
- D. Analysis and interpretation of test data \_\_\_\_\_
- E. Report writing and communication of clinical findings \_\_\_\_\_
- F. Awareness of context & structural factors influencing assessment \_\_\_\_\_

**8. TRAINING GOALS**

A. Please address goals achieved during the evaluation period:

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

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

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

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Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Site Supervisor signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix C2**

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

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

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

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

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

Academic Year: \_\_\_\_\_

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

Assessment/testing: \_\_\_\_\_

Interventions: \_\_\_\_\_

Counseling: \_\_\_\_\_

Workshops/programming: \_\_\_\_\_

Consultation/outreach: \_\_\_\_\_

Supervision: \_\_\_\_\_

Report writing/paper work: \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What training/experience opportunities could the site improve upon?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

**ADVANCED FIELDWORK SITE EVALUATION FORM**

(Completed by student)

Name of supervisor: \_\_\_\_\_

Overall, how effective was your supervisor?

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What were your supervisor's strengths?

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In what areas does your supervisor need improvement?

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

## Appendix D1

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

#### INTERNSHIP EVALUATION FORM (To be completed by field supervisor)

Intern: \_\_\_\_\_ Supervisor \_\_\_\_\_

Placement Site: \_\_\_\_\_

Period Covered: From \_\_\_\_\_ to \_\_\_\_\_

1. How often did you meet with the intern for supervision? What form(s) did the supervision take and on which areas did you focus? In which clinical and program activities did you personally observe the intern participate?

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On the following pages, please circle one rating for each item using the scale and guide below. You are encouraged to add narrative material in the "Comments" section.

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

#### CLINICAL SKILLS

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

7. Development of a coherent theoretical rationale Rating: \_\_\_\_\_
8. Appropriate selection and competent use of a variety of intervention skills Rating: \_\_\_\_\_

### **SUPERVISION AND PROFESSIONAL DEVELOPMENT**

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

### **PSYCHOLOGICAL ASSESSMENT**

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

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

### **TRAINING GOALS**

- A. Please address goals from the most recent evaluation. (If this is an initial evaluation, consider general goals for this intern along with item B below).

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B. 1. Areas for development, in general terms.

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2. Specific methods to address identified areas (from the ratings and from B) and goals that will be used to chart progress

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

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INTERN'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

SUPERVISOR'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

**Appendix E1****Northeastern University  
Department of Counseling and Applied Educational Psychology  
Counseling Psychology Doctoral Program****Dissertation Form**

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Research Topic \_\_\_\_\_

Committee:

Chairperson \_\_\_\_\_  
(signature)Committee Member \_\_\_\_\_  
(signature)Committee Member \_\_\_\_\_  
(signature)

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

Tentative Timeline

Proposal Hearing \_\_\_\_\_  
(anticipated date)Defense Hearing \_\_\_\_\_  
(anticipated date)

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

Student \_\_\_\_\_  
(signature)

**Appendix E2**  
**Northeastern University**  
**Department of Counseling and Applied Educational Psychology**  
**Counseling Psychology Doctoral Program**

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

STUDENT \_\_\_\_\_ (name)  
\_\_\_\_\_ (signature)

TITLE \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DISSERTATION COMMITTEE CHAIRPERSON:  
\_\_\_\_\_ (name)  
\_\_\_\_\_ (signature)

READERS  
\_\_\_\_\_ (name)  
\_\_\_\_\_ (signature)  
\_\_\_\_\_ (name)  
\_\_\_\_\_ (signature)  
\_\_\_\_\_ (name)  
\_\_\_\_\_ (signature)

DATE: \_\_\_\_\_

COMMENTS:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Appendix E3**

**Northeastern University  
Bouvé College of Health Sciences**

**Departmental Dissertation Defense Approval Record**

Dissertation Title: \_\_\_\_\_

Author: \_\_\_\_\_

Department: Counseling and Applied Educational Psychology

Approved for Dissertation Requirements of the Doctor of Philosophy Degree

Dissertation Committee:

\_\_\_\_\_  
Committee Chairperson Date: \_\_\_\_\_

\_\_\_\_\_  
Committee Member Date: \_\_\_\_\_

\_\_\_\_\_  
Committee Member Date: \_\_\_\_\_

\_\_\_\_\_  
Committee Member Date: \_\_\_\_\_

\_\_\_\_\_  
Department Chair Date: \_\_\_\_\_

\_\_\_\_\_  
Graduate School Notified of Acceptance Date: \_\_\_\_\_

\_\_\_\_\_  
Director of Graduate School Date: \_\_\_\_\_

**Appendix E4**

**Northeastern University  
Bouvé College of Health Sciences**

**Graduate School Approval Record**

Dissertation Title: \_\_\_\_\_

Author: \_\_\_\_\_

Department: Counseling and Applied Educational Psychology \_\_\_\_\_

Approved for Dissertation Requirements of the Doctor of Philosophy Degree

Dissertation Committee:

\_\_\_\_\_  
Committee Chairperson Date: \_\_\_\_\_

\_\_\_\_\_  
Committee Member Date: \_\_\_\_\_

\_\_\_\_\_  
Committee Member Date: \_\_\_\_\_

\_\_\_\_\_  
Committee Member Date: \_\_\_\_\_

\_\_\_\_\_  
Department Chair Date: \_\_\_\_\_

\_\_\_\_\_  
Graduate School Notified of Acceptance Date: \_\_\_\_\_

\_\_\_\_\_  
Director of Graduate School Date: \_\_\_\_\_

\_\_\_\_\_  
Copy Deposited in Library Date: \_\_\_\_\_

**Appendix E5**  
**SAMPLE DISSERTATION TITLE PAGE**

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DISSERTATION TITLE IN FULL CAPITALS (CAPS)

A dissertation presented by

Student Name in Full

Submitted to

The Department of Counseling and Applied Educational Psychology in partial fulfillment of the requirements for the degree of  
Doctor of Philosophy

in the field of

Counseling/School Psychology

Northeastern University  
Boston, Massachusetts  
Month, Year