

NORTHEASTERN UNIVERSITY

Bouvé College of Health Sciences

School of Health Professions

Department of Counseling and Applied Educational Psychology

SCHOOL/COUNSELING PSYCHOLOGY DOCTORAL PROGRAM

*Accredited by the Committee on Accreditation of the
American Psychological Association*

750 First Street NE

Washington DC 20002-4242

Phone: 202-336-5979

STUDENT HANDBOOK 2007-2008

Revised: August 2007

TABLE OF CONTENTS

COMBINED PROGRAM FACULTY	4
SECTION I	7
I. INTRODUCTION	7
II. OVERVIEW OF THE PROGRAM	7
A. The Ecological Perspective	7
B. Faculty	8
C. Program Management	8
D. APA Accreditation Information	8
E. Licensure Information	9
III. FACULTY EXPECTATIONS OF STUDENTS	9
A. Student Responsibilities	9
B. Student Research/Scholarship Involvement	9
C. Student Professional Involvement	10
D. Student Involvement in Program Operations and Improvement	10
IV. SUMMARY OF CURRICULUM AND REQUIREMENTS	10
A. Student Advisement	10
B. Curriculum	10
1. Coursework	11
2. Clinical Training	11
a. Advanced Fieldwork	12
b. Pre- Doctoral Internship	12
3. Research Training	13
C. Other Program Requirements	13
1. Annual Evaluation of Students	14
2. Residency Requirements	14
3. Time Limits	14
4. Incomplete Grade Resolution	14
5. Comprehensive Exams/Portfolio	15
a. Comprehensive Exams	15
b. Portfolios	15
V. ACADEMIC POLICIES	16
A. Transfer of Credit and Course Waivers	16
1. Transfer of Credit	16
2. Course Waivers	16
B. Grading System	17
C. Academic Standing	17
VI. ACADEMIC POLICIES	18
A. Student Appeals and Grievances	18
1. Policy	18
2. Procedures	18
B. Standards of Behavior	19
1. Academic Honesty	19
2. Ethics	19
C. Course/Instructor Evaluations and Procedures	19
1. Course Materials	19

2. Course Evaluations	19
3. Blackboard™	19
4. Experiential Learning	20
VII. GENERAL INFORMATION	20
A. Housing	20
B. Financial Aid	20
C. Counseling Availability	21
D. Disability Resources	21
E. Sexual Harassment	21
F. Equal Opportunity Policy	21

SECTION II **22**

VIII. DESCRIPTIONS OF CLINICAL TRAINING AND DISSERTATION COMPONENTS	22
A. Clinical Training	22
1. Advanced Fieldwork	22
2. Internship	23
a. Doctoral Internship Search	23
b. Preparation for Internship Interviews	26
c. Student Internship Rights	27
B. Dissertation	27
1. Overview of the Dissertation Process	27
a. Getting Started	27
b. Dissertation Committee	28
c. Dissertation Proposal	28
d. Dissertation Proposal Hearing	28
e. Permission for the Use of Human Subjects	29
f. Potential Funding	29
g. Final Defense	29
2. Dissertation Format	30
a. References and Style	30
b. Dissertation Title Page	30
c. Abstract	30
d. Body of the Dissertation: Suggested Format	30
3. Dissertation Submission Procedures and Specifications	32
a. Paper Requirements (for the library copy)	33
b. Style	33
c. Type	34
d. Photography/Illustrations	34
e. Pagination	34
f. Margins	34

APPENDICES

35-72

A1 Doctoral Student Program of Studies	C3 Advanced Fieldwork Student Evaluation of Site
A2 Required Courses	
A3 Doctoral Student Program Status Sheet	D1 Internship Evaluation Form
A4 Comprehensive Exam Guidelines	
B1 Change of Advisor Form	E1 CAEP Dissertation Form
B2 Leave Request Form	E2 Dissertation Proposal Approval Form
B3 Doctoral Student Annual Evaluation Form	E3 Department Dissertation Defense Approval Record
	E4 Graduate School Approval Record
C1 Advanced Fieldwork Contract	E5 Sample Dissertation Title Page
C2 Advanced Fieldwork Site Evaluation of Student	

COMBINED PROGRAM FACULTY

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

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

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

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

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

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

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

Dr. Franko's research interests fall under the general topic of women's health and specifically in the areas of eating disorders and obesity. Her clinical specialty area is eating disorders with adolescents and adults and her research interests include ethnic differences, the prevention of eating disorders, and multimedia approaches to treatment and prevention. Her most recent efforts have focused on the prevention of eating disorders in children and adolescents. She is on the editorial boards of the *International Journal of Eating Disorders* and *Body Image: An International Journal of Research*. She has authored over 75 peer-reviewed journal articles and book chapters in the area of eating disorders, body image, and obesity. Her forthcoming book, *Unlocking the Mysteries of Eating Disorders: A Practical Life-Saving Guide to your Child's Treatment and Recovery*, will be published by McGraw-Hill in September 2007.

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

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

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

Dr. Kornfeld-Jacobs comes to the program following two decades of work, in both outpatient and inpatient settings, with adults who are severely mentally ill and anti-poverty programs. As a

faculty member on the staff Department of Psychiatry of The Cambridge Hospital, she trained and supervised students in their APA approved pre-doctoral internships there. She also trained and supervised medical residents and staff. At Northeastern, she currently teaches Psychological Testing, Psycho-diagnostics, and Health Issues. She also serves as the Coordinator for the joint Northeastern University/Israel College Program in School Counseling. Her current interests and research concern immigrant children in the school system and cognitive therapy.

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

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

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

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

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

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

Emanuel Mason, Ed.D., Temple University (214A Lake Hall; x5043)

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

Barbara Okun, Ph.D., Northwestern University (323 Lake Hall; x5150)

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

Tracy Robinson, Ed.D., Harvard University**(201 Lake Hall; x5936)**

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

William Sanchez, Ph.D., Boston University**(204 Lake Hall; x2404)**

Currently the department chair, Dr. Sanchez is a licensed clinical psychologist with extensive experience in advocacy/clinical work with Latinas/os in the Boston Community. He is Puerto Rican and fluent in Spanish. His scholarly interests include racism and colonialism and its effects on treatment provision and the training of helping professionals. He has published articles on empowerment, advocacy and the perpetuation of colonialism within psychology. His leadership of the department includes active participation in all aspects of the doctoral program and he is a member of the Executive Committee.

Gretchen Schmeltzer, Ph.D., Northeastern University

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

Ena Vazquez-Nuttall, Ed.D., Boston University**(209 Lake Hall; x3297)**

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

Robert Volpe, Ph.D., Lehigh University**(202 Lake Hall X7970)**

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

SECTION I

I. INTRODUCTION

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

II. OVERVIEW OF THE PROGRAM

The School/Counseling Psychology Doctoral Program (SCPDP) is a full-time doctoral program accredited by the American Psychological Association (APA) and approved by the National Register of Health Service Providers. Additional information on APA accreditation can be obtained from the Committee on Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242 (202/336-5979). The SCPDP curriculum prepares graduates of both the school psychology and counseling psychology tracks to meet licensure requirements in the Commonwealth of Massachusetts. The program adheres to the practitioner/scientist model of training and is intended to develop psychologists who have (1) knowledge of psychological theory, (2) a broad range of assessment, intervention, and applied research skills, and (3) the ability to use their knowledge and skills to improve the psychological health of individuals, couples, families, and groups. Students are prepared for remediative, preventive, and health-promoting clinical practice with culturally diverse children, youth, adults, and families in schools, colleges, medical centers, and community mental health settings.

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

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 practitioner/scientists who understand and are able to practice psychology in a socio-cultural context. The ecological model draws heavily from the concepts of Lewin's field theory, as developed by Barker (1978) and others in community psychology (e.g., Orford, 1992; Duffy & Wong, 1996); they emphasized that, in addition to intra-psychic factors, there are many environmental factors that shape individuals.

The ecological model allows for the conceptualization of relationships among various aspects of the individual (i.e., biological, cultural, and relational), in numerous forms of social

organizations (i.e., families, schools, neighborhoods, communities, vocational settings), and through multiple structural influences (i.e., socioeconomic factors, social policy, reward systems). Traditionally, the discipline and practice of psychology have focused more upon the individual and internal influences and less upon the context and environment of the person. The ecological model takes a multi-leveled perspective by including the influences of the social context and the environment in relation to the individual. The model also requires consideration of structural forces operating on individuals and promotes continued evaluation of current constructs and standards for theory, research, and practice.

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

References

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

B. Faculty

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

C. Program Management

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

D. APA Accreditation Information

The APA accredited the SCPDP initially in May 1996. Full accreditation was granted in October 2000 for seven years. The next accreditation site visit is scheduled for fall 2007.

E. Licensure Information

In addition to the information provided by the program, students can obtain information pertaining to licensing procedures in Massachusetts (examinations, course requirements, application process) by writing to: Office of Consumer Affairs, Massachusetts Board of Registration of Psychologists, 239 Causeway St., 5th floor, Boston, MA 02114, by calling 617-727-9925, or at their website www.state.ma.us/reg. Because the regulations change over time, students are advised to check the Massachusetts website regularly. Students are also advised to check websites for licensing information in other states, if they are interested in obtaining licensure elsewhere.

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 1:30 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);
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 their program involvement (see Appendix A1). 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 policies as specified in the *Graduate Policies and Regulations* handbook. (http://www.bouve.neu.edu/downloads/2006-2007_Bouve_Graduate_Handbook.pdf)

B. Student Research/Scholarship Involvement

Students are required to collaborate with faculty on research/scholarship projects as well as on other professional projects. Students are expected to join a faculty-led research team within their first year and to actively participate with the team throughout their course of study. They should 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* 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), the Massachusetts School Psychologists Association (MSPA), the National Association of School Psychologists (NASP), and the Massachusetts Psychological Association (MPA). Many of these associations (e.g., APA, NASP, MPA) have student groups, and students are particularly encouraged to participate 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 (Dr. Lifter), individual faculty/student conferences, and end of the year student written evaluations. In addition, students provide faculty with feedback through course evaluations. Students are encouraged to attend the doctoral student steering committee monthly meetings. Information regarding the dates of these meetings will be posted over the student listserv. For 2007-2008, the student steering committee leaders are Meg Piana, Christina Torteloni, and Kaila Wilcox.

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. When entering at the post-master's degree level, students are urged to review the prerequisites to the doctoral program prior to meeting with their advisor. There are no prerequisites for post-baccalaureate students. Required courses for school psychology track post-baccalaureate students, counseling psychology track post-baccalaureate students, school psychology post-master's degree students, and counseling psychology post-master's degree students are in Appendix A2.

Students are initially assigned an advisor by the faculty in collaboration with the department chair 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 training director prior to the change. The advisor-student relationship is intended to provide a structure for the development of a close professional relationship with at least one faculty member on the SCPDP 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, most of which is shared by students in both tracks;
- intensive clinical training, consisting of a minimum of at least one but more typically two years of advanced fieldwork, following a one year practicum obtained as a master's level student, and one year of an approved full-time, pre-doctoral internship; and

- intensive research activities and dissertation, including membership on a research team.

1. Course Work

Program course work is organized into four areas:

- a. General core courses in psychology. The core courses in psychology cover the biological, social, cognitive/affective, and multicultural issues in psychology, as well as the history and systems of psychology.
- b. Research and scholarship. Preparation in research and scholarship is embedded in all course work, but specifically in the Advanced Research course sequence and in the Doctoral Dissertation Seminar.
- c. Clinical training. Preparation in clinical training includes courses in assessment and intervention, as well as field training components (Advanced Fieldwork and Internship).
- d. Professional development. The courses Legal/Ethical Issues in Community & Educational Settings and Doctoral Seminar in Cultural and Ecological Perspectives in Professional Psychology emphasize professional preparation and development.

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

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

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. For additional information regarding course registration please see the Registrar's webpage.

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. They do not accept a Directed Study in lieu of a required doctoral course.

With regard to incomplete grades, please refer to the Graduate Policies and Regulations (http://www.bouve.neu.edu/downloads/2006-2007_Bouve_Graduate_Handbook.pdf).

2. Clinical Training

Intensive clinical training is a required component of the SCPDP. This preparation includes at least one year (more typically two years) of advanced fieldwork for those who entered the program with a master's degree, and two or three years for those who enter with a

bachelor's degree. In addition, students must complete one year of an approved full-time pre-doctoral internship.

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

Entry to Advance Fieldwork requires successful completion of a master's level, supervised practicum. Advanced Fieldwork, typically occurs in the second year of doctoral study for post- masters degree students and in the third year for post-bachelor's degree students. Advanced fieldwork consists of at least 600 hours of fieldwork under the supervision of a licensed doctoral level psychologist (Appendix C1 Advanced Fieldwork Contract; Appendix C2 Site Evaluation of Student). Students are expected to be at their site for 20 hours each week, with approximately half of that time engaged in direct service delivery. Students are also required to register and attend the Advanced Fieldwork seminar and complete a written evaluation of their fieldwork site (see form in Appendix C3).

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 (Dr. Greenwald) to begin their site search. Post-bachelor's degree students will do so during the fall of their second year of study.

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

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 SCPDP Faculty).

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

1. successful completion of all comprehensive examinations, including the assessment and intervention portfolios;
2. successful completion of all coursework by the end of the fall semester of the year of application. That is, a student may still be taking courses as long as the coursework will be completed satisfactorily by the end of the fall term. Advanced Fieldwork IV is the only exception;
3. satisfactory performance at the advanced fieldwork site; and
4. satisfactory completion of the dissertation proposal.

Students are advised to download a copy of the internship application form during the first year of the program so that they can keep track of and gather the required materials as they progress through the program. Available sites and guidelines for settings are in the annual directory of the Association of Psychology Postdoctoral Internship Centers (APPIC). A copy is available in the department office, 203 Lake Hall, and on the APPIC website (www.APPIC.org). In the past 4 years, 79% of our students were placed at APA-approved internship sites.

3. Research Training

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

Research team activities include the following:

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

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

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

C. Other Program Requirements

The requirements of the program also include:

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

1. Annual Evaluations of Students

Annual evaluations are used to track students' progress and professional development. They usually take place during the spring term. 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 (i.e., a minimum of 8 semester hours) per semester for two consecutive semesters. Students are expected to be available for all scheduled program activities, (e.g., classes, program meetings).

3. Time Limits

Doctoral students who enter the program with a master's degree have a maximum of seven years from the start of the first full academic semester following admission to complete all degree requirements, post-BA students have 10 years to complete all degree requirements. These time limits will start with the first NU doctoral course taken. 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 SCPDP 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 unable to maintain expected progress through the program should consult with his or her advisor. 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. If agreed to by the instructor and *prior* to the end of the term, the student and instructor need to submit the Incomplete Grade Form to the executive committee. Students must obtain the Incomplete Grade Form from the Graduate School office. Completed forms must include a time line for course work completion. The issue of incomplete grades in a course is a privilege rather than a right. 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 pre-doctoral 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/Portfolios

Written comprehensive examinations and portfolios taken during the 2nd and 3rd year of study for post-master's students and 3rd or 4th year of study for post-bachelor's students evaluate students' competencies in four areas: research, assessment, intervention, and ethics. The research and ethics areas are traditional 3-hour comprehensive essay exams. For the assessment and intervention areas, students are required to produce a portfolio and defend it orally. After successful completion of the comprehensive examinations and portfolios students are admitted to doctoral candidacy and become eligible for the dissertation proposal hearing and doctoral internship. Students cannot apply to internship prior to completing the comprehensive exams, portfolios, and the dissertation proposal hearing.

a. Comprehensive Exams

The comprehensive examinations in research and ethics are offered once in the fall semester and once in the spring semester. Students typically take one examination at a time. It is expected that students will complete all the required courses and related activities in each area prior to taking the exam in that area. Ethics and research comprehensive exam questions are in essay form and focus on the application of theory through analysis of case studies and research reports. Please see Appendix A4 for guidelines to help prepare for these two areas of the comprehensive exams. The fall 2007 exam will take place on Monday October 15 from 10 a.m. to 1 p.m. 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 each of the comprehensive exam areas. Failure to pass an exam the second time will result in program dismissal.

b. Portfolios

The portfolios are completed by students in the areas of assessment and intervention, using real cases, and following HIPAA requirements. The guidelines for the two portfolios and pertinent HIPAA information are provided in Appendix A4.

The portfolio is an example of students best work. There are two stages to the portfolio process: (1) Written case material; and (2) an oral defense of this work. We expect that students' course work, clinical experiences, and supervision will be integrated in the development of an assessment case and intervention case study. Students may complete both portfolio products using the same client, or make select different cases to present as examples of their best work. Typically, the development of the portfolio occurs in concert with the Advanced Clinical Assessment Seminar and Advanced Clinical Intervention Seminar. There are three options for the assessment section of the comprehensive exam. Students may choose one of these three options: (1) child assessment, (2) adult assessment, or (3) neuropsychological assessment. Each student will submit a complete case, which will include a case presentation and the result of a full cognitive and personality assessment. Rubrics that faculty members use to evaluate the portfolio products are included in Appendix A4. Two faculty members evaluate student portfolios and provide feedback. During the academic year, faculty members are expected to provide students

with feedback within a two-week period. During the summer, students cannot expect to obtain feedback from faculty.

Typically, students are expected to produce one or more drafts of the portfolio before moving on to the oral defense. Once the assessment and intervention cases are deemed acceptable, the oral defense can be scheduled. Areas of questioning during the oral defense may include the rationale regarding the instruments selected and their psychometric properties; interpretation of test results; diagnosis and case conceptualization; recommendations; procedures selected for intervention and rationale. Gender, culture, age and other ecological and developmental considerations will be part of the conversations.

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.bouve.neu.edu/downloads/2006-2007_Bouve_Graduate_Handbook.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 credit obtained at another institution may be accepted 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, and
- c. must not have been applied toward any other degree.

Credit cannot be granted in excess of the equivalent Northeastern University course. If the course is an elective and there is not an equivalent course, the semester-hour equivalent will be granted. Grades received for transfer credits will not be reflected in the student's overall G.P.A. 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 Bouve 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 department chair for approval. The chair 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 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. If required for certification, an ICC waiver must also be attached. 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-	(3.677)	
B+	(3.333)	performance at a satisfactory graduate level
B	(3.000)	
B-	(2.677)	performance below satisfactory graduate level
C+	(2.333)	
C-	(1.677)	
F	(0)	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 is 3.00. A student who falls below this level during any semester will be placed on probation and must be approved by the SCPDP faculty for continuation in the program. Please refer to the *Bouve Graduate Policies and Regulations* for information regarding academic probation.

No student may remain in a probationary status for more than two consecutive semesters. Students' academic status will be reviewed each semester by the faculty of the SCPDP 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 SCPDP faculty committee.

Doctoral students who receive more than two grades below a B will 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. ACADEMIC 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*.

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 to 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 grievance may occur, a satisfactory resolution may be found within the department by following a spirit of collegiality and professionalism. The student, the faculty member involved, or the advisor submits student concerns to the SCPDP core faculty.

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* (<http://www.neu.edu/gradhandbook/>), which contains the University Regulations and Code of Conduct as well as other useful information.

1. Academic Honesty

A necessary pre-requisite to the attainment of the goals of the University is maintaining complete honesty in all academic work. Anyone failing to observe these standards may be subject to disciplinary action and possibly expulsion. **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. Plagiarism is not tolerated.

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

All instructors of didactic courses are expected to provide an opportunity for students to complete a university course/instructor evaluation form at the end of each course. These forms are distributed and filled out while the instructor is out of the room. The forms are then collected by a student or class volunteer, and are returned in a sealed envelope to the University collection point. They are summarized and sent to the departmental chairperson after final grades are submitted. Therefore, the instructor does not see the evaluations until after grades are assigned to ensure students the opportunity to offer anonymous evaluative feedback. The chairperson distributes all evaluations to individual faculty members following review. Students are strongly encouraged to be as honest and specific as possible in completing such forms in order to help improve the quality of faculty instruction that is provided to students. In addition, student evaluations are used as part of the department faculty merit evaluation system 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. You will be registered automatically for Blackboard

access for each course you are enrolled in. The instructor will inform you if and how the Blackboard system will be used in the course.

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. Students need to fill out a housing application through Northeastern's Housing Services at 4 Speare Hall or contact (617) 373-2814.

For information regarding alternative housing possibilities, contact Northeastern's Off-campus Housing Services <http://www.northeastern.edu/universitylife/ochs/welcome.html>. 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 (formerly called National Direct Student Loan), College Work-Study Program, Stafford Loan (formerly the called the Guaranteed Student Loan), and the Massachusetts Graduate Grant Program.

Northeastern University is a participant in the College Scholarship Service that 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).

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, the Institute for Urban Health Research, and the Israel College Program. 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.

The department has a number of graduate assistantships available. NUTAs require ten hours weekly of work in the department and provide tuition remission of 8-semester hours of coursework per semester; SGAs require twenty hours of work weekly and provide full tuition remission and a stipend. Priority is given to doctoral students, and first year students typically receive this type of support. Applications must be made through Bouvé Graduate School in 123 Behrakis.

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, as do many other agencies, has an Internet site regarding such funding, which may be very helpful. Students should work with their advisors on developing these applications.

C. Counseling Availability

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

The Lane Health Center on campus offers emergency psychiatric and medical services.

D. Disability Resources

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

E. Sexual Harassment

Northeastern University has pledged to provide all of its students and employees with an environment free of intimidation, coercion, or unfair treatment. Inappropriate relationships or the inappropriate use of power will not be tolerated. Inappropriate behavior includes sexual harassment or sexual relationships between faculty/staff and students in cases where one has the power to make academic or employment decisions over the other.

If you have any questions about treatment you have received with regard to sexual harassment, call the Affirmative Action Office, Suite 424 Columbus Place, extension 2133. Your confidentiality will be protected and you can seek help without fear of reprisal or recrimination.

Please see the following publications from the Affirmative Action Office for further information:

Sexual Harassment Grievance Procedure
Sexual Harassment: A Student Handbook

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 Affirmative Action, Suite 424 Columbus Place. Inquiries regarding the University's nondiscrimination policies may be directed to: Director, Office of Affirmative Action, 175 Richards Hall, Northeastern University, (617) 373-2133.

SECTION II

I. DETAILED DESCRIPTIONS OF CLINICAL TRAINING AND DISSERTATION COMPONENTS

A. CLINICAL TRAINING

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. 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. 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. 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 (crises-oriented, short-term, extended, individual, group, family, adult, 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 in a hospital emergency-room setting. Fieldwork sites are required to provide at least one hour/week of individual supervision by a licensed doctoral-level supervisor, in addition to supervision by other staff, such as for group or family work, or psycho-diagnostic 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 an SCPDP faculty member who provides university-based group supervision. The seminar leader is the official liaison between the SCPDP 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).

2. Internship

The pre-doctoral internship provides the culminating integration of theory and practice. The major training goal is to develop and achieve competence as an ethical professional psychologist. An ancillary goal is to foster creative, expanding paradigms for the development of a professional identity. 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 frequently 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 interviewed are available in a notebook in the front office.

The SCPDP 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, activist 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 of the SCPDP students are applying to approved out-of-state sites or sometimes have to accept non-APA approved internships that are listed in APPIC. Internships in sites that are not APPIC-approved may have implications for state licensure.

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 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.

REMINDER: Consistent with APPIC regulations, the Training Director can sign the letter of readiness for a student when:

1. All comprehensive exams and portfolios have been successfully completed.
2. All course work will be successfully completed 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 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.

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.

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 (www.appic.org) and download the packet of application materials and documentation forms. 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 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. Keep in mind that a large number of interns rely on the professional contacts made during their internship year for future positions and professional development.

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

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 September 30 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). Getting started on them in the summer will leave more time in the early fall to complete applications. Students also may want a letter from their dissertation advisor to indicate their research competence and the timeline for dissertation completion. Internship sites prefer students who have 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.

You will need:

1. Graduate transcripts. These are available from the registrar and can only be ordered three at a time, so you need to plan in advance.
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 licensed 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 identifying information is deleted for confidentiality (see Guidelines for Intervention Portfolio in Appendix A4). Case study materials should be prepared according to the format required by the internship site, as specified in the application.
5. Personal statements. Students should prepare drafts of their personal statements, goals for internship, and all other application materials. 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 addition, the university writing center should be used to provide stylistic guidance and editing.

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 loose-leaf notebooks 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, should read the *APA Monitor* and the *MPA Quarterly* for additional information.

Students should consider whether they wish to remain in the greater Boston area, 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. In addition, students should consider whether they want a full-time versus a half-time internship. Although most internships are only available full-time, there are a few that can be completed over two years.

FALL: Plan of Action

Students should apply to a range of sites; many students report applying to up to 15 places. The 2007 internship applicant survey indicated an average of 12 sites per applicant. Keep a separate file for each site. It is helpful to provide referees with a table containing mailing

information for the letters (e.g., name and address of referee, application due date, and mailing instructions). Students should provide the referees with stamped, addressed envelopes and should clarify whether they are to return these signed, sealed envelopes to the student or to submit them directly to the Training Director of the Internship Site.

There is another 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 for 2007) a copy of their CV, statements, and a current student status form (see Appendix A1). 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.

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 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 talk 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 CV copies 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.

Students should complete a department Interview Form after each interview and submit to the Training Director for future applicants. Notes and tips from prior interviews at a number of internship sites are available for you to read.

After the interview, it is polite to write a thank you letter to those with whom you interviewed. If you decide not to apply to a site after you have sent materials, be sure to notify them of this decision, so that they can close your file. If students are interested in a particular site, the thank you letter can be used to indicate why the student would be an asset to the site and how the match would be a good fit for all parties.

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 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. If a student is notified that he/she was not matched to a site, the student 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.

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. This is called a 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. Participation on research teams is intended to expose students and actively engage student in ongoing research from the beginning of their doctoral experience. In the context of the research teams, it can be particularly helpful for students to become involved in more advanced students dissertations, assisting with data collection, to learn first hand about conducting a dissertation. 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. 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 where decisions have been made regarding the dissertation's design, constructs, instruments, sample size, etc., 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 SCPDP 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 and must be approved by the doctoral team. 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, with three weeks as the outside limit, except in exceptional circumstances. Students cannot expect that faculty will be available 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 an agreement 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. Proposal Hearing

Students are eligible to formally propose their dissertation, called "the proposal hearing," after having passed all four areas of the comprehensive exam. Once the written proposal is complete, 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 Bouve Graduate School.

The chairperson will bring four copies of the Dissertation Proposal Approval Form (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 adequately.

After the proposal is officially approved and the IRB approval 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, ensuring that all members are kept aware of ongoing work. It is important that the student and chairperson hold regular meetings. It may also be useful to hold periodic meetings of the entire committee to review the progress of the work.

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 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/ 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. The committee members, and especially the chairperson, should assist the student in seeking funding.

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 and committee members prefer to see chapters four and five as they are completed. Others would like to see them when the draft is finished. It is necessary to determine the committee's preference ahead of time. Once the dissertation document is deemed acceptable to the committee, the oral defense of the dissertation is scheduled. All committee members should have final copies of the dissertation provided to them at least two weeks 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 vote on the acceptance of 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 to the library to be bound. The library has very specific format and paper quality requirements. All this must occur at least ten days prior to graduation in order for the student to be cleared for graduation.

It is customary for students to give a final copy of their dissertation to each of their committee members.

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 on-line.

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* (5th ed, 2001). Cone and Foster (Eds.). (1993), *Dissertations and Theses from Start to Finish*. Washington, DC: APA is an additional helpful resource.

b. Dissertation Title Page

A sample Dissertation Title Page is included in Appendix E4.

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. For quantitative dissertations, 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 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 – everybody 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 – various assessments, surveys, etc. 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 – A/V equipment, personal computers, etc.

Study Design

The design of the study is described here: group design with pre- and post-test assessments; correlation; prediction; observational, descriptive; single-case study; focus groups; etc.

Procedures

Here students describe what will happen when, with what, and by whom.

Data Analytic Plan

In this section, students describe 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 they do begin with research questions.

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. Any unexpected findings also 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

(The following sections include excerpts from the requirements posted on the Graduate School and Snell Library websites.)

When students are ready to submit their dissertation, they must call the Graduate School Office to make an appointment with the Director of Student Services. Students should bring their original dissertation to the appointment accompanied by signed originals of the Departmental Dissertation Defense Approval Record (Appendix E3) and the Graduate School Approval Record (Appendix E4). The Director of Student Services will review the dissertation and sign both forms. This copy of the dissertation will ultimately be placed in the university library. For this reason, it must be an original and on the appropriate paper.

The dissertation must be brought to the Graduate School unbound in a box (e.g., the box in which the manuscript paper was purchased is recommended). Do not use a binder, do not punch holes, and do not clip or fasten the pages together in any way.

Every effort will be made to have the Graduate School Director sign both forms at the time of the appointment with the Director of Student Services. The student will then deposit the signed dissertation at the Reference Desk on the first floor of Snell Library. The librarian will sign the Graduate School Approval Record (Appendix E4) where it indicates "Copy Deposited in Library." The library assumes the binding cost of the deposited copy. However, students must pay \$45 to cover the cost of the copyright. The library has a form and further information on this process. The University's copyright policy may be found at:

<http://www.facultysenate.neu.edu/documents/facultyhandbook.pdf>

For additional information, please refer to:

<http://tls.il.proquest.com/hp/Support/DServices/copyright/>

Students are responsible for binding any personal copies of their dissertation. The library has information regarding a local bindery. Doctoral students planning to microfilm their dissertation should complete the microfilming agreement form that is also available from the library and submit a second copy of their dissertation so it can be used for the microfilming process.

All students must then return the signed Departmental Dissertation Defense Approval Record (Appendix E3) to the Graduate School Office with a copy to the Department Office. Please note that no student will be cleared for commencement if the signed Departmental

Dissertation Defense Approval Record is not received in the Graduate School Office by the final deadline for turning in dissertations. Students are advised to retain copies of all signed forms for their records.

a. Paper Requirements (for the library copy)

The dissertation must be printed on paper that weighs a minimum of 20 lb. and that is 8 1/2 x 11 inches in size. The original dissertation that is presented to the Graduate School for approval must be on paper chosen for its permanence and durability. All pages, including signature pages, must have a watermark that confirms that the paper is either acid-neutral or 100% rag content. If there are questions about the acceptability of the paper, the student should contact University Archives (ext. 2351). The following papers or their equivalents are acceptable:

Crane's Thesis Paper
 Eaton Thesis Paper
 Hollinger Acid-Free Bond
 Mead Premium Business Stationery with 100% Cotton Fiber
 Permalife Bond Paper
 Perma-Dur Papers
 Southworth 100% Cotton Fiber Paper
 Strathmore Bond or 100% Cotton Paper
 Xerox Archival Bond

The Graduate School suggests that students arrive at the dissertation defense with their signature sheets printed on the watermarked paper. All committee members will then be able to sign the sheets at the time of the defense.

b. 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 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 (required)
 - Title page of Abstract
 - Body of Abstract (separate from title page of Abstract)- 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, if applicable (please follow APA style)
- Biographical Data or Resume (optional, but preferred)

c. Type

It is important to choose a system to produce your dissertation that will produce a letter-quality print with black characters that are consistently clear and provide sufficient contrast to ensure quality reproduction. A laser printer must be used for all pages, including the signature pages for the library's copy.

Choose a font that produces distinct letters 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.

d. Photography and illustrations

Microfilming is a photographic process, so colored patterns and lines appear as varying shades of gray. Thus, if students are going to have their dissertation microfilmed, they should use no more than two colors in any illustration. Material should be printed on one side of the paper only. Materials larger than the standard page size (8 1/2 x 11 inches), which cannot be reduced to fit the standard size are acceptable provided that they do not exceed the dimensions of 17 x 22 inches. They should be folded carefully into the manuscript, allowing the appropriate margin for binding. Original photographs are preferred; however, photocopies or scanned, laser-printed photographs, maps, etc. will be accepted as part of the original manuscript.

e. 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.

f. 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 you will want to be aware of in developing and finalizing your dissertations:

<http://www.lib.neu.edu/archives/collect/thesis.htm>;

<http://www.casdn.neu.edu/graduate/theses>.

APPENDICES

- A1 Doctoral Student Program of Studies
- A2 Required Courses
- A3 Doctoral Student Program Status Sheet
- A4 Comprehensive Exam Guidelines

- B1 Change of Advisor Form
- B2 Leave Request Form
- B3 Doctoral Student Annual Evaluation Form

- C1 Advanced Fieldwork Contract
- C2 Advanced Fieldwork Site Evaluation of Student
- C3 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.

The Internship Contract form is also not in the handbook and can be obtained from Dr. Deborah Greenwald, the Clinical Internship Coordinator.

Appendix A1

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

PROGRAM OF STUDIES FORM
(For students entering the program post-master's degree)

Name: _____ **Date:** _____

Track: School Counseling

Required Courses For ALL Students:

I. PROFESSIONAL CORE	<u>N, T, W*</u>
Legal and Ethical Issues in Community and Educational Settings	CAP 732 _____
Doctoral Seminar in Cultural and Ecological Perspectives in Professional Psychology	CAP 759 _____
II. BASIC CORE	
Biological Bases of Behavior	CAP 750 _____
Cognitive and Affective Bases of Behavior	CAP 755 _____
Social Psychology in an Organizational and Ecological Context	CAP 756 _____
History and Systems of Psychology	CAP 390 _____
Advanced Multicultural Psychology	CAP 394 _____
III. CLINICAL CORE	
Rorschach	CAP 723 _____
Advanced Clinical Assessment	CAP 710 _____
Doctoral Seminar in Contemporary Theories of Psychotherapy	CAP 758 _____
Advanced Clinical Interventions	CAP 720 _____
Clinical Neuropsychology	CAP 751 _____
Doctoral Seminar in Vocational Psychology and Career Counseling	CAP 760 _____
OR	
Educational and Psych. Assessments and Intervention w/Infants, Toddlers, & Children	CAP 722 _____
Advanced Fieldwork I	CAP 741 _____
Advanced Fieldwork II	CAP 742 _____
Advanced Fieldwork III (as needed or if selected)	CAP 743 _____
Advanced Fieldwork IV (as needed or if selected)	CAP 744 _____
Doctoral Internship I	CAP 798 _____
Doctoral Internship II	CAP 799 _____

IV. RESEARCH CORE

Advanced Research and Data Analyses I	CAP 715	_____
Advanced Research and Data Analyses II	CAP 716	_____
Doctoral Research Seminar	CAP 861	_____
Dissertation Continuation (0 semester hours)	CAP 899	_____

V. ELECTIVES

Seminar in Feminist Psychology	CAP 380	_____
Clinical Pharmacology	NUR	_____
Substance Use and Treatment	CAP 375	_____
Neuropsychological Practicum Supervision I	CAP 745	_____
Neuropsychological Practicum Supervision II	CAP 746	_____
Topical Seminar in School and Counseling Psychology	CAP 770	_____

All courses are 3 semester hours except Advanced Fieldwork (CAP 741 - 744) sections and Internship sections (CAP 798 & 799), which are 2 semester hours each; and Doctoral Research Seminar (CAP 861) and Topical Seminar in School and Counseling Psychology (CAP 770), which are 1 semester hour each.
N=Needed; T=Transferred course; W=waived, credits must be made up by another course.

Appendix A2

REQUIRED COURSES FOR POST-BACHELOR'S DEGREE AND POST-MASTER'S DEGREE STUDENTS

Program Plan for School Psychology Track: February 26, 2007

Domain Areas	Post BA Admissions	"Pre-requisites for Doctoral Program"	Doctoral Program
Basic Core	CAPG 206 Learning Principles (3) CAPG 218 Infant, Child and Adolescent Development (3) CAPG 247 Child and Adolescent Psychopathology (3) CAPG 345 Learning Problems (3) CAPG 203 Understanding Culture and Diversity (3)	Theories of Learning (3) Developmental Psychology (3) Psychopathology (3) Special education (3)	CAPG 750 Biological Bases of Behavior (3) CAPG 755 Cognitive and Affective Bases of Behavior (3) CAPG 756 Social Psychology in an Organizational and Ecological (3) CAPG 390 History and Systems of Psychology (3) CAPG 394 Advanced Multicultural Psychology (3)
Clinical Core	CAPG 200 Introduction to Counseling (3) CAPG 360 Consultation and Program Evaluation (3) CAPG 201 Introduction to Assessment (3) CAPG 350 Introduction to Cognitive Assessment (3) CAPG 353 Curriculum Based Assessment and Instruction (3) CAPG 240 Family Counseling and Collaboration (3) CAPG 347 Behavior Management (3) CAP G 355 School Based Counseling (3)	Two courses in counseling theory or intervention (6 credits) Three courses in assessment (9 credits) Family Counseling (3) Behavior management (3) Cross cultural counseling (3)	CAPG 758 Doctoral Seminar in Contemporary Theories of Psychotherapy (3) CAPG 751 Clinical Neuropsychology (3) CAPG 351 Personality Assessment (3) CAPG 722 Educational and Psych. Assessments and Intervention w/Infants, Toddlers, & Children (3) OR CAPG 760 Doctoral Seminar in Vocational Psychology and Career Counseling (3) CAPG 710 Advanced Clinical Assessment (3) CAPG 720 Advanced Clinical Interventions (3)

Research Core	CAPG 125 Introduction to Statistics in Mental Health and Education (3) CAPG 202 Research, Evaluation and Data Analysis (3)	Statistics (3) Research design (3)	CAPG XXX Research Teams CAPG 715 Advanced Research and Data Analyses I (3) CAPG 716 Advanced Research and Data Analyses II (3) CAPG 861 Doctoral Research Seminar (3) CAPG 899 Dissertation Continuation (0)
Professional Core	CAPG 365 Seminar in School Psychology (3)	Seminar in school psychology (3)	CAPG 732 Legal and Ethical Issues in Community and Educational Settings (3) CAPG 759 Doctoral Seminar in Cultural and Ecological Perspectives in Professional Psychology (3)
Field-based Components	CAPG 415 & 416 Practicum in School Psychology I & II (4 credits)	One year of supervised internship in a school (4)	CAPG 741 Advanced Fieldwork I (2) CAPG 742 Advanced Fieldwork II (2) CAPG 743 Advanced Fieldwork III (2) if needed CAPG 744 Advanced Fieldwork IV (2) if needed CAPG 798 Doctoral Internship I (2) CAPG 799 Doctoral Internship I (2)

Northeastern University: Doctoral Program in School and Counseling Psychology

Program Plan for Counseling Psychology Track: February 26, 2007

Domain Areas	Post BA Admissions	“Pre-requisites for Doctoral Program”	Doctoral Program
Basic Core	CAPG 206 Learning Principles (3) CAPG 220 Development Across the Lifespan (3) CAPG 242 Psychopathology: Diagnosis and Treatment Planning (3) CAPG 203 Understanding Culture and Diversity (3)	Theories of Learning (3) Developmental Psychology (3) Psychopathology (3) Special education (3)	CAPG 750 Biological Bases of Behavior (3) CAPG 755 Cognitive and Affective Bases of Behavior (3) CAPG 756 Social Psychology in an Organizational and Ecological (3) CAPG 390 History and Systems of Psychology (3) CAPG 394 Advanced Multicultural Psychology (3)
Clinical Core	CAPG 200 Introduction to Counseling (3) CAPG 287 Group Counseling (3) CAPG 201 Introduction to Assessment (3) CAPG 350 Introduction to Cognitive Assessment (3) CAPG 351 Personality Assessment (3) <i>OR</i> CAPG 226 Neuropsychological and Ecological Perspectives on Cognitive Assessment (3) CAPG 240 Family Counseling and Collaboration (3)	Two courses in counseling theory or intervention (6 credits) Three courses in assessment (9 credits) Family Counseling (3) Cross cultural counseling (3)	CAPG 758 Doctoral Seminar in Contemporary Theories of Psychotherapy (3) CAPG 751 Clinical Neuropsychology (3) CAPG 723 Rorschach (3) CAPG 722 Educational and Psych. Assessments and Intervention w/Infants, Toddlers, & Children (3) <i>OR</i> CAPG 760 Doctoral Seminar in Vocational Psychology and Career Counseling (3) CAPG 710 Advanced Clinical Assessment (3) CAPG 720 Advanced Clinical Interventions (3)

Research Core	CAPG 125 Introduction to Statistics in Mental Health and Education (3) CAPG 202 Research, Evaluation and Data Analysis (3)	Statistics (3) Research design (3)	CAPG XXX Research Teams CAPG 715 Advanced Research and Data Analyses I (3) CAPG 716 Advanced Research and Data Analyses II (3) CAPG 861 Doctoral Research Seminar (3) CAPG 899 Dissertation Continuation (0)
Professional Core			CAPG 732 Legal and Ethical Issues in Community and Educational Settings (3) CAPG 759 Doctoral Seminar in Cultural and Ecological Perspectives in Professional Psychology (3)
Field-based Components	CAPG 510 & CAPG 511 (6 credits) Internship in Counseling Psychology I & 2	One year of supervised internship in a mental health setting (6)	CAPG 741 Advanced Fieldwork I (2) CAPG 742 Advanced Fieldwork II (2) CAPG 743 Advanced Fieldwork III (2) if needed CAPG 744 Advanced Fieldwork IV (2) if needed CAPG 798 Doctoral Internship I (2) CAPG 799 Doctoral Internship I (2)

Appendix A3

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

STUDENT STATUS SHEET

Name _____ Date _____

Address: _____

Phone _____ Email Address _____

Registered on Doc listserv? Yes ___ No ___

Place of Employment _____ Position _____

Date admitted to the program: _____ Track: (School or Counseling) _____

Advisor _____

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

Date of successful completion of comprehensive/portfolio 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: _____

Committee Members _____

Dissertation Topic _____

Date of Proposal _____ Date of Defense _____

Expected date of graduation _____

Membership in professional organizations and positions

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

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

Involved in Teaching? (What, where, when, level):

Involved in delivery of professional services? On/off campus? Nature of work; populations served:_____

Attendances at conferences?

Undergraduate College/University attended:

Year of graduation:

Cumulative GPA:

GRE Scores: Verbal:_____ Quantitative:_____Analytical:_____

Northeastern University

203 Lake Hall

Boston, MA 02115

OFFICE 617.373.2485; FAX 617.373.8892

Appendix A4

Northeastern University Department of Counseling and Applied Educational Psychology School/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. Separate questions will be provided for those in the counseling track and those in the school track, but both questions will require case conceptualization and formulation of diagnostic hypothesis and treatment plan/interventions.

Research Comprehensive Exam: PLEASE SEE BELOW.

Assessment:

The assessment exam in COUNSELING psychology 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.

The assessment exam in SCHOOL psychology focuses on school related assessment issues; that is, it is directed towards the assessment of children within the school context. Providing specifics regarding the assessment instruments and contextualizing of test results within an ecological model that integrates family, community and school environment is stressed. Please also review basic concepts of psychological testing, e.g., test standardization, reliability and validity.

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 course materials from the course in Legal/Ethical/Professional Issues. In addition, students should review any of the major ethics texts, such as the text by Welfel, as well as the Massachusetts Regulations (Brant), and the 2002 APA code.

Guidelines for Comprehensive Exam in Research

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

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

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

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

1. General Considerations

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

2. Title

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

3. Abstract

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

4. Introduction / Background / Literature Review

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

5. Participants, Design, and Procedures

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

6. Analyses and Results

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

7. Conclusions and Implications

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

B. Five Types of Validity

1. Internal Validity

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

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

2. Construct Validity

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

3. Statistical Conclusion Validity

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

4. External Validity

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

5. Impact of Study

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

Assessment Rubric for Portfolio (updated November 2005)

Page limit: 8-10 pages

Confidentiality: Take adequate steps to protect anonymity: omit names of people, birthdates, towns, school systems, etc.

Choice of client: Assessment needs to be of a client, not a friend or acquaintance.

Referral question: Clarify where possible and use as a basis for conceptualizing the case. Where possible, state as a hypothesis.

Choice of assessment measures: These should be tailored to the referral question and to the client, to the extent that is possible. Where there are constraints on the choice of instruments, explain. Use the latest versions of the instrument. Use multiple measures: interviews, assessment instruments, rating scales, direct observation, etc. Where possible (e.g., with children), observation should take place in the natural environment. When possible, interview the client and, in the case of a child, the parents, teachers, or other informants.

Include: The complete assessment protocol should be included. Use the full names of all instruments/measures.

Behavior observations: Provide a detailed description of the client's behavior that gives a sense of her/him as an individual. Use specific examples and, for children, provide a behavioral definition of the problem.

Scoring: The student needs to demonstrate accurate scoring of the test data. Raw data need to be included. Interpretation of the data needs to be useful and valid.

Background information: This section should include all relevant data: cultural (race, gender, age, class, identity) background, family, birth and developmental issues where relevant, education, employment (include performance at these, where known), onset of difficulty, prior treatment.

Biological information: Any health issues, physical disabilities, medications, family health history, where relevant.

Interpretation: The interpretation needs to be a valid representation of the test data. Use the instruments to infer only information that the test was designed to measure. The link between the interpretations, inferences, and conclusions should be clear.

The content of the test report should answer the referral question, provide a clear understanding of the strengths, deficits and general functioning of the client, and distinguish between aspects of the individual that appear to be certain from those that are questionable. The report should also provide alternative explanations for the findings, where relevant. Rather than provide all the data in detail, summarize what the data indicate.

The conceptualization should include an ecological perspective, and include consideration of contextual factors that affect the individual. Do not ‘explain away’ the behavior or findings but rather explain the connection to contextual factors.

Language: Avoid colloquial expressions (mom), jargon, and pejorative or judgmental language. Write clearly and in language that all can understand (teachers, clients, parents, etc.). Write in specifics rather than in overly broad generalizations. If a diagnostic category is used (e.g., attention deficit disorder), describe specifically what behaviors are meant.

Summary and Recommendations: Summarize the important findings and provide recommendations. These should be linked to both the assessment data and the background information and should be both practical and specific and should take into consideration evidence-based practice. In making recommendations, consider the client’s strengths as well as difficulties and also the opportunities and constraints in the client’s environment.

Guidelines for the Intervention Portfolio

Page limit: 8-10 pages

Intervention

There are two parts to the intervention. Students must present a case conceptualization and a detailed treatment plan. Be sure to comply with HIPAA regulations (see pages 10-11).

1. Case conceptualization should include:
 - Comprehensive conceptualization of the case that includes the clients’ strengths and weaknesses, as well as cultural, social, ethnic, gender, and economic realities.
 - Include a multiaxial diagnosis and show how you arrived at this.
 - Consider the familial, peer, school/vocational, and social systems in your response and how these would indicate the choice of interventions. Students must demonstrate the ability to look beyond the individual when formulating clinical issues and conceptualizing how others could be involved in the treatment.
 - Students must also show understanding of the many social supports, networks, resources available to clients in addition to the standard/common intervention.
 - Students should also identify and discuss the socio-cultural aspects relevant to the case.
2. Detailed treatment plan should include:
 - Immediate, intermediate, and long range objectives.
 - Strategies one could use to reach the goals
 - Issues that are likely to arise in the therapeutic relationship.
 - Socio-cultural factors of relevance

- When designing the treatment plan, discuss what modifications and changes are needed in the social system influencing this client, and your recommendations to achieve these changes.
- Describe the plan used to monitor the client's progress, including how you will determine when treatment goals are met and when to terminate treatment.

Oral conversation

Following the successful written presentation of the assessment and intervention cases, each student will discuss the case report with the two readers. Some questions that may be asked during this oral conversation include:

1. Justification of the selection of assessment procedures and tools
2. Interpretations of assessment data
3. Recommendations, **including interventions**, based on assessment data
4. Methods of presenting finding to clients, parents, students, and teachers
5. Understanding of tests' psychometric properties
6. How the particular diagnosis and intervention were determined
7. Alternative procedures/conclusions that were considered in working with the client.
8. Ecological factors

HIPAA De-Identifying

*The information on this page about HIPAA de-identifiers is for informational purposes only. It is not intended to be complete, definitive, or to be relied on without first consulting legal counsel, as APPIC does not provide legal advice.

To de-identify information so that it is not subject to HIPAA, a number of identifying variables must all be taken out. The following identifiers of the individual or of relatives, employers, or household members of the individual, are removed:

(A) Names;

(B) All geographic subdivisions smaller than a State, including street address, city, county, precinct, zip code, and their equivalent geocodes, except for the initial three digits of a zip code if, according to the current publicly available data from the Bureau of the Census:

(1) The geographic unit formed by combining all zip codes with the same three initial digits contains more than 20,000 people; and

(2) The initial three digits of a zip code for all such geographic units containing 20,000 or fewer people is changed to 000.

(C) All elements of dates (except year) for dates directly related to an individual, including birth date, admission date, discharge date, date of death; and all ages over 89 and all elements of dates (including year) indicative of such age, except that such ages and elements may be aggregated into a single

category of age 90 or older;

(D) Telephone numbers;

(E) Fax numbers;

(F) Electronic mail addresses;

(G) Social security numbers;

(H) Medical record numbers;

(I) Health plan beneficiary numbers;

(J) Account numbers;

(K) Certificate/license numbers;

(L) Vehicle identifiers and serial numbers, including license plate numbers;

(M) Device identifiers and serial numbers;

(N) Web Universal Resource Locators (URLs);

(O) Internet Protocol (IP) address numbers;

(P) Biometric identifiers, including finger and voice prints;

(Q) Full face photographic images and any comparable images; and

(R) Any other unique identifying number, characteristic, or code, except as permitted by paragraph (c) of this section; and

(ii) The covered entity does not have actual knowledge that the information could be used alone or in combination with other information to identify an individual who is a subject of the information.

10 December 2003

Rubric for evaluation of the Intervention Portfolio (updated January 2006)

Page limit: 8-10 pages

Student Name: _____

Faculty Reader: _____

Date: _____

A. Case conceptualization

- | | 0 (unsatisfactory) | 1 (needs work) | 2 (good) |
|---|--------------------|----------------|----------|
| 1. Case is conceptualized thoroughly from a theoretical perspective.
<i>Criterion: A psychological theory is used when formulating the case material and links to theoretical tenets are described clearly.</i> | 0 | 1 | 2 |
| 2. Justification has been provided for the use of theoretical frameworks.
<i>Criterion: A clear argument has been made for the choice of theoretical perspective used in the case.</i> | | | |
| 3. Adequate background information leading to a clear conceptualization of the case has been provided.
<i>Criterion: Information on the presenting problem, history, and other pertinent background data are described.</i> | 0 | 1 | 2 |
| 4. Case conceptualization includes client's strengths (and how to build on them) and weaknesses.
<i>Criterion: A description of the positive aspects of the client's life/behavior/personality as well as the limitations are thoroughly described.</i> | 0 | 1 | 2 |
| 5. Consideration of cultural/social/ethnic/gender/economic factors is evident.
<i>Criterion: Each of these aspects of the client's life are described as well as the ways that such realities might influence the treatment of the case and the interventions used.</i> | 0 | 1 | 2 |
| 6. Case conceptualization is tied to the interventions chosen.
<i>Criterion: There is an explanation of the link between the understanding of the case and the reason for choosing the interventions and treatment plan.</i> | 0 | 1 | 2 |
| 7. Empirically-supported interventions (with references) for the identified problem areas are included.
<i>Criterion: When describing interventions used, discussion of the relevant research supporting those interventions is included, with appropriate citations.</i> | 0 | 1 | 2 |
| 8. Relevant issues, such as readiness for change, environmental constraints, and potential functions of the client's problems and potential coping strategies are addressed.
<i>Criterion: Issues of relevance are highlighted as appropriate.</i> | 0 | 1 | 2 |
| 9. Case conceptualization is complete.
<i>Criterion: The conceptualization of the case includes an understanding based on theory, a justification of the theoretical perspective, an understanding of the case in regard to culture, and a thorough "picture" of the client.</i> | 0 | 1 | 2 |

B. Diagnosis

- | | | | |
|---|---|---|---|
| 1. A multiaxial diagnosis is provided. | 0 | 1 | 2 |
| <i>Criterion: A diagnosis on all 5 axes of DSM-IV is given.</i> | | | |
| 2. A clear rationale is provided for each axis. | 0 | 1 | 2 |
| <i>Criterion: For each of the 5 axes, there is a brief explanation of why the diagnosis/rating was given based on client behaviors, available information, and diagnostic criteria.</i> | | | |
| 3. If appropriate, rule out or differential diagnoses are provided. | 0 | 1 | 2 |
| <i>Criterion: In the case where the diagnosis is not clear or another diagnosis may be appropriate, the explanation is given.</i> | | | |
| 4. When diagnostic categories are used in the document, a specific description of behaviors is included. | 0 | 1 | 2 |
| <i>Criterion: Diagnostic labels are tied to specific behaviors.</i> | | | |
| 5. If this is a special education referral, IDEA criteria for behavioral/emotional disabilities are stated. | 0 | 1 | 2 |
| <i>Criterion: Criteria are clearly described as appropriate.</i> | | | |
| 6. Assessments and diagnostic procedures administered are briefly summarized. | 0 | 1 | 2 |
| <i>Criterion: A brief summary of previous or current assessments/diagnostic procedures is provided.</i> | | | |

C. Ecological model

- | | | | |
|---|---|---|---|
| 1. Relevant systems issues (family, peer, school, work, community, institutions) are considered. | 0 | 1 | 2 |
| <i>Criterion: A description of the way that the systems are important in the formulation of the case, the treatment approach, and interventions is clear and complete.</i> | | | |
| 2. The association between systems issues and interventions is discussed. | 0 | 1 | 2 |
| <i>Criterion: The link between the systems issues identified and the rationale and choice of interventions is provided.</i> | | | |
| 3. Student has demonstrated the ability to look beyond the individual client. | 0 | 1 | 2 |
| <i>Criterion: The case is considered from the perspective of the larger society, community, and relevant systems.</i> | | | |
| 4. There is discussion of how others (including parents, guardians, school personnel) could be involved in the treatment. | 0 | 1 | 2 |
| <i>Criterion: A consideration of the ways that important others might be involved in the treatment, as well as specific suggestions for how this might occur is included.</i> | | | |
| 5. The resources available to the client are noted. | 0 | 1 | 2 |
| <i>Criterion: Resources of all kinds (e.g., social support, financial, community) are described.</i> | | | |
| 6. The relevant sociocultural aspects of the case have been discussed and integrated. | 0 | 1 | 2 |
| <i>Criterion: The place of the client in society and in his/her community and culture, as well as sociocultural influences (e.g., gender roles) have been considered.</i> | | | |
| 7. Age/time of life/developmental phase of the client in regard to school/work/family are considered. | 0 | 1 | 2 |
| <i>Criterion: A thorough review of the relevant developmental aspects of the client in relation to these areas is done.</i> | | | |

D. Interventions/Treatment Plan

- | | | | |
|--|---|---|---|
| 1. Immediate, intermediate and long range goals are covered. | 0 | 1 | 2 |
|--|---|---|---|

<i>Criterion: Both short and long-term goals, linked to specific problem areas, are stated clearly and concretely.</i>			
2. Strategies to reach each of the stated goals are specific.	0	1	2
<i>Criterion: Specific plans/techniques/interventions are linked to each goal.</i>			
3. A specific discussion of interventions used is included.	0	1	2
<i>Criterion: The nature of the interventions and specifics of how they are implemented is described.</i>			
4. Issues that have arisen in the context of the therapeutic relationship are thoroughly discussed.	0	1	2
<i>Criterion: Areas to address include the therapeutic alliance, transference, and countertransference, among others.</i>			
5. Needed changes in social system are discussed.	0	1	2
<i>Criterion: If there are changes needed in the client's social system (e.g., family, school), these are clearly described.</i>			
6. The plan to monitor progress is thorough and complete.	0	1	2
<i>Criterion: In relation to each of the stated goals, there is a clear explanation of how the monitoring of progress will occur over the course of the treatment/intervention period.</i>			
7. A clear explanation for determining the completion of treatment/intervention goals is provided.	0	1	2
<i>Criterion: In relation to each of the stated goals, it is clear how the clinician will determine when each goal has been met.</i>			
8. A clear explanation for determining the evaluation of treatment/intervention goals is provided.	0	1	2
<i>Criterion: In relation to each of the goals, a clear plan for evaluating those goals is given.</i>			
9. Issues related to the termination of treatment/interventions are described.	0	1	2
<i>Criterion: A description of the termination process, as well as the post-termination plan is discussed.</i>			

E. Overall Evaluation

1. The writing is clear and concise.	0	1	2
2. There are no grammatical or spelling errors.	0	1	2
3. The document is professionally presented according to APA style.	0	1	2
4. The document does not contain colloquial expressions, jargon, or pejorative or judgmental language.	0	1	2
5. The document is written so that others (e.g., teachers, parents) can understand without difficulty.	0	1	2
6. The language is specific rather than general in nature.	0	1	2

Other Comments or Concerns:

Is the student ready for the Oral Conversation? ___ YES ___NO for the following reasons:

Appendix B1

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

CHANGE OF ADVISOR FORM

Name: _____

Date: _____

Current Advisor: _____

New Advisor: _____

New Advisor Signature: _____

Reason for advisor change:

Appendix B2

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

Leave Request Form

Student Name _____

Advisor _____

Form Letter Submitted with timeline _____
(Date)

Reason for Leave Request:

Doc Faculty Team Action: Date: _____

Accept: _____ From _____ To _____

Reject: _____

Reason for: _____

Advisor Follow Up:

Appendix B3

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

**Doctoral Student Annual Review
2007-2008**

Student Name: _____

Advisor Name: _____

Date of Entrance to the Program: _____ **# of 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 15th (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.***

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

Section II: Clinical Experiences

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

Section III: Program Milestones

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

Section IV: Research/Scholarship

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

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

Section V: Professional Development

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

Section VI: Teaching

Please describe any involvement you had in teaching this year.

Section VII: Related Activities Outside Northeastern

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

Section VIII: Plans for Next Year

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

Appendix C1

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

ADVANCED FIELDWORK CONTRACT

Student Name

Site Supervisor

Northeastern University
Fieldwork Supervisor

As an advanced fieldwork student from the School/Counseling Psychology Doctoral Program at Northeastern University, I agree to complete an advanced fieldwork experience with _____ (Agency) on the following terms:

Months student is expected to be on site: _____

Days per week on (specify days): _____ Hours per week on site:

As part of my advanced fieldwork experience, I will be expected to demonstrate competency in the following areas:

I will maintain a log of my experiences to be reviewed by my university supervisor. At the middle and end of the academic year, my site and university supervisors will evaluate me.

My site supervisor will meet with me _____ hours per week.

I will have additional supervision for: _____

I will also meet regularly during the semester with my NU supervisor and other advanced fieldwork students for group and individual supervision.

Student signature _____ Date _____

Site Supervisor _____ Date _____

Appendix C2

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

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

Student Name _____

Site Supervisor _____

Placement _____ Period Covered

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 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

5. CLINICAL SKILLS

A. Theoretical knowledge and practical application:

- 1. Individual therapy _____
- 2. Group therapy _____
- 3. Couples therapy _____
- 4. Family therapy _____
- 5. Consultation/System intervention _____

B. Quality of therapeutic relationships: _____

ADVANCED FIELDWORK EVALUATION

PAGE 2

- 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 _____

ADVANCED FIELDWORK EVALUATION

8. TRAINING GOALS

A. Please address goals achieved during the evaluation period:

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

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

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

Student signature _____

Date _____

Site Supervisor signature _____

Date _____

Appendix C3

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

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

Return to:
Dr. Deborah Greenwald
203 Lake Hall
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 _____

(Completed by student)

Name of supervisor:

Overall, how effective was your supervisor?

What were your supervisor's strengths?

In what areas does your supervisor need improvement?

Would you recommend this supervisor to another student? Yes___ No ___

Appendix D1

Northeastern University Department of Counseling and Applied Educational Psychology School/Counseling Psychology Program

INTERNSHIP EVALUATION FORM (To be completed by field supervisor)

Intern _____ Supervisor _____

Placement Site _____

Period Covered _____

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?

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:
Insight and self-reflection; motivation in seeking to gain new knowledge | Rating: ____ |
| 4. Psychologist role/identity development:
Professional ethics; other personal qualities, such as responsibility, maturity and integrity | Rating: ____ |
| 5. Relations with staff | Rating: ____ |
| 6. Sensitivity to and competence with diversity (race, gender, ethnicity, sexual orientation, disability, social class, 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).

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

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

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

INTERN'S SIGNATURE _____ DATE _____

SUPERVISOR'S SIGNATURE _____ DATE _____

Appendix E1**Northeastern University
Department of Counseling and Applied Educational Psychology
School/Counseling Psychology Program**

CAEP Dissertation Form

Student Name _____
Date _____

Research Topic _____

Committee _____

Chair Signature _____
(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
School/Counseling Psychology Program**

**Dissertation Proposal Approval Form
(to be submitted to the Graduate School of the Bouve 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:

_____ Date: _____
Committee Chairperson

_____ Date: _____
Committee Member

_____ Date: _____
Committee Member

_____ Date: _____
Committee Member

_____ Date: _____
Head of Department

_____ Date: _____
Graduate School Notified of Acceptance

_____ Date: _____
Director of Graduate School

Appendix E4

Northeastern University Bouvé College of Health Sciences

Graduate School Approval Record

Dissertation Title:

Author:

Department: Counseling and Applied Educational Psychology

Approved for Dissertation Requirements of the Doctor of Philosophy Degree

Dissertation Committee:

_____ Date: _____
Committee Chairperson

_____ Date: _____
Committee Member

_____ Date: _____
Committee Member

_____ Date: _____
Committee Member

_____ Date: _____
Head of Department

_____ Date: _____
Graduate School Notified of Acceptance

_____ Date: _____
Director of Graduate School

_____ Date: _____
Copy Deposited in Library

Appendix E5
SAMPLE DISSERTATION TITLE PAGE

DISSERTATION TITLE IN FULL CAPITALS (CAPS)

A dissertation presented by

Student Name in Full

Submitted to

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

in the field of

Counseling/School Psychology

Northeastern University
Boston, Massachusetts
Month, Year