



**Northeastern University**

*Bouvé College of Health Sciences*

Department of Applied Psychology

**COUNSELING PSYCHOLOGY  
DOCTORAL PROGRAM  
Student Handbook  
2020-2021**

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## I. INTRODUCTION

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

## II. OVERVIEW OF THE PROGRAM

The Counseling Psychology Doctoral Program is a full-time doctoral program that accepted its first cohort in 2009. The program was accredited by the American Psychological Association (APA) in May 2014 for 7 years, until 2021. In addition, the program has received the Association of State Provincial Psychology Boards (ASPPB)/National Register designation. The curriculum prepares graduates to meet licensure requirements in psychology in the Commonwealth of Massachusetts. The program adheres to the scientist/practitioner model of training and is intended to develop psychologists who have knowledge of: (1) psychological theory; (2) a broad range of assessments and interventions; (3) research design, methods and statistics; and (4) the ability to use knowledge and skills to improve the psychological health of individuals, couples, families, and groups. Students are prepared for preventive and health-promoting clinical practice with culturally diverse children, youth, adults, and families in medical centers, colleges and community mental health settings. One of the strengths of the program is its focus on individual and cultural differences. The serious commitment to offer substantive training in the areas of individual and cultural diversity is reflected in the composition of the department faculty and student body, the research and professional activities of the faculty and students, the training model, and the content of the curriculum as well as the nature of the advanced fieldwork and internship sites.

### A. The Ecological Perspective

The educational philosophy of the program parallels both the university's "student-centered, practice-oriented, and urban" mission and the ecological model of psychological theory. This model guides the program in its continuing development and in its education of students in theory, research, and practice. The ecological model, as articulated by Bronfenbrenner (1979, 1998), suggests a theoretical structure for the training of scientists/practitioners who understand and are able to practice psychology in a sociocultural context. The ecological model draws heavily from the concepts of Lewin's field theory, as developed by Barker (1978) and others in community psychology (e.g., Duffy & Wong, 1996; Orford, 1992). They emphasized that, in addition to intra-psycho factors, there are many environmental factors that shape individuals.

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

### B. Program Faculty

The program's faculty is listed below. Members of the faculty have extensive expertise in many areas including: assessment; child, family, and systemic interventions; consultation; cross-cultural and multicultural counseling and assessment; early intervention and child development; issues surrounding gender and sexual orientation; human behavior in organizations; mental and behavioral health; pediatric psychology; quantitative methods and prevention.

**Jessica B. Edwards George, Ph.D., Associate Clinical Professor**

Dr. Edwards George is the Director of Clinical Training (DCT) for the Ph.D. in Counseling Psychology Program. She is a licensed psychologist as well as a nationally certified school psychologist who specializes in pediatric psychology, specifically children and families with gastrointestinal illnesses, food allergies, and internalizing disorders. Dr. Edwards George is a faculty member of the APPEAR research team (Applied Psychology Program for Eating and Appearance Research). Her research interests lie broadly in the areas of dietary adherence and psychological and behavioral correlates of adherence to medically necessary dietary regimens in pediatric populations, such as children with gastrointestinal disorders and food allergies. Dr. Edwards George is also the clinical coordinator for the Department and the Director of Clinical Training for the School Psychology Ph.D. Program

**Laurie Kramer, Ph.D. Professor**

Dr. Kramer is a licensed clinical psychologist (IL) whose research focuses on the mechanisms by which young children can develop positive relationships with their siblings. Her longitudinal research has identified several characteristics of children, parents and families that contribute to prosocial relationships. She and her students have used these results to develop a set of preventive interventions that have been shown to improve sibling relationships of young children. Her current research is testing an online version of the More Fun with Sisters and Brothers Program for parents which, if shown to be effective, will enable families to benefit from an evidence-based program, regardless of geography. In addition to research publications, Dr. Kramer has co-edited several special issues of journals on sibling relationships. She sits on the Editorial Boards of the *Journal of Family Psychology*, *Family Process* and *Family Relations*. Her clinical work has focused on the assessment of developmental and psychological disorders in children and adolescents as well as couple and family therapy. Dr. Kramer joined the Applied Psychology faculty in fall 2016, coming from the University of Illinois where she was Professor of Applied Family Studies and the Founding Director of the Family Resiliency Center which fostered initiatives aimed at enhancing the well-being of children, youth and families through multidisciplinary research, education and outreach. She also served as an associate dean of academic programs and received national recognition as an award-winning teacher.

**Tracy Robinson-Wood, Ed.D., Professor**

Dr. Robinson-Wood is a licensed mental health counselor in Massachusetts and a licensed clinical mental health counselor in New Hampshire. Her research interests focus on the intersections of race, gender, sexuality, class, and culture in psychosocial identity development. She is conducting research on the incidence and manifestation of microaggressions among highly educated racial, gender, and sexual minorities. She also conducts research on racial socialization practices among white mothers of non-white children. She is the author of The Resistance Modality Inventory, a measure of resistance among black women. The fourth edition of her textbook, *The convergence of race, ethnicity, and gender: Multiple identities in counseling* was published in 2013.

**Rachel Rodgers, Ph.D., Associate Professor**

Dr. Rodgers' is the Program Director for the Ph.D. in Counseling Psychology Program and a licensed psychologist in France. Dr. Rodgers' interests are in the area of body image, disordered eating and adolescent/young adult psychopathology, in particular focusing on sociocultural influences on body image and eating concerns. Her research aims both to examine socio-cultural determinants of health-related behaviors but also develop and evaluate prevention and intervention programs for body dissatisfaction, eating concerns, and related risky behaviors. In addition, her research aims to generate findings which may inform public policy.

**Christie Rizzo, Ph.D., Associate Professor**

Dr. Rizzo's research focuses on romantic relationship risk behaviors among adolescents (dating violence, sexual risk taking), with a particular focus on vulnerable youth such as those involved in the child welfare and juvenile justice systems. She has received federal funding for her research from the National Institute of Mental Health (NIMH), National Institute of Child and Human Development (NICHD) and the National Institute of Justice (NIJ). Ongoing projects include the development of a cognitive-behavioral intervention to reduce dating violence, sex risk and delinquency among juvenile justice girls and the development of a technology-based intervention that engages parents and boys in risk prevention programming. Dr. Rizzo is also a licensed psychologist.

**William Sanchez, Ph.D., Associate Professor**

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

### C. Program Management

The program is managed by its core faculty, who meet regularly to develop and implement program policies and respond to student, faculty, and larger professional needs and concerns. Student representatives from the student steering committee, described below, attend some of the meetings. Dr. Rodgers is the Program Director. Dr. Edwards George is the Director of Clinical Training (DCT) and is responsible for developing relationships with training sites, preparing students for clinical placements, and supervising students while they are on advanced fieldwork experiences and internship.

### D. Licensure Information

In addition to the information provided by the program, students can obtain information pertaining to licensing procedures in Massachusetts (examinations, course requirements, application process) from the Office of Consumer Affairs, Massachusetts Board of Registration of Psychologists, 1000 Washington Street, Suite 710, Boston, MA 02118-6200, by calling 617-727-9925, or at the Board's website: <http://www.mass.gov/ocabr/licensee/dpl-boards/py/>

Because the regulations change over time, students are advised to check the Massachusetts website regularly. Students are also advised to check websites for licensing information in other states, if they are interested in obtaining licensure elsewhere. Students are strongly encouraged to review the licensure application materials as early as possible

## 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. 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 administrative assistant, graduate school and, most importantly, the Registrar's Office (<http://myneu.neu.edu>) of changes in address, telephone number and email;
4. Reviewing and promptly replying to emails from faculty and department administrators as well as from the Ph.D. in Counseling Psychology e-mail listserv. Students are expected to utilize their Northeastern University email accounts *with official signatures* and if they choose to use another email account they should forward their Northeastern University email to this account. Students (and faculty) are expected to respond to emails within *48 business hours* resolving the issue or indicating that they have received the email and need more time to address. Students will be added to the listserv the summer prior to enrolling;
5. Obtaining the required disability documentation from the Disability Resource Center (DRC) when requesting special accommodations for exams (e.g., extended time for in-class or comprehensive examinations);

6. Adhering to the ethical code of the American Psychological Association (APA) in all aspects of professional behavior;
7. Completing the Doctoral Student Annual Evaluation/Funding Application (see Appendix C1) via E\*Value by March 30<sup>th</sup> of each year (including the internship year and students that have completed all requirements except for the dissertation);
8. Maintaining enrollment in the program, including during dissertation completion. Students must register each semester that they are in the program, unless on approved, official leave. Once they have completed their coursework and internship, they are required to register and pay for Dissertation Continuation until they graduate;
9. Being aware of university and college policies as specified in the *Graduate Policies and Regulations* handbook (<http://www.northeastern.edu/bouve/pdf/grad-handbook.pdf>) and the *University Graduate Handbook* (<http://www.northeastern.edu/provost/policies/>).

## B. Student Research/Scholarship Involvement and Expectations

Students are expected to collaborate with faculty on research/scholarship projects as well as on other professional projects. They may be involved in joint activities with peers, which can include study groups, attendance at student presentations, and department research colloquia. All students are required to participate on a research team for two consecutive academic semesters during the first year of the program. Students may choose to register for an elective research team course(s) in conjunction with their participation on a research team (CAEP 7771, 7773, 7775 (Fall) and CAEP 7772, 7774, 7776 (Spring)—1-3 credits) applying 1-3 credits of research team course registration towards the required 3 credits of electives in the student’s program of study. If a student is considering this option the student should discuss the pros and cons of this approach with their advisor as soon as possible. Continued participation in research teams is strongly encouraged throughout the student’s years in the program. It has been found that students who continue to engage with research teams beyond their first year tend to achieve more progress towards their research goals, including their dissertation. Beginning in the second year, we expect that students will present one paper or poster at a conference each year. The conference may be one that occurs at Northeastern University or outside. It is important that all students discuss any conference abstracts with their faculty research mentor BEFORE submitting. We also expect students to participate in at least one paper to be submitted for publication during their doctoral program, in conjunction with faculty and research team. Progress toward these expectations will be reviewed during the annual evaluation meeting with students’ advisor and the program faculty. When a student submits research posters, presentations and/or publications they should collaborate with their advisor and faculty involved in the corresponding research activities.

In order to become more familiar with student research and the dissertation process, it is required that students attend at least two proposal hearings and two dissertation defenses of peers/other students in the department during their first two years of study. It is strongly recommended that students go beyond this minimum requirement of attendance at proposal hearings and defenses. Students are advised to keep a list of hearings and defenses attended to include in their annual review.

## C. Student Professional Involvement

Students are also encouraged to join professional organizations, such as the American Psychological Association (APA), Massachusetts Psychological Association (MPA) and applicable Divisions of the APA. Many of these associations have student groups, and students are particularly encouraged to join with these groups to benefit from the student-focused resources available. Membership information for these organizations is available online.

## D. Student Involvement in Program Operations and Improvement

Student feedback is solicited throughout the academic year in the form of faculty/student meetings, program surveys, individual faculty/student conferences, and end of the year annual student evaluations. In addition, students provide faculty with feedback through on-line course evaluations. A student representative is also invited to attend program meetings once/month to facilitate feedback and communication between the faculty and students.

## E. Students Who Use Social Networking Sites

Students who use social networking sites (e.g., Facebook, Twitter, etc.) and other forms of electronic communication should be mindful of how their communication may be perceived by clients, colleagues, faculty, and other mental health professionals. As such, students should make every effort to minimize visual or printed material that may be deemed inappropriate for a psychologist or counselor. To this end, students should set all security settings to “private” and should avoid posting information/photos and avoid using any language that could jeopardize their professional image. Students should consider limiting the amount of personal information posted on these sites and should never include clients, undergraduate or graduate students (for whom they have served as an instructor) as part of their social network, since doing so may constitute a boundary violation. Additionally, any information that might lead to the identification of a client or represent a violation of client confidentiality is a breach of the ethical standards that govern the practice of psychologists, counselors and mental health professionals in training. Engaging in these types of actions could result in the student being dismissed from the program.

## IV. SUMMARY OF CURRICULUM AND REQUIREMENTS

### A. Student Advisement

Students are initially assigned the program director as an advisor, unless a clear faculty mentor is available and appropriate upon entry. Prior to entry into the program, the program director reviews each student's graduate transcript, in order to identify prerequisites that need to be completed as well as courses that can be transferred or waived. Students should review their prerequisites (Appendix A1), program of study plan (Appendix 2) and progress in the program with their advisor. A model program sequence is in Appendix A3. Students are free to change advisors by completing the “change of advisor form” (see Appendix B1). Students should *inform the previous advisor, the new advisor, and program director* prior to the change and obtain signatures on form. Such a change does not reflect negatively on students and is typically based on a match between student-faculty interests.

Note that faculty members are not always able to take additional students, and it is the right of the prospective faculty member to determine whether or not the student would be best trained under them. The student-advisor relationship is intended to provide a structure for the development of a close professional relationship with at least one faculty member on the core faculty. Students take responsibility for maintaining contact with their advisors. Students are also encouraged to develop relationships with other faculty in a variety of ways: in class work, research activities, clinical work, and professional projects. When a student selects a dissertation committee chair, that individual then becomes the advisor if that is not already the case. 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:

- Coursework;
- Intensive clinical training, consisting of a minimum of at least two years of advanced fieldwork (20 hours+ a week) and one year of an approved full-time, pre-doctoral internship;
- Intensive research activities and dissertation.

#### 1. *Coursework*

Program coursework is organized into four areas:

- a) General core courses in psychology. The core courses in psychology cover the biological, social, cognitive/affective, and multicultural issues in psychology, as well as the history and systems of psychology.



- b) Research and scholarship. Preparation in research and scholarship is embedded in all course work, but specifically in the research and statistics course sequence.
- c) Clinical training. Preparation in clinical training includes courses in assessment and intervention, as well as field training components (Advanced Fieldwork and Doctoral Internship).
- d) Professional development. The course in legal and ethical issues, the required monthly doctoral seminar, fieldwork and doctoral internship seminars and attendance at dissertation proposal and final defense hearings emphasize professional preparation and development.

All written work should follow the guidelines of the *Publication Manual of the American Psychological Association* (7<sup>th</sup> edition, 2020); <http://apastyle.apa.org/>. As prudent consumers of scientific information, doctoral students are expected to use primary sources for all work.

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 classes meet twice a week for 2 1/2 hours. Required doctoral courses may be scheduled during the summer as well as during the academic year and can be scheduled on any weekday at any time. Students must 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 myNortheastern, a web-based system that can be found at <http://my.northeastern.edu> for additional information regarding course registration please see the Registrar's webpage <http://www.northeastern.edu/registrar/>.

A directed study is similar to an independent study, where an individual student works with an individual faculty member on a specific topic area. When a student and faculty member agree to a directed study, the student must fill out the Directed Study Form, for one, two, or three credits, obtainable from the Graduate School office (123 Behrakis Health Science Center or at <https://registrar.northeastern.edu/app/uploads/IIRF-Instructions-for-Students-1.pdf>; see Appendix B5). The student must submit it to the department chair or advisor prior to the student's registration for the directed study. Students may not register for a directed study after late registration is over. A directed study cannot be used to replace a course offered by the department. The Massachusetts Licensing Board scrutinizes directed studies and course waiver documents carefully. A Directed Study cannot be substituted for a required doctoral course.

- With regard to incomplete grades, please refer to the *Graduate Policies and Regulations* (<http://www.northeastern.edu/bouve/pdf/grad-handbook.pdf>) and complete the forms that are to be filled out by the student and signed by the instructor (<https://www.northeastern.edu/registrar/form-inc-grade.pdf>)
- Students should enroll in CAEP 9990-Dissertation, a required course, *twice/for two semesters*; in their third or fourth year typically when they propose and defend their dissertation. They should also enroll in CAEP 9996 (Dissertation continuation) if they have completed all other requirements including the internship and continue to work on their dissertation. Students may enroll in CAEP 9996 for as many semesters as needed to maintain their student status. Both dissertation courses (CAEP 9990 and CAEP 9996) are 0 credits hours, but have fees associated with them. Current tuition and fees can be found at <https://studentfinance.northeastern.edu/billing-payments/tuition-and-fees/>
- Students will not graduate until all requirements, including the internship, are completed.

## 2. *Clinical Training*

Intensive clinical training is a required component of the program. This preparation includes advanced fieldwork at various mental health settings in the Boston area. At least two years of advanced fieldwork training is required. In addition, students must complete one year of full-time pre-doctoral internship approved by the program.

## a. Advanced Fieldwork

Training goals include the advanced development of skills in:

1. behavioral observations
2. interviewing
3. psychological assessment
4. counseling and treatment/intervention planning and practice
5. consultation
6. effective use of supervision (both from supervisors and peers)
7. an understanding and commitment to the ethical codes of the profession

Entry into Advanced Fieldwork requires successful completion CAEP 7758 Doctoral Seminar in Contemporary Theories of Psychotherapy. Advanced Fieldwork typically occurs in the second and third years of doctoral study and consists of at least 600 hours of fieldwork under the supervision of a doctoral-level psychologist. Students are expected to be at their site for at least 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 obtain a written evaluation of their performance at their fieldwork site completed by their supervisor (see sample electronic form in Appendix C2).

During the fall of the first year of study, and in the fall of every year before an anticipated year of advanced fieldwork, it is necessary for students to meet with the Director of Clinical Training (DCT) to discuss an individualized plan for the advanced fieldwork search process.

See Section II for a complete description of the procedure for choosing and obtaining advanced fieldwork placements.

## 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 Association of Psychology Postdoctoral Internship Centers (APPIC) approved setting. All non-APA/non-APPIC sites require approval by the DCT and the program faculty.

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

1. Successful completion of all comprehensive examinations by September of the fall internship application semester, prior to submission of the internship application;
2. Successful completion of all coursework by the end of the fall semester of the year of application. That is, a student may still be taking courses as long as the coursework will be completed satisfactorily by the end of the fall term; Advanced Fieldwork IV is the only exception to this rule, and will usually be taken during the spring preceding internship;
3. Satisfactory performance at the advanced fieldwork site as assessed by both the site fieldwork supervisor and the advanced fieldwork university instructor. It is the latter who has the responsibility for assigning the grade for the advanced fieldwork course;
4. Satisfactory completion of the dissertation proposal by November 1 of the intended internship application year.
5. The faculty advisor submits a memo of readiness to the program director and DCT before the end of the spring term preceding the anticipated internship application. This memo should include an attestation that the student's timeline for the dissertation is reasonable and likely with a proposal date of November 1<sup>st</sup> or earlier.

Students are advised to access the APPIC Application for Psychology Internships (APPI) online through the APPIC website ([www.APPIC.org](http://www.APPIC.org)) during the first year of the program so that they can keep track of and gather the required materials as they progress through the program. This is especially important during Advanced Fieldwork, so that the information necessary for completing the internship application will already be compiled. Available sites and

guidelines for settings are in the annual directory of the Association of Psychology Postdoctoral Internship Centers (APPIC).

### **3. Research Training**

Intensive research activities, culminating in a dissertation, are program requirements. Students are required to participate in a research team during their first year (two consecutive semesters) and encouraged to continue to do so throughout the program. These activities provide opportunities to work through scientific questions and to gain exposure to different research methodologies. Continued participation in research teams is strongly encouraged throughout the student's years in the program. It has been found that student who continue to engage with research teams beyond their first year tend to achieve more progress towards their research goals, including their dissertation.

A doctoral dissertation is required for all students (see a more detailed description of the process below). A dissertation is a scholarly work for which a student identifies a problem, reviews the relevant literature for that problem, and then develops, implements, and discusses a study that extends the understanding or evidence around the problem.

Dissertations may result from ongoing research with faculty and fellow students or may consist of a separate topic or area. The earlier a student begins to think about the dissertation and to explore a topic, the greater the likelihood the process will proceed in a timely manner. It must be emphasized, however, that dissertations do not develop in a vacuum; they are the result of intensive immersion in a topic of interest. Students are encouraged to explore topics of interest as they address various requirements in their courses so that they will become increasingly familiar with a particular body of literature. Some dissertations may evolve from participation in a faculty member's program of research. They may also evolve from the student's own interests or from projects being conducted outside the university or 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. Adherence to time limits
4. Incomplete grade resolution
5. Completion of all comprehensive exams within the first three years of the program
6. Participation in research teams during the first year (two consecutive semesters)
7. Attendance at Department of Applied Psychology Brown Bag Lecture Series during first year (with one allowed absence during the academic year). The schedule and topics will be released at the start of each semester.

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

Annual evaluations are used to track students' progress and professional development and include both academic and 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, demonstration of multicultural competencies, 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.

Evaluations take place during the spring term of each year the student is in the program. The student's self-evaluation form (see Appendix C1) must be completed digitally via the E\*Value system by March 30 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, contacting their advisor after April 1<sup>st</sup> to set up a meeting. At the end of the process, the advisor completes a summary of

performance in all domains (also within E\*Value) based on the faculty input and the student's self-evaluation. The evaluation is stored digitally and a copy is placed in the student's file. Students may view their evaluation digitally anytime after their advisor completes it and should discuss with their advisor if they disagree with any aspects or have any further questions.

## **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, being enrolled in a minimum of three courses (eight semester hours minimum) per semester for two consecutive semesters. Students are expected to be available for all scheduled program activities (e.g., classes, program meetings).

## **3. Adhering to Time Limits**

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

A student who is unlikely to maintain expected progress through the program should consult with his or her advisor as soon as possible. A procedure similar to the one 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**

An incomplete (I) grade may be reported by the instructor when a student has failed to complete a major component of a required course and must be agreed upon *prior* to the end of the term. Incompletes are *not* routinely granted. Only the course instructor can make the decision to grant an incomplete grade to a student. The student must complete an Incomplete Grade Contract, including timeline for completion (available at: <https://registrar.northeastern.edu/app/uploads//form-inc-grade.pdf>), sign the agreement, and obtain the instructor's signature; leave a copy with the instructor, who will seek approval from the academic dean's office before sending it to the Bouvé Office of Graduate Student Services. Student should keep a copy for his/her record. Any exception to this policy must be recommended by the college's Academic Standing Committee (ASC) and must be forwarded in writing by the ASC to the Registrar for implementation. The agreed-upon course work must be completed within one calendar year from the end of the term in which the course was offered. 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.

## **5. Comprehensive Examinations**

Written comprehensive examinations are generally taken during the first and second years of study and are designed to evaluate students' competencies in four areas: assessment, ethics, intervention and research. Starting September 2014, all comprehensive exams need to be completed within the first three years of a student's program of study. These exams are three-hour comprehensive essay exams that are taken in a computer lab unless other arrangements are made. After successful completion of the comprehensive examinations, students are admitted to doctoral candidacy and become eligible for the dissertation proposal hearing and eventual doctoral internship. Students

cannot apply to internship prior to successfully completing the comprehensive exams and having their dissertation proposal approved at a dissertation proposal hearing.

The comprehensive examinations are offered once during the fall semester and once during the spring semester. Students need to register their intention to sit for a comprehensive exam in advance of the exam with the program director and comprehensive exam faculty coordinator via email in response to the comprehensive exam faculty coordinator's request for intent. Rescinding this intention needs to occur two weeks prior to the exam. Students wishing to take more than one comprehensive exam in one day need to consult with their advisor about the appropriateness for the individual student. If the advisor and student do not agree on the appropriateness of taking more than one comp exam in one day, the student may petition the program faculty for a review of appropriateness and final approval or denial of the request. A maximum of two exams can be taken in one day. It is expected that students will complete all the required courses and related activities in each area prior to taking the exam. Required coursework must be completed prior to sitting for comps (a) CAEP 7732 for the Ethics Comp; (b) CAEP 6350 and CAEP 6352 for the Assessment comp; (c) CAEP 7712 and 7716 for the Research comp; and (d) CAEP 7758 and CAEP 7720 for the Interventions comp. The comprehensive exam questions are in essay form. Please see Appendix A4 for guidelines to help prepare for the comprehensive exams. The examinations are graded anonymously. Students can expect results within approximately one month after the completion of the exam. Exams are graded as pass/fail. Three faculty members review each comprehensive exam. A student must receive passes from at least two of the faculty reviewers to pass the exam. Any disability-related requests for additional time for the examination must be supported by a request for accommodation from the Disability Resource Center, which should be initiated, well in advance of the exam.

Students whose first language is not English will receive an extra hour and a half to complete the exam. Students who have specific questions as it relates to additional time should speak with their advisors.

*Students have two opportunities to pass the comprehensive exam areas. Upon failing a comprehensive exam, a written remediation plan signed by the faculty responsible for remediation, advisor and student will be agreed upon and put into place. This plan will include remediation activities, timeline for the remediation plan and timeline for periodic review of progress towards the goal of successfully passing the comprehensive exam failed. A member of the faculty will be designated to work with the student toward remediating the student's work prior to retaking the exam. It is the student's responsibility to submit assignments in a timely manner towards remediating the failed comprehensive exam. Remediation does not guarantee the student will pass the exam the second time. **Failure to pass an exam the second time will result in automatic dismissal from the Program.***

## ***6. Participation in research teams during the first year (two consecutive semesters)***

All students are required to participate on a research team for two consecutive academic semesters during the first year of the program. Continued participation in research teams is strongly encouraged throughout the student's years in the program.

## ***7. Attendance at Department of Applied Psychology Brown Bag Lecture Series***

All first- and second-year students will be required to attend the monthly Department of Applied Psychology Brown Bag Lecture Series, a colloquium (with one allowed absence during an academic year). **Advanced students are strongly encouraged to make every effort to attend.** The schedule and topics will be distributed at the beginning of each semester.

## V. ACADEMIC POLICIES

In addition to the following policies, students are encouraged to review the policies presented in *Graduate Policies and Regulations* handbook (<http://www.northeastern.edu/bouve/pdf/grad-handbook.pdf>) and the University *Graduate Handbook* (<http://www.northeastern.edu/provost/policies/>).

### A. Grading Policy of B or Better

As of fall 2016, students in the Ph.D. in Counseling Psychology Program will be required to maintain a grade of B or better in each course where a letter grade is given. If a grade of B or better is not received, the student will be required to retake the course and are at-risk of being placed on academic probation.

### B. Transfer of Credit and Course Waivers

#### 1. *Transfer of Credit*

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

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

The transfer of credits must also be approved by the program director and student's advisor and documented in the student's file. 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. Please be aware that a course taken at institution not on the semester system may not transfer in with the equivalent number of semester credits (ex. quarter credit hours). Grades received for transfer credits will not be reflected in the student's overall GPA and may not be used to obtain the academic average necessary for the completion of degree requirements.

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

1. The syllabus of the course is first submitted to the advisor and program director who forwards it to the faculty who regularly teaches the course for approval, to approve and ensure that the courses are comparable;
2. Student must complete the *Graduate Petition to Transfer Credit* (form found at <http://www.northeastern.edu/registrar/form-gs-xfer-cred.pdf>) and the *Course Substitution* form (form found at <https://bouve.northeastern.edu/pdf/grad-handbook.pdf> in the Bouvé Graduate Handbook; See Appendix B4) and submit to the graduate school with appropriate signatures.
3. The official transcript with the student's grade must be filed in the Graduate School and signed by the advisor/program director and Graduate Student Services authorized representative upon completion of the course;
4. No more than 9 credits may be given for doctoral courses taken elsewhere;
5. The course may not have been used for credit for any other degree.

## 2. Course Waivers

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

Students should confer with the program director and their advisor as their program of study is being developed the summer before entering in the program to identify such potential courses. The program director will then consult with faculty who teach the course to determine appropriateness for waiver. Students must submit the *Course Waiver Form* (See Appendix B3) 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 and the course syllabus. The faculty members who routinely teach the course make 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. Any outstanding issues regarding course transfers or waivers can also be brought to the doctoral program committee for discussion and resolution.

### D. Grading System

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

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

In addition, the following letter designations are used:

- I** Incomplete
- IP** In progress
- 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

### D. Academic Standing

The minimum cumulative GPA for a doctoral student to be in good academic standing is 3.000. A student who falls below this level during any semester is at-risk of being placed on academic probation and must be approved by the faculty for continuation in the program. Please refer to the *Bouvé Graduate Policies and Regulations* for information regarding academic probation (<http://www.northeastern.edu/bouve/pdf/grad-handbook.pdf>)

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



Students in probationary status may be asked to repeat courses, do additional fieldwork, or do other experiences to remediate deficiencies. Such work will be recommended and approved by the faculty. *A remediation plan will be put into place to help the student move out of probationary status and return to good academic standing.*

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 must obtain “Intermediate” or “Advanced” ratings on all Advanced Fieldwork Student Evaluation items by the end of the second advanced fieldwork experience to be deemed satisfactory in this area (See Appendix C3). Students who do not complete university seminar requirements (both fieldwork and pre-doctoral internship seminars) will not receive credit for their clinical experience. The program faculty is ultimately responsible for any grades or decisions regarding a student’s continuation in the program.

## VI. UNIVERSITY POLICIES

The following policies apply to all students pursuing degrees in, or enrolled in, classes taught within the AP 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***

Northeastern University affirms that it is essential to provide an appeals mechanism to students who believe that they have been erroneously, capriciously, or otherwise unfairly treated. Please see the complete Academic Appeal Appeals policy at <https://bouve.northeastern.edu/pdf/grad-handbook.pdf>.

#### ***2. Procedures***

Please see the complete Academic Appeal Appeals procedure at <https://bouve.northeastern.edu/pdf/grad-handbook.pdf>.

It is the hope of the department faculty that in those instances where a dispute or a grievance may occur, a satisfactory resolution may be found within the department by following a spirit of collegiality and professionalism. In addition, *a grievance binder is kept in the program director’s office in a locked file cabinet. Students may register their grievances with the program director for placement in the confidential binder.*

### B. Standards of Behavior

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

#### ***1. Academic Honesty***

A necessary prerequisite to the attainment of the goals of the University is maintaining complete honesty in all academic work. Students shall adhere to the Academic Integrity Policy at Northeastern, available at <http://www.northeastern.edu/osccr/academic-integrity-policy/>. Anyone failing to observe these standards will be subject to disciplinary action, including dismissal from the program. Students are expected to present as their work only that which is clearly their own work in tests, papers, and any material submitted for credit. Students may not



assist others in presenting work that is not their own. Purchasing term papers from commercial firms or individuals is a serious violation of University policy. Offenders are subject to disciplinary action, including dismissal from the program.

## **2. Ethics**

Departmental faculty and students are bound by the APA Ethical Standards. A copy of the APA Code of Ethics is available online at <http://www.apa.org/ethics/code/>. 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 indicates all course requirements and grading procedures. Instructors are responsible for ordering textbooks and providing necessary course materials for student purchase.

### **2. Course Evaluations**

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

### **3. Canvas <sup>TM</sup>**

The University's online Canvas<sup>TM</sup> web learning program is being used to supplement the classroom experience. Students will be registered automatically for Canvas access for each course in which they are enrolled. The instructor will inform you if and how the Canvas system will be used in the course. The Canvas program utilizes students' Northeastern (husky.neu.edu) email address and it is necessary that students check that email account regularly to ensure receipt of important messages.

### **4. Experiential Learning**

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

## VII. GENERAL INFORMATION

### A. Housing

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

### B. Financial Aid

Northeastern University offers graduate students numerous ways to obtain financial assistance. The Office of Financial Aid administers several types of assistance to graduate students, all based on need. They are the Perkins Loan, College Work-Study Program, Stafford Loan, and the Massachusetts Graduate Grant Program. Northeastern University is a participant in the College Scholarship Service, which uses the Financial Aid Form (FAFSA). All applicants for financial aid, including loans, must file a FAFSA in order to be considered. Northeastern University's Graduate School's Financial Aid Application and transcripts of financial aid history from other schools attended are also required. All application forms are available from the Student Financial Services Graduate Financial Aid Office in 354 Richards Hall (<http://www.northeastern.edu/financialaid>)

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. Through funding from the Bouvé College of Health Sciences, the Department of Applied Psychology offers several forms of financial aid to graduate students. The Stipended Graduate Assistantship (SGA) involves working with assigned faculty for 20 hours a week and carries a stipend and tuition remission of 12 credit hours per semester over an academic year. SGA offers from the College may be in one or two-year increments. Please refer to your SGA award letter for additional details about the award. Students who have SGAs and wish to take on *additional work for pay outside of the University* must discuss appropriateness with advisor/SGA supervisor and receive approval. It is the *responsibility of the student* to bring these other employment arrangements to the attention of the advisor/SGA supervisor/Department/College and complete an SGA overload form when needed. Graduate Student Scholarships are offered to full-time students only, and cover a specific number of credit hours per semester. All aforementioned financial aids are awarded on a competitive basis. The program director will send information to students about how to apply for funding in the spring semester (See Appendix C1 for current funding application that is combined with the annual student evaluation). The program director will share all funding opportunities with the student body as they become available via the listserv and how one applies for these opportunities.

Students may wish to apply for special grants for their doctoral dissertations and are encouraged to speak to their advisors about this possibility. The Northeastern University Dissertation Completion Fellowship awarded by the Provost's office has been obtained by a number of students in the program in the past (Details at <https://www.northeastern.edu/graduate/admissions-information/scholarships/fellowship-opportunities/>). The National Institutes of Health has a website ([http://grants.nih.gov/training/F\\_files\\_nrsa.htm](http://grants.nih.gov/training/F_files_nrsa.htm)), as do many other agencies, which may be very helpful. Students should work with their advisors on developing these applications. Students have found paid teaching or research positions at Northeastern University as well as at local colleges.

### C. Counseling Availability

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

## D. Disability Resources

The University is committed to providing services to students with disability-related special needs through the Disability Resource Center (DRC; <http://www.northeastern.edu/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.

## E. Harassment or Discrimination

Northeastern University is committed to providing equal opportunity to its students and employees, and to eliminating discrimination when it occurs. In furtherance of this commitment, Northeastern University prohibits discrimination or harassment on the basis of protected class status, and has policies in place for the protection of the university community. Students who have any questions with regard to any type of harassment or discrimination should contact the Office of Institutional Diversity & Inclusion (125 Richards Hall, 617-373-2133 <http://www.northeastern.edu/oidi/>). Students can seek help at this office without fear of retaliation.

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including male, female, transgender students, faculty and staff.

All faculty and staff, including stipended graduate assistants, are considered Responsible Employees and **must** promptly report any and all information they receive pertaining to allegations of sex or Prohibited Offenses to the Title IX Coordinator. The Title IX Coordinator within the Office of Gender Equity and Compliance (<http://www.northeastern.edu/titleix/>) is responsible for keeping the University within compliance of federal Title IX law, coordinating the investigation and resolution of all student-related matters involving Prohibited Offense. Students who have any questions related to gender equity and compliance should contact the Office of Gender Equity and Compliance at [titleix@northeastern.edu](mailto:titleix@northeastern.edu) or 617.373.4644.

## F. Safety

The men and women of the Northeastern University Police Department (NUPD) are dedicated to providing the Northeastern University community with a comprehensive program of police, security, crime prevention, emergency medical, fire safety, parking, and related public safety services to help ensure the campus community remains a safe and pleasant place in which to live, work and study.

The NUPD Crime Prevention Unit and Fire Safety Unit work tirelessly throughout the year to promote safety initiatives on how to protect yourself when in your residence, walking on campus or in public, in your car, and on public transportation. Preparedness is a vital component of campus safety. The Unit offers a range of personal safety initiatives throughout the year, such as RAD self-defense courses. In addition, the NUPD offers a Personal Safety Escort Service (escorts are provided 24 hours a day from one point on campus to another) & REDEYE Service (provided from dusk until dawn for those students who reside within one and one half miles of the center of campus). Go to <http://www.northeastern.edu/nupd/services-programs/personal-safety-escort-service/> for more information.

The NUPD website holds a variety of resources on sexual assaults, domestic and dating violence, harassment and stalking. Please visit <http://www.northeastern.edu/nupd/about/> for more information on safety at Northeastern University.

## G. Equal Opportunity Policy

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

## VIII. CLINICAL TRAINING

All advanced fieldwork and internships are covered by Northeastern University's liability insurance only when a student registers for appropriate credit hours and a valid contract exists between the site and the University. For this purpose as well as to provide appropriate supervision, enrollment for credit hours is mandatory whenever students are performing any clinical work that is to be counted towards their supervised doctoral clinical training hours. However, students should be aware that any conduct that conflicts with University regulations will not be covered by the insurance.

E\*Value, an online clinical management tool, is used for all advanced fieldwork and internship experiences to manage site details and application processes, initiate contract requests with sites, track student clinical hours and gather evaluations of student and site/supervisor performance. Training on the use of this tool will be provided in the Advanced Fieldwork seminar in the early Fall and instructions on how to use the basics of the system can be found on a Google Docs E\*Value Instruction sites. See website: <https://drive.google.com/drive/folders/0B3sO-vuKUpwxvjhvVU5yX0RjX1JVcWFWZS1scUdKMWF0Njd0cUtWZnRSdTY3QnlYaGhfWUE>

Login information for the E\*Value system will be sent to students during their first semester by E\*Value. If you do not receive this login by mid-fall please contact the DCT. See <http://www.medhub.com> for a detailed description of the clinical solutions program provided by E\*Value.

Some clinical training sites require criminal background checks, drug testing and other health requirements be completed for you before entering the clinical experience. Many sites provide this at no cost to students, but others require these clearance items be completed through Northeastern University and the results reported to the site, at a cost to the student. If your site requires this, please ensure at least 4 weeks for the process. Contact the DCT if you require this as soon as you become aware for further directions on how to proceed.

### A. 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 quality and variety of experiences and training available to the students, and the extent to which the training offered will supplement the students' prior experiences and enhance future professional goals. Students should be seeking, at a minimum, experience in therapy/psychological interventions and in assessment. These experiences may occur at the same sites or at different sites during the years of advanced fieldwork. It is highly recommended that students obtain both inpatient and outpatient advanced fieldwork experiences. The Massachusetts Psychological Association sponsors the Practicum Training Collaborative (PTC) to assist students with the search and selection of advanced fieldwork experiences in Massachusetts and neighboring states. This program is in initial years of implementation and the DCT will update students as to how it impacts the search and selection of training sites each year. Students should begin the process of investigating and gathering materials for fieldwork applications during the fall semester a year before fieldwork is to start.

Typically, students search for an advanced fieldwork site during their first year after meeting and consulting with the DCT and/or advanced fieldwork seminar instructor about potential sites in the fall and reviewing the database of

previously used and approved sites for the program within the E\*Value system. Students are also encouraged to speak with other students who have already completed their fieldwork experience to gain information about sites they are considering. Former students of sites can be found in the E\*Value system in the site information. Applicants should also discuss with the DCT prior student feedback about sites and site supervisors. Prior to beginning advanced fieldwork, a contract between the site and the university needs to be completed and the experience scheduled in E\*Value. Instructions on how to make an initial schedule request, including the site and site supervisor, in E\*Value or change a request is available on the Google Docs site and will be disseminated by the clinical coordinator/DCT as well as discussed in the Advanced Fieldwork seminar in the fall. Making this schedule request initiates the contract process between the site and the Department. As soon as a student has decided on a site the schedule request should be made as the contract process can take several weeks to months.

Fieldwork sites typically offer the opportunity for several different modes of therapy (crisis-oriented, short-term, extended, individual, group, family, adult, and child) and for various types of assessments (forensic, personality, cognitive, and neuropsychological evaluations). Sites have included college counseling centers, hospitals, schools, academic medical centers and outpatient community mental health/health centers. Typically, privately run sites, or private practices, are not included. Sites at which students are already employed can, with some modifications, be included. The student must add at least ten hours of unpaid work, work they have not previously been providing the site, and they must be supervised for this work. Some sites may offer students other experiences, such as home and school-based interventions, working with victims of trauma and violence, or working with children who have been diagnosed with cancer. Fieldwork sites are required to provide at least one hour/week of individual supervision by either licensed doctoral-level psychologist, in addition to supervision by other staff. If a student is considering using their advanced fieldwork experience(s) towards licensing requirement in the State of Massachusetts they should consult the Board of Registration of Psychologists' website to be informed about the experiences that count and do not count towards the professional experience requirements (See <http://www.mass.gov/ocabr/licensee/dpl-boards/py/regulations/rules-and-regs/251-cmr-300.html#3.04>). Although students are expected to be at their site at least 20 hours/week, some sites may require additional hours for their fieldwork experience. It is expected that students will meet the requirements of the sites in terms of the number of hours expected each week, the start and ending dates of the fieldwork, and the holiday/vacations allowed.

Students participating in an advanced fieldwork placement are required to attend the Advanced Fieldwork Seminar, which is led by a faculty member who provides university-based group supervision (See below for AFW Sequence). The university seminar leader is the official liaison between the program and the site. The seminar meets regularly during the fieldwork experience, and students are expected to present cases, participate in clinical topic discussions and engage in peer clinical supervision. Fieldwork site supervisors will be asked to complete an evaluation of the student's performance at the end of the semester through E\*Value (See Appendix C3 for student evaluation content to be completed by site supervisor about student). In addition, students will submit an evaluation of their site/site supervisor through E\*Value (See Appendix C2 for supervisor/site evaluation content to be completed by student). These evaluations need to be completed through E\*Value before semester grades (Satisfactory/Unsatisfactory) can be submitted. The course grade will be based on the site supervisor's evaluation and on the student's performance in the Advanced Fieldwork seminar. If the student continues at their site during the summer months, which is often the case, or begins at their site before the academic year begins, the contract needs to be written to reflect involvement at the site before and/or beyond the end of the academic year. In addition, if hours at the site begin before the academic year begins, students are required to register for a supervisory course (typically one credit hour) during the summer (See AFW sequence below). If this is the case please consult with the program director, DCT and advisor to determine appropriate registration pattern. In addition, if a student completes a stand-alone summer only advanced fieldwork that they will not continue into the academic year they must register for a supervisory course as well during the summer (CAEP 6338).

## ADVANCED FIELDWORK (AFW) SEQUENCE

	1 <sup>st</sup> Year of AFW (4 credits required*)		2 <sup>nd</sup> Year of AFW (4 credits required*)		3 <sup>rd</sup> Year of AFW, (optional 2-3 credits **)	
Semester	Summer start	Fall start	Summer start	Fall start	Summer start	Fall start
Summer	CAEP 7741 1 credit	N/A	CAEP 7743 1 credit	N/A	CAEP 8553 1 credit	N/A
Fall	CAEP 7741 1 credit	CAEP 7741 2 credits	CAEP 7743 1 credit	CAEP 7743 2 credits	CAEP 8553 1-2 credits	CAEP 8553 1-2 credits
Spring	CAEP 7742 2 credits	CAEP 7742 2 credits	CAEP 7744 2 credits	CAEP 7744 2 credits	CAEP 8553 1-2 credits	CAEP 8553 1-2 credits

When starting an advanced fieldwork during the summer that will continue into the academic year, register for 1 credit of CAEP 7741 or CAEP 7743 during the summer (1-2 credit variable, repeatable) and 1 credit of CAEP 7741 or CAEP 7743 (1-2 credit variable, repeatable) during the fall following the summer start of advanced fieldwork. During spring, register for 2 credits of either CAEP 7742 (1<sup>st</sup> year of AFW) or CAEP 7744 (2<sup>nd</sup> year of AFW) in order to register for a total of 4 credits of advanced fieldwork in one year. If students complete a *stand-alone, summer only* advanced fieldwork that they will not continue into the academic year, they must register for a supervisory course as well during the summer (CAEP 6338).

\*Two years and 8 credits of AFW are required.

\*\*A third year of AFW is optional although typically recommended for most students in order to be competitive for internship match process. CAEP 8553 is a variable 1-2 credit, repeatable course. If starting an optional AFW during the summer, register for 1 credit of CAEP 8553; otherwise register for 1 credit in the fall and 1 credit in the spring. If planning to count this optional AFW as a 3 credit elective, register for 3 credits total across the academic year long experience.

### B. Dress Code

Students are encouraged to be aware of and attend to any and all expectations regarding appropriate dress and attire at their respective field placements.

### C. Internship

The pre-doctoral internship provides the culminating integration of theory and practice in a clinical setting. The major training goal is to develop and achieve competence as an ethical professional psychologist. The training includes a variety of assessment, treatment formulation, implementation, and evaluation experiences in short- and long-term inpatient and outpatient settings. Clinical training seminars at the internship site supplement individual and group supervision in enhancing interns' growth. The internship sites also provide exposure to diverse professional activities and may provide clinical research experiences.

The application process is competitive. During the application process, the director of clinical training (DCT) 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 match preparation and process). It is essential that students attend scheduled internship match meetings and follow the timelines and guidelines.

Students from our doctoral program have overall been quite successful in obtaining APA-approved and APPIC internships in the New England area and nationally. Formal approval from the doctoral faculty is necessary for all non-APA/non-APPIC-approved internship sites.

Student must register for a total of 3 credits hours of the Doctoral Internship Seminar across the duration of their internship experience ensuring that they have a university-based supervisor supervising the overall experience. Students should discuss a strategy for the schedule of registering for these credit hours with the program director, DCT and/or the Doctoral Internship Seminar instructor prior to beginning internship. Typically students register for 1 credit in Summer, 1 credit in Fall, 1 credit in Spring in they begin in the summer or 2 credits in Fall, 1 credit in Spring if they begin in the fall (See Internship Sequence below).

Currently, the Canvas 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 and allows for peer support and feedback. The program training goals include competence in a full range of assessment and clinical treatment skills at the completion of internship. Interns participate in an online virtual cohort meeting in the spring semester. Mid-year (6 months from the start of internship) and final end-of-the-year evaluations of the student by the internship site supervisor(s) are submitted through E\*Value (See Appendix D1 for sample content). In lieu of the university mid-year and end-of-the-year evaluation an internship site may substitute the university evaluation form with the site evaluation form used at the internship site. Individual meetings/site visits (in person if local or via virtual/telephone conference if further than 60 miles from the University) are conducted during the spring semester to review student progress. Students must successfully complete the above requirements to receive a semester grade (Satisfactory/Unsatisfactory).

## INTERNSHIP SEQUENCE

<b>Semester</b>	<b>Summer start (start date occurs before Fall semester begins)</b>	<b>Fall start (start date occurs at beginning of the Fall semester)</b>
Summer	CAEP 7798 1 Credit	N/A
Fall	CAEP 7798 1 Credit	CAEP 7798 1 credit
Spring	CAEP 7798 1 Credit	CAEP 7799 2 credits

CAEP 7798 is a variable (1-2) credit course. CAEP 7799 is a 2-credit course. Register for 1 credit of CAEP 7798 if the internship begins during the summer; register for 1 credit of CAEP 7798 in the fall and register for 1 credit of CAEP 7798 in the spring. If a student begins internship in the fall, register for 1 credit of CAEP 7798 in the fall and 2 credits of CAEP 7799 in the spring.

\*Three credits hours and a minimum of two semesters of internship are required.

### a. Pre-Doctoral Internship Search

The following can be used as a suggestive guide for seeking a pre-doctoral internship. The search for an internship is an intensive, time-consuming process and should begin early so that students have sufficient time to prepare

adequately. As of July 2009, all internship applications are submitted via the APPIC portal; however, new procedures are developed each year. Students should sign up for the APPIC MATCH News email listserv in the spring prior to the application year to keep abreast of changing policies (Join at <https://www.appic.org/E-Mail-Lists/Choose-a-news-list/Match-News>).

**REMINDER:** The DCT can sign the letter of readiness for a student only when all of the conditions below are fulfilled:

1. All comprehensive exams have been successfully completed by September of the fall internship application semester, prior to the submission of the internship application;
2. All course work will be successfully completed by the end of the fall semester of the year of application (other than advanced fieldwork). That is, a student may still be taking courses, as long as the coursework will be satisfactorily completed by the end of the fall term, and there are no incomplete grades other than the dissertation continuation and a final year of advanced fieldwork;
3. The student has completed a dissertation proposal by November 1 of the intended internship application year;
4. The faculty advisor submits a memo of readiness to the DCT and program director before the end of the spring term preceding the anticipated internship application. This memo should include an attestation that the student's timeline for the dissertation is reasonable and likely with a proposal date of November 1<sup>st</sup> or earlier.

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 applications previously submitted. It is important to avoid such an outcome, as it makes subsequent internship searches more difficult.

## **TIMELINE FOR PRE-DOCTORAL INTERNSHIP APPLICATION**

### **Documentation**

Students are strongly advised to keep a detailed record of clinical hours starting with their first advanced fieldwork experience. Students are encouraged to use Time2Track (Effective Spring 2018, previously used MyPsychTrack) a clinical hours tracking system, for keeping records of clinical hours for the internship application (Visit <https://time2track.com>) and should be aware that it has a cost associated with its use. Students should review the APPIC Application for Psychology Internship (AAPI) to be familiar with what is required for clinical hours tracking and general application requirements.

### **Internal Program Internship Applicant Deadlines (dates subject to change at discretion of the DCT)**

<b>June 30</b>	Draft 1 of all essays, CV, initial list of sites, list of references to DCT
<b>August 15</b>	Draft 2 of all essays, CV, and revised site list to DCT
<b>September 15</b>	Draft 3 of all essays and finalized site list to DCT
<b>September 30</b>	All application materials to DCT

### **Plan of Action (Spring--Prior to fall application).**

Students attend a required preparatory informational meeting in the spring prior to the fall in which they will apply for a pre-doctoral internship. This preparatory meeting is typically conducted during the Doctoral Seminar in Counseling Psychology class time. The purpose of this meeting is to advise students of the current APPIC regulations and procedures. At that time, students should begin their study the APPIC website (<http://www.appic.org/>). It is helpful to speak with students who have already gone through the internship application process. A good time to do this is in the spring just before those students leave for internship. Throughout the spring semester, the DCT will be available for individual conferences to help students determine their needs and preferences for internship training. These meetings include considerations of the type of experience students want, based on both their future professional interests and previous experiences. Among other issues students need to consider are the populations with which they will be working, the variety of options available, the type of training offered, the possibility of engaging in research, the theoretical and clinical perspective of the site and geography/personal limitations. Keep in mind that interns often rely on the professional contacts made during their internship year for future positions and professional development. Please be advised that all internship applications and forms are available only via web submission at [www.appic.org](http://www.appic.org). Although all APPIC-approved sites



use the universal application form, some sites may have limited additional supplemental requirements (treatment or case summaries and/or psychological evaluation reports (up to two total materials)).

**Plan of Action (Summer, Prior to fall application).**

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 references lined up. Discussion about most appropriate letters of reference should be discussed with the DCT. Letters should be ready by the end of September. Getting started during the summer on important documents (i.e., requesting prior academic transcripts that need to be scanned into your online application) will leave more time in the early fall to complete applications. Internship sites strongly prefer students who have either completed or have almost completed their dissertation. Students in this position are much more competitive in the application process. In addition, they are in a position to obtain postdoctoral fellowships and jobs upon completion of the internship, ensuring that no delay occurs in obtaining licensure.

The following will be needed:

1. Graduate transcripts. These are available from the registrar and typically take 3-5 days to process. They are sent in by post and scanned in the AAPI by APPIC.
2. Letters of reference on APPIC Standardized Reference Form. Letters of references are to be solicited from clinical supervisors or professors who have supervised some aspect of your clinical training and are typically doctoral-level psychologists. Letters must be in the APPIC Standardized Reference Form format and are submitted online by the letter writer (See sample of this form at <https://www.appic.org/AAPI-APPA>). Students should send each referee a recent CV and a polished draft of the autobiographical essay. Students should include descriptions of previous clinical experiences and the experiences they are seeking in an internship. Students should specify for referees particular characteristics they are looking for in internship sites and what the specific internship sites they are applying to are looking for to help the referee tailor his/her letter. Note that only one letter per referee can be included in the application. Students can initially request more than the specified three letters required and then select those letters that are most appropriate for any given internship site during the application process. It is highly recommended that letters of reference be reviewed by a member of program faculty if possible.
3. Curriculum Vitae. Students should update their CV to include sections on education, clinical experience and research at a minimum. 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, workshops led and teaching experiences. Professional organization involvement, student leadership activities and awards/honor should be included.
4. Supplemental Testing Report/Case Summary Materials. Some sites require prepared treatment or case summaries and/or psychological evaluation reports (up to two total materials) Students should make sure that the case summaries/psychological evaluation reports are de-identified according to HIPAA guidelines. Supplemental materials should be prepared according to the format required by the internship site, as specified in their application information.
5. Essays. Students should prepare drafts of the several essays that are required for the internship application to be submitted to the DCT prior to completing the application process (see timeline above). Students should demonstrate their professional commitment to psychology, their self-awareness, and a willingness and openness to learn. The DCT is available over the summer to give students feedback on essays and specific application materials. Essays are perhaps the most significant components of the application.

During the summer, the latest APPIC directory of pre-doctoral internship sites is available via APPIC's website. Students should consult that directory as well as the Google Docs site with internship applicant materials, which contains a collection of information about different sites and past interns' and applicants' reports and descriptions. Once a student is cleared to apply to internship they will be given access to this Google Docs site. The summer is a good time to review materials from internship sites. During this time personnel at the internship sites may be more available for telephone and email discussion. Students should investigate 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/non-APPIC approved.

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

Our program has been very successful in the internship match process since our first group applied in 2012.

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

Students should apply to a range of sites; typically 15-18. Keep a separate file/digital file for each site as you gather application materials and information.

At the beginning of the fall semester, the DCT will give students instructions about how to obtain the necessary letter of readiness from the DCT. Students are required to submit final copies of their CV, essays, list of letters of recommendation, supplemental materials, and list of internship sites applying to by DCT last deadline (September 15). These materials should then be submitted online by September 30 in order for the DCT to proceed with completing the letter of readiness and submit to the sites online.

**Be sure to register for the APPIC Universal Match Day prior to December. Registration is required with APPIC to create the AAPI as well as with the National Matching Service (NMS) that handles the actual match process. Instructions will be available on the APPIC website and will be emailed from the APPIC MATCH News listserv.**

### **b. Preparation for Pre-Doctoral 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 DCT typically in late November. Students should remember that they are interviewing the personnel at the site as well, so it is advantageous to prepare a list of questions for the staff with whom they will be meeting and for interns already at the site. Students should emphasize their unique attributes, talents, and interests and be assertive in bringing their best points forward. Students should be prepared by having read the site information thoroughly. Many sites offer flexible opportunities for interns, so students need to be ready to state specific interests. Students should be ready to discuss specific cases, including their theoretically-based case conceptualizations and evidence-based treatment plans, assessment reports and their successes and failures. Students should be able to describe their theoretical orientation and the kind of training they have received. It is helpful to bring extra copies of all materials to the interview. Students should be prepared for individual and group interview formats. They should review all of the materials they submitted to the internship site, as interviewers may ask specific questions about these materials. Prior to the internship interviews, it is helpful to review the Google Docs internship applicants website for comments submitted by previous internship applicants regarding the particular site. *Please remember to complete an interview form and post to Google Docs site after each interview for future internship applicant cohorts.*

After the interview, it is polite to write a thank you letter (digital or post), which can be used to emphasize why the applicant would be an asset to the site and how the match would be a good fit for all parties.

### **Ranking Sites:**

After completing the interviews, students rank order the sites. This is an official process and will determine, along with the site preferences, where you may intern. Instructions on how to submit your rankings and receive your Match results are sent from NMS to all registered applicants. If, after interviewing, a student is *not* willing to be an intern at a particular site, *do not* include it on the rank order list. Once matched, an applicant is required to go to the particular site. In ordering the list, consider only your particular preferences, not whether or not the site is likely to choose you. You will still be matched at the most-preferred site that is going to accept you.

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

The match process is computerized. The ***typical*** key dates for both Phases of the APPIC Match are as follows:

**PHASE I:****1<sup>st</sup> Wednesday in February**

Deadline for submission of Rank Order Lists for Phase I of the Match

**3<sup>rd</sup> Friday in February.**

Results of Phase I of the Match will be released to applicants and training directors

**PHASE II:****Late February**

Deadline for applicants to submit applications to programs that are participating in Phase II of the Match.

**3<sup>rd</sup> Monday in March**

Deadline for submission of Rank Order Lists for Phase II of the Match

**4<sup>th</sup> Monday in March**

Results of Phase II of the Match will be released to applicants and DCTs

On each APPIC Match Day, applicants will learn whether or not they have been matched and, if matched, the name of the internship program to which they have been matched. The DCT will also be notified. At the same time, internship programs will learn the names of the applicants to whom they have been matched along with whether or not they have any unfilled positions. If you are not matched in Phase I contact the DCT *immediately* to develop a plan of action for Phase II.

**c. Student Internship Rights**

Although students often find the internship application process time-consuming and worry about matching 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 DCT, who has confidential access to both the APA credentialing office and the APPIC administrative offices. Complaints may be made anonymously. Intern applicants and interns should follow the APA Code of Ethics at all times.

**IX. 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 are best answered using 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 (e.g., mixed-method approach).

Please see Appendix E1 and E2 for the Dissertation Checklist of important dates. The student is responsible for maintaining this record and submitting with their annual evaluation documentation during applicable years and ultimately to the program director at completion.

***1. Overview of the Dissertation Process******a. Getting Started***

It is strongly recommended that students begin preparation for their dissertation, as soon as possible in the program of study. Preparation activities should include discussing potential topics with faculty and mentors, identifying a topic of study, reading relevant research and theory, and considering potential mentors and faculty to serve on the dissertation committee.

In selecting a final topic for a dissertation, students should consult with their advisor and other faculty members to identify the individual best suited to advise their dissertation and serve as the chairperson of their committee. The advisor is the dissertation chairperson. Advisors are encouraged to remind students to review the handbook relative to the next steps. *The program does not penalize students, in any way, for changing advisors and thus dissertation chairpersons.* Please note that, as stated earlier, faculty are not obligated to take on a student. Therefore, it is

important that the prospective advisor has agreed to supervise the dissertation. In consultation with the dissertation chairperson, the student will choose faculty who will be invited to serve as 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 E3) to the dissertation chair/adviser before continuing.

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

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

We strongly advise that students plan their dissertations with awareness of other issues, such as the need to apply for or begin internship or postdoctoral positions. These external factors are not considered cause for proposal approval or reasons to shift stated dissertation deadlines. We strongly encourage students to be planful and to follow a timeline that will enable them to achieve all their academic and professional goals. If the timeline for completion is not adhered to, students are encouraged to create a viable plan for finishing the dissertation. Students aim to defend the dissertation before internship begins.

#### b. Dissertation Committee

Committees consist of a minimum of three faculty members. The dissertation chair needs to be a Counseling Psychology core faculty member. At least one committee member must be a faculty member from one of the doctoral programs (counseling or school). The other committee member(s) can be from the departmental faculty or external to the University. After discussing possible committee members with your chair, approach faculty members with whom you would like to work and provide them with information about your dissertation topic (e.g. a 1-2-page document/outline). Indicate that you are exploring faculty for your committee. If you ultimately choose not to have them on your committee, thank them for their time but communicate that you have found other faculty with whom to work.

There are occasions when persons outside of the Department, College, and University are invited to serve on the student's committee because of their expertise within an area that has particular relevance to the topic. All dissertation committee members must have an earned doctoral degree or a terminal degree in their profession and must be approved by the dissertation chairperson. In assembling a committee, the student and the chairperson make every attempt to assure that the members bring the requisite expertise to the study. It is essential that all members of the committee be physically present for the proposal hearing and the oral defense. Consider this in choosing outside members for the committee, who may have schedules that make it difficult for them to be on campus. The student and the chairperson are 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. If the disagreement cannot be resolved within the committee, the program faculty will be apprised of the situation by the chairperson and make a recommendation for timely resolution.

During the academic year each committee member must make every attempt to return student work **within two weeks of receipt** except in exceptional circumstances. It is the students' responsibility to have ongoing conversations with the Dissertation chair and committee about their availability to provide input throughout the dissertation process. Further, students should be aware that there are particular times during the year when faculty might not be available, e.g., during sabbaticals or summer break. Depending on your committees' availability, it may not be advisable to plan or schedule meetings of your committee and defenses during the summer.

The Department of Applied Psychology Dissertation Form (See Appendix E3) must be completed by the student and the committee once the dissertation committee is formally adopted and topic has been finalized.

### c. Dissertation Proposal Hearing (**Information concerning the dissertation proposal is provided below**).

Students are eligible to formally propose their dissertation (“the proposal hearing”) after having passed all four areas of the comprehensive exam and completed all coursework (other than advanced fieldwork and internship). Once the written proposal is complete (as determined by the committee chair), the student should obtain agreement from the committee for a proposal hearing date, when the proposal will be formally reviewed and (ideally) approved. The student must submit a final copy of the proposal to all members of the committee 20 calendar days before the proposal hearing date, and to the main department office at least 14 days before the hearing, so that other students and faculty can review. Announcement of the proposal hearing dates, as approved by the Dissertation Chair, must be submitted to the Department of Applied Psychology administrative staff at least two weeks before the scheduled date so that it can be distributed widely. The chairperson (or with the chair’s approval, the student) makes arrangements with the Department of Applied Psychology administrative staff to schedule the room for the proposal hearing and sends announcements to the faculty, students, and the Bouvé Graduate School. The defense is open to the public, and it must take place on the Northeastern University campus. All students are encouraged to attend. All committee members are expected to be present at the proposal hearing.

The chairperson will bring four copies of the Dissertation Proposal Approval Form to the proposal hearing (Appendix E4). The committee members sign this document if the proposal is acceptable. Alternatively, the committee may sign the document, pending requested revisions. Revisions will be considered “minor”, or “major”, and must be addressed accordingly before the proposal can be approved. If the proposal is not deemed satisfactory, the committee will not approve it until the student makes all changes as stipulated by the committee, and another hearing will be scheduled when the identified problems have been addressed satisfactorily.

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

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

### d. Permission for the Use of Human Subjects in Research

Northeastern University’s Office of Human Subjects Research Protection 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, or data from human subjects (in the case of secondary data analyses), it is necessary for the student to obtain approval from this office immediately after the formal proposal hearing and before beginning the investigation. Information and forms are available at: [http://www.northeastern.edu/research/research\\_integrity/human\\_subjects/review\\_board/](http://www.northeastern.edu/research/research_integrity/human_subjects/review_board/). 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 committee has approved the proposal. The IRB approval process can take considerable time. Students are responsible for allowing a minimum of 30 business days for the review process. (This means that you should apply **at least 5 weeks** before your anticipated start date.) 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.northeastern.edu/research/hsrp/> or contact Nan Regina in the Office of Human Subjects Research Protection at (617) 373-4588.

### e. 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. Our students have been successful in the past in obtaining the Northeastern University Dissertation Completion Fellowship, thus students should consider applying for this assistance while working on their dissertation (See <https://www.northeastern.edu/graduate/admissions-information/scholarships/fellowship-opportunities> for more information)

#### f. Final Defense

When the study is complete a draft is given to the chair and the committee members for comment and feedback. Some chairs prefer to see chapters as they progress. Others would like to see them when the entire draft of the dissertation is finished. Students should talk to dissertation chairperson and committee members to determine their preference. Once the chairperson and committee members deem the dissertation to be complete, the oral defense of the dissertation is scheduled. All committee members should have final copies of the dissertation provided to them at least 20 calendar days before the date of the defense. The chairperson together with the student make arrangements with the Department of Applied Psychology administrative staff for the room for the proposal hearing and sends announcements to the faculty, students, and the Bouvé Graduate School. Announcement of the proposal hearing date must be submitted to the Department of Applied Psychology administrative staff at least 14 calendar days before the scheduled date so that it can be distributed widely. The proposal hearing is open to all members of the community. All students are encouraged to attend. A copy of the dissertation should be left in the main office at least 14 days 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 E5). The defense is open to the public, and it must take place on the Northeastern University campus. All students are encouraged to attend. All committee members are expected to be present at the defense. The dissertation defense should take place at least 3 weeks prior to the grade deadline for the semester if the student intends to commence, assuming all other program requirements are complete, including doctoral internship.

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

Once the completed dissertation is approved, and the committee signs the approval form, the chair of the department and the Director of the Graduate School sign the form. A meeting between the student and Associate Dean of Academic Affairs must occur in preparation for submitting an electronic copy of the dissertation for dissertation publishing. A copy of the approved dissertation is then submitted electronically to ProQuest Dissertation Publishing. All this must occur at least ten days prior to graduation in order for the student to be cleared for graduation.

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

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

## ***2. Dissertation Formatting***

### **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, the Graduate School office and from ProQuest Dissertation Publishing at the following website: <http://www.proquest.com/products-services/dissertations/submitting-dissertation-proquest.html>) 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* (7<sup>th</sup> ed., 2020). An additional resource that

may be of help is Cone, J. D., & Foster, S. L. (2006). *Dissertations and theses from start to finish: Psychology and related fields* (2nd ed.). Washington, DC: American Psychological Association.

## b. Dissertation Title Page

A sample Dissertation Title Page is included in Appendix E6.

## c. Abstract

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

### ***3. Dissertation Formats: Traditional and Journal***

#### **A. Traditional Format**

The traditional 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).

##### *1. Dissertation Proposal*

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

##### *2. Body of the Dissertation*

###### **Chapter One:**

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

###### **Chapter Two:**

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

###### **Chapter Three:**

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

###### *Participants*

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

###### *Setting*

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

###### *Measures*

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

###### *Materials*

This section lists and describes all materials that will be used, such as equipment, computers, software, digital apps etc.

### *Study Design*

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

### *Procedures*

This section describes what will happen when, with what, and by whom. Note in this section that IRB approval was obtained for the study.

### *Data Analytic Plan*

This section describes how the data will be analyzed including details about specific data analytic procedures and statistical software used for analyses.

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

### **Chapter Four:**

Here the results 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 (e.g., the statistical manipulations used), and what the findings are should be included. The main findings, such as the major tests of hypotheses, should be presented first. All findings should be included.

### **Chapter Five:**

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

### **Appendices:**

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

## **B. Journal Format**

The purposes of the journal-article dissertation format are to: (a) train doctoral students to report research findings in a format traditionally used by their scientific and professional communities; (b) allow students to demonstrate their knowledge and scholarship on the dissertation topic in an extensive literature review article; (c) facilitate submission of publications based on the two manuscripts produced for the dissertation; and (d) allow for other students and professionals to review the candidates' dissertation research in a concise reporting format. The guidelines for creating the proposal and the final defense document are as follows.

### *1. Dissertation Proposal*

The dissertation proposal is a written document of a proposed dissertation research project. It should be typed, double-spaced, and should follow the current version of the American Psychological Association Publication Manual. The proposal should include the following sections:

A cover page following the format requirements of the Bouvé College of Health Sciences.

The title of the dissertation should be identical to the title of Chapter 2 described below.

Table of contents

Chapter 1 is a comprehensive review of literature on the dissertation topic. The purpose of this chapter is to demonstrate that the doctoral candidate has sufficient knowledge of the literature on the dissertation topic, as well as scholarship in reviewing this literature (e.g., critical thinking, synthesis, integration, and application). This chapter



is expected to overlap with the introduction section in Chapter 2 but should have a broader scope and application (i.e., it should not be written to lead to the specific purpose and research questions/hypotheses in Chapter 2). After reviewing relevant literature, candidates are expected to discuss implications for research, practice, education, or social advocacy in Chapter 1. Chapters 1 and 2 should be written in sufficient independence so that potentially they can be submitted as separate publications (e.g., texts are not identical between the two chapters). Chapter 1 is suggested to be not more than 40 pages (all inclusive) and should be titled "Literature Review." Within the chapter, please include the following elements: (a) title of chapter; (b) Abstract section of less than 100 words; (c) literature review and discussion of implications; (d) References section; and (e) if applicable, tables and figures. It is expected that appropriate sections and section headings will be created for this chapter.

Chapter 2 is the empirical research proposal for the dissertation study. It is suggested to be not more than 40 pages (all inclusive), and should use a title different from Chapter 1, to accurately represent the purpose of the study. Within the chapter, please include the following elements: (a) title of chapter; (b) Abstract section of less than 150 words; (c) introduction section (without "Introduction" as section heading); (d) Method section; (e) References section; and (f) if applicable, tables or figures. The introduction section should review literature in a way that leads to and supports the purpose and research questions/hypotheses of the study. The Method section should include the typical subsections of (a) Participants, (b) Instruments (or Measures), and (c) Procedure. However, appropriate deviations from these standard subsections are allowed as directed by the dissertation committee chair. Because Chapter 2 is a research proposal, the Method section should be written in future tense.

Appendices. Candidates may use appendices to provide the dissertation committee with additional materials related to the dissertation research (e.g., sample copies of measures or instruments, informed consent forms, permission letters from relevant organizations or individuals). Use APA style to present appendices. All appendices should be referred to in Chapters 1 or 2 (most likely Chapter 2). The decision whether to include materials in the two chapters or in Appendices depends on whether these materials are typically included in journal articles. If certain materials are not typically included in journal articles, such materials should be included in Appendices instead of Chapters 1 or 2.

Except the cover page, all pages of the dissertation should be numbered sequentially across all sections, rather than starting with page 1 with each section.

## *2. The Final Dissertation Document*

The final dissertation document is written after the dissertation study is completed and will be presented to the dissertation committee for a final defense meeting. It should be typed, double-spaced, and should follow the current version of the American Psychological Association Publication Manual. The document should include the following sections:

- A cover page following format requirements of the Bouvé College of Health Sciences. The title of the dissertation should be identical to the title of Chapter 2 described below.
- Table of contents
- Acknowledgement section for acknowledging the contributions of various individuals and organizations to the dissertation project.
- Chapter 1 as described previously. If appropriate or required by the dissertation committee, the candidate may need to make revisions since the proposal defense. Chapter 1 is suggested to be not more than 40 pages (all inclusive).
- Chapter 2 as described previously. The title and introduction section may need revisions as appropriate or as directed by the dissertation committee since the proposal defense. The Abstract and Method sections need to be changed to past tense, plus all appropriate updates and revisions according to how the study was conducted and the results of the study. For the final defense document, the candidate should insert two new sections between Method and References sections: (a) Results and (b) Discussion. These two sections are written to document data analyses and results of the study, and to provide a discussion of the results, respectively. References should be updated to correspond to what were cited in text and two sets of references from Chapter 1 and Chapter 2 should be merged. New tables or figures may be added as appropriate, after the References section. Chapter 2 is suggested to be not more than 40 pages (all inclusive).
- Appendices as described previously, plus any new appendices since the proposal defense.

Except the cover page, all pages of the dissertation should be numbered sequentially across all sections, rather than starting with page 1 with each section.

#### ***4. Dissertation Submission Procedures and Specifications***

Students are required to defend their dissertation three weeks before the grade deadline to allow time for any additional edits before uploading into ProQuest and for processing for commencement. It is recommended that students arrive at the dissertation defense with their signature sheets prepared, utilizing the form in Appendix E5, all committee members are then able to sign the form. Students completing a dissertation to meet degree requirements must submit an electronic copy of the dissertation to ProQuest at least five business days prior to the grade deadline following the directions outlined at <http://www.etsdadmin.com>. Upon submitting your dissertation/thesis to ProQuest, please email Joshua Belfiore @ [j.belfiore@northeastern.edu](mailto:j.belfiore@northeastern.edu) to schedule an appointment with the Senior Director of Student Services for your exit interview and final dissertation approval form signature.

##### **a. Style**

The regulations set forth in the Graduate School manual take precedence over any other style manuals. Please refer to ProQuest Dissertation Publishing at the following website for specifics about formatting for digital submission: <http://www.proquest.com/products-services/dissertations/submitting-dissertation-proquest.html> When presenting the final dissertation to the Graduate School, students are responsible for having all pages in the proper format, and in the proper order. Please note that the student prepares the signature pages. The order in the dissertation is as follows:

- Departmental Dissertation Defense Approval Record
- Blank page
- Title page - title is to start a few single spaces from the 1" top margin
- Copyright page, if applicable
- 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
- References (please follow APA style)
- Appendices, if applicable
- Index, if applicable

##### **b. Type**

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

##### **c. Pagination**

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

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

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

#### d. Margins

All margins of each page should not be less than 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.).

The following site contains many of the important aspects to be aware of in developing and finalizing the dissertation: <http://www.etdadmin.com/northeasternbouve>

## X. COMMENCEMENT

**In order to graduate, several specific procedures must be followed. Please refer to the Bouvé Graduate Handbook for complete details about the process (<http://www.northeastern.edu/bouve/pdf/grad-handbook.pdf>) for these requirements.**

Students must apply to Graduate through MyNortheastern six months prior to graduation and set up a meeting with their academic advisor for academic clearance.

Diplomas are issued three times a year (January, April/May and August/September), but there is only a Spring Commencement ceremony and PhD hooding. Additional information is available on the Commencement Office website <https://www.northeastern.edu/commencement/>. PhD students may not be hooded until they have successfully defended their dissertations and completed all other program requirements. Students on an internship that continues past April but completes prior to late August may be hooded in the May ceremony as long as the Department and DCT have a letter from the internship site. This letter should indicate that the student is on track for successful completion of internship by the agreed upon end date and should be submitted no later than April 1<sup>st</sup> before commencement to the DCT. Students will then receive their actual diploma in the mail in this case after the August/September degree conferral.

Students completing a dissertation to meet degree requirements must complete the following at least 5 workdays prior to the deadline for grade submission for the academic term:

- Upon successful defense of the dissertation (At least 3 weeks prior to the grade deadline), the student must have the dissertation approval form signed by the members of the dissertation committee (Appendix E5)
- Submit an electronic copy of the dissertation to ProQuest at least 5 workdays prior to the grade deadline, following the directions outlined at: <http://etdadmin.com/northeasternbouve>.
- Upon submitting your dissertation/thesis to ProQuest, please email Joshua Belfiore at [j.belfiore@northeastern.edu](mailto:j.belfiore@northeastern.edu) to schedule an appointment with the Senior Director of Student Services for your exit interview and final dissertation approval form signature.
- Students must email a copy of the Survey of Earned Doctorates (SED) “Certification of Completion” to the Bouvé Office of Graduate Student Services at [BouveOGSS@northeastern.edu](mailto:BouveOGSS@northeastern.edu) before graduation as it will be used as a part of the clearance process in your degree audit. Instructions for submission of the survey will be sent to students prior to end of their last term, but it is completed by visiting <https://sed-nces.org/GradDateRouter.aspx>.

## APPENDICES

A1 Pre-requisite/Co-requisite Courses for Post-Masters Ph.D. Counseling Psychology Program  
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C1 Doctoral Student Annual Evaluation Form/Funding Application  
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C3 Advanced Fieldwork Site Evaluation of Student  
D1 Internship Evaluation Form  
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E2 Dissertation Defense Checklist  
E3 Applied Psychology (AP) Dissertation Form  
E4 Dissertation Proposal Approval Form  
E5 Department Dissertation Defense Approval Record  
E6 Sample Dissertation Title Page

**\*\*FORMS FOR APPENDICES C1-C3 and D1 ARE SAMPLES ONLY FOR CONTENT PURPOSES. ACTUAL FORMS WILL BE COMPLETED THROUGH E\*VALUE ONLINE CLINICAL EVALUATIONS MANAGEMENT TOOL\*\***

Appendix A1  
 PRE-REQUISITE/CO-REQUISITE COURSES FOR  
 POST-MASTERS PHD COUNSELING PSYCHOLOGY PROGRAM

REQUIRED PREREQUISITE COURSE		Needed/Met
Introduction to Counseling	CAEP 6200	_____
Group Counseling	CAEP 6287	_____
Clinical Skills	CAEP 6399	_____
Understanding Culture & Diversity	CAEP 6203	_____
Family Counseling & Intervention	CAEP 6286	_____
Development Across the Lifespan	CAEP 6220	_____
Psychopathology: Diagnosis & Treatment Planning	CAEP 6242	_____
Introduction to Statistics in Mental Health & Education	CAEP 5125	_____
Vocational, Educational & Career Development	CAEP 6235	_____
Research, Evaluation & Data Analysis	CAEP 6202	_____

**\*Ph.D. students are required to take the above courses if they have not already completed these courses during their prior studies either before they enter the program OR as they are completing the program. Students should be aware that specific courses in their 62-credit program of study may require that specific pre-requisites above be completed prior to taking the program course.**

Appendix A2  
PROGRAM OF STUDY

<b>I. PROFESSIONAL CORE</b>		<b>CREDITS</b>	<b><u>N, T, W*</u></b>
Legal and Ethical Issues in Community & Educational Settings	CAEP 7732	3	_____
Doctoral Seminar in Counseling Psychology	CAEP 7701	3	_____
 <b>II. BASIC CORE</b>			
Biological Bases of Behavior	CAEP 7750	3	_____
Cognitive and Affective Bases of Behavior	CAEP 7755	3	_____
Social Psychology in an Organizational and Ecological Context	CAEP 7756	3	_____
History and Systems of Psychology	CAEP 6390	3	_____
Advanced Multicultural Psychology	CAEP 6394	3	_____
 <b>III. CLINICAL CORE</b>			
Cognitive Assessment	CAEP 6350	3	_____
Personality Assessment	CAEP 6352	3	_____
Advanced Clinical Assessment	CAEP 7710	3	_____
Doctoral Seminar in Contemporary Theories of Psychology	CAEP 7758	3	_____
Advanced Clinical Interventions	CAEP 7721	3	_____
Doctoral Seminar in Leadership, Consultation, and Supervision	CAEP 7778	3	_____
Advanced Fieldwork I	CAEP 7741	2	_____
Advanced Fieldwork II	CAEP 7742	2	_____
Advanced Fieldwork III	CAEP 7743	2	_____
Advanced Fieldwork IV	CAEP 7744	2	_____
Doctoral Internship I- II	CAEP 7798/99	3	_____
 <b>IV. RESEARCH CORE</b>			
Advanced Psychometric Principles	CAEP 7771	3	_____
Intermediate Statistical and Data Analysis Techniques	CAEP 7712	3	_____
Advanced Research and Data Analysis	CAEP 7716	3	_____
Dissertation ( <b>Must take at least 2x in program</b> ) <sup>1</sup>	CAEP 9990	0	_____
Dissertation ( <b>Must take at least 2x in program</b> ) <sup>1</sup>	CAEP 9990	0	_____
Dissertation Continuation ( <b>If applicable/Not required</b> )	CAEP 9996	0	_____
 <b>V. ELECTIVE (3 credits total)</b>			
Elective	_____	—	_____
<b>Total</b>		<b>62 credits</b>	
<b>Waived credits must be made up by another course</b>			

<sup>1</sup> Updated University regulation requires registration of CAEP 9990 2xs. Program of study change official October 2018. See regulation here: <http://catalog.northeastern.edu/graduate/general-admission-transfer-credit/regulations-phd-programs/>

Appendix A3  
**COUNSELING PSYCHOLOGY PhD MODEL PROGRAM**  
 (Projected enrollment 5 per semester)

<p style="text-align: center;"><b>Year 1: Fall (12-13 credits)</b></p> <p>CAEP 6352: Personality Assessment (3)          CAEP 7701: Doctoral Seminar in Counseling Psychology (0-1)          CAEP 7712: Intermediate Statistical Data Analysis and Techniques (3)          CAEP 6394: Advanced Multicultural Psychology (3-even)  <b>(OR alternating odd years)</b>          CAEP 7756: Social Psych in an Organizational and Ecological Context (3-odd)          CAEP 7750: Biological Bases of Behavior (3-even)  <b>(OR alternating odd years)</b>          CAEP 6390: History and Systems (3-odd)</p>	<p style="text-align: center;"><b>Year 1: Spring (12-13 credits)</b></p> <p>CAEP 7732: Legal and Ethical Issues in Community and Educational Settings (3)          CAEP 6350 Intro to Cognitive Assessment (3)          CAEP 7716: Advanced Research and Data Analysis 2 (3)          CAEP 7758: Doctoral Seminar in Contemporary Theories of Psychotherapy (3)          CAEP 7701: Doctoral Seminar in Counseling Psychology (0-1)</p>
<p style="text-align: center;"><b>Year 2: Fall (11-12 credits)</b></p> <p>CAEP 7711: Advanced Psychometric Principles (3)          CAEP 6394: Advanced Multicultural Psychology (3-even)  <b>(OR alternating odd years)</b>          CAEP 7756: Social Psych in an Organizational and Ecological Context (3-odd)          CAEP 7750: Biological Bases of Behavior (3-even)  <b>(OR alternating odd years)</b>          CAEP 6390: History and Systems (3-odd)          CAEP 7741: Advanced Fieldwork 1 (2)          CAEP 7701: Doctoral Seminar in Counseling Psychology (0-1)</p>	<p style="text-align: center;"><b>Year 2: Spring (11-12 credits)</b></p> <p>CAEP 7701: Advanced Clinical Assessment (3)          )          CAEP 7720: Advanced Clinical Interventions (3)          CAEP 7778: Doctoral Seminar in Leadership, Consultation and Supervision (3)          CAEP 7742: Advanced Fieldwork 2 (2)          CAEP 7701: Doctoral Seminar in Counseling Psychology (0-1)</p>
<p style="text-align: center;"><b>Year 3: Fall (8-9 credits)</b></p> <p>CAEP 7755: Cognitive and Affective Bases of Behavior (3)          CAEP 7743: Advanced Fieldwork 3 (2)          CAEP 7701: Doctoral Seminar in Counseling Psychology (0-1)          Elective (3)           CAEP 9990 Dissertation (0) (Must take at least 2x)</p>	<p style="text-align: center;"><b>Year 3: Spring (2-3 credits)</b></p> <p>CAEP 7744: Advanced Fieldwork 4 (2)          CAEP 7701: Doctoral Seminar in Counseling Psychology (0-1)           CAEP 9990 Dissertation (0) (Must take at least 2x)</p>
<p style="text-align: center;"><b>Year 4: Fall (1-2 credits)</b></p> <p>CAEP 8553: Advanced Counseling Practicum (Elective) (1-2)  <b>OR</b>          CAEP 7798 Doctoral Internship 1 (1)  <b>AND/OR</b>          CAEP 9990 Dissertation (0) (Must take at least 2x)</p>	<p style="text-align: center;"><b>Year 4: Spring (1-2 credits)</b></p> <p>CAEP 8553: Advanced Counseling Practicum (Elective) (1-2)  <b>OR</b>          CAEP 7799 Doctoral Internship 2 (2)  <b>AND/OR</b>          CAEP 9990 Dissertation (0) (Must take at least 2x)</p>



## Appendix A4 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. More comprehensive preparatory materials will be provided and explained in relevant coursework. Please feel free to talk with your advisor about the comprehensive exams.

### **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, contemporary theories, group, family, feminist, cross cultural, and vocational psychotherapies. Questions will require case conceptualization and formulation of diagnostic hypothesis and treatment plan/interventions.

### **Assessment:**

The assessment exam will involve a variety of results from a comprehensive test battery, such as IQ scores, achievement scores and projective and objective personality testing results, in addition to background information about the examined individual. You will be asked to write up a brief test report on the data and provide a multi-axial diagnosis of the patient. To prepare for this, it would help to review the material from your testing courses and practice writing up a report in a three-hour period. \*Please note that the format of this exam is expected to change for the Spring 2017 exam administration. Stay tuned to the program listserv and Doc Seminar in Counseling Psychology course for further updates.

### **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 textbook and course materials from the course in Legal/Ethical/Professional Issues as well as the 2010 APA Code of Ethics and other APA Guidelines.

### **Research:**

The comprehensive examination 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 article. 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 the following: 1) overall coherence, consistency, logic; 2) validity; and 3) overall significance. Try to approach the article on three levels: (a) overall clarity, coherence, comprehensiveness, consistency and logic; (b) strengths and weaknesses of the different types of validity; (c) overall significance of the study. Use concrete examples as a means of illustrating your points.

Appendix B1  
CHANGE OF ADVISOR FORM

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

**CHANGE OF ADVISOR FORM**

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

Reason for advisor change: \_\_\_\_\_

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

Old Advisor Signature: \_\_\_\_\_

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

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

Student Signature: \_\_\_\_\_

Appendix B2  
LEAVE REQUEST FORM

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

**LEAVE REQUEST FORM**

**Student Name:**

**Date:**

Advisor:

Form Letter Submitted with timeline:

Reason for Leave Request:

Doc Faculty Team Action:

Date:

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

Reject: Reason:

Advisor Follow Up:

Appendix B3  
 COURSE WAIVER FORM

Home



COURSE WAIVER FORM

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

Last Name: \_\_\_\_\_

First Name: \_\_\_\_\_

Program: \_\_\_\_\_

Courses to be waived:

	Course #	Title	MIT Equivalent	MIT Credit	Grade	QTY
1)	_____	_____	_____	_____	_____	_____
2)	_____	_____	_____	_____	_____	_____
3)	_____	_____	_____	_____	_____	_____
4)	_____	_____	_____	_____	_____	_____

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

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

Print Name: \_\_\_\_\_

Department Head Signature: \_\_\_\_\_

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

Print Name: \_\_\_\_\_

\*Please follow original copy to 128 PAB when you are done to Advise in Advising Services and send signed file to advisor

Appendix B4 COURSE SUBSTITUTION FORM

**Northeastern University**

Office of Graduate Student Services, DCES

Form

APPENDIX B

NETID:

Course Substitution Form

Name:

Major:

Department:

**Course Substitution**

NET Course <small>Original Course to be substituted</small>	Credits	Replacement Course <small>Substituted Course</small>	Credits
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Please Note**

- 1. Substituting a course does NOT require the use of a separate request form.
- 2. Courses have equivalent NETID to be replaced by a course with an equivalent number of credits.
- 3. If only one course is being substituted, please email the Graduate Services Transfer Credit team.

**Notes**

**Approvals**

Student Signature

\_\_\_\_\_  
Print Name

Date

Assistant Director for Academic Advisement

\_\_\_\_\_  
Print Name

Date

## Appendix B5 DIRECTED STUDY FORM

**Northeastern University**

Office of Graduate Studies Services, TC215

Need

APPENDIX I

NTID:

Directed Study Form

Name:

Major:

Department:

### Course Information

Term:  Fall  Spring  Summer I  Summer 2  Summer Fall Year:

CRN

Course Number

Credits

Course Title

Subject of Directed Study

Number

Is this proposed Directed Study intended to address a required course in the program?  Yes  No

If course is YES, please include course number, course title, and a brief description of required work.

Describe the proposed Directed Study, including format, activities, and learning objectives.

Describe how the objectives will be assessed using measurable criteria.

Graduate Cycle:  Fall Fall (SC)  Graduate (A through C, also F)

### Approvals

Student Signature

Print Name

Date

Directed Study Instructor Signature

Print Name

Date

Program Advisor Chair Signature

Print Name

Date

Graduate Student Services, Academic Regulations

Print Name

Date

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03/2019 (02/18)



equivalent to 48 year). Throughout this evaluation please indicate how you have integrated the material into your program if applicable. If a section does not apply to you, simply write "N/A." All questions should be answered with an appropriate opportunity of three quarters applying for funding. If you are not applying for funding you may simply indicate "N/A" to the statistical questions. You must complete each question and its sub-questions.

Are you currently being considered for available funding opportunities? (Questions 5-145)  
Binary;

- I am not currently applying for funding.
- I am not currently applying for funding.

If you are interested in being considered for funding opportunities, please indicate the options you wish to be considered for. (Questions 146-150)

- History Full-time research assistant (graduate only)
- Tutoring or on credit since 2006 credit
- Teaching Assistant's need

### 1. Program experiences

Please list any program experiences you have completed this year (e.g., successfully passing the completion exam/exams, preparing your final thesis, completing your dissertation, applying to Internship, searching for Internship, etc.) (Questions 151-153) (Binary)

### 2. Coursework

Please list all of the courses taken this year and the grades you have received in these courses. If you have completed your coursework, please indicate this. You will be asked to attach official transcript in the end of this evaluation. (Questions 154-156) (Multiple)

Please list all of the currently "incomplete" or "in progress" grades that you have on your transcript. Please list the course name, the semester when you enrolled in this course and the status of these or future grades, including a plan to re-try. (Questions 157-160) (Multiple)



**2. Clinical Experience**

Please identify the name of your current advanced fieldwork/internship area, your supervisor name(s) and the advanced fieldwork/internship course that you have enrolled in this year, including credit hours per course. For students beginning in a new advanced fieldwork/internship in the upcoming fall, please include name of the anticipated site. (Please use 12 or 48 characters only.)

Briefly describe your fieldwork/internship experience, including the population you have served and the skills you acquired this year (if applicable). For students beginning in a new advanced fieldwork/internship in the upcoming fall, please describe anticipated population and skills that you expect to gain. (Please use 1024 or 2048 characters only.)

**3. Research/Workshop**

Please describe your research/workshop activities this year. You may include: Participant on research team(s), Scientific presentation(s)—Author or co-author of presentations, posters or conference(s) (include full citation), Scientific publications—Author or co-author of publications (include full citation and status of manuscript) (i.e., in preparation, submitted, under review, in press, published), Independent grant supported research or grant application(s) only. (Include here you integrate multi-cultural issues into your research. (Please use 1024 or 2048 characters only.)

Please describe your attendance at the WRII or Science Forum Series. (Please use 1024 or 2048 characters only.)

**Please reflect on the development of your writing skills this year?**

(Question 12 of 16 - Mandatory)

**Which research teams are you involved in working on as a HA to a faculty?** (Question 13 of 16 - Mandatory)

**What are your goals for your research development? Include how you plan to integrate multicultural issues into your research work?** (Question 14 of 16 - Mandatory)

**How do you intend to balance your program administrative involvement and clinical responsibilities with research and student responsibility?** (Question 15 of 16 - Mandatory)

**5. Teaching**

**Please describe any involvement you had in teaching this year (this can include paid or volunteer experiences). Include presentation of psychological topics in my or other units and in the CC. How do you integrate multicultural issues into your teaching?** (Question 16 of 16 - Mandatory)



Provide a brief written response and delete headings of your fellow students that you were assigned this week's topic. (October 27, 2016 - Assessment)

Describe your long-term professional goals. (November 13, 2016 - Assessment)

**7. Multicultural Competence**

Describe how you have integrated multicultural issues into your doctoral work. (Jan 2017 - Assessment)

**8. Professional Activities Outside of the Program**

Please describe any part-time involvement in the delivery of professional/work services outside and outside of Northwestern University. Include all work for compensation outside of Northwestern University or the University itself. (October 2016/15 - Assessment)

**9. Program Competencies**

Please self-reflect and rate yourself "1 (beginning)" or "2 (proficient)" on the following 20 program competencies:

Psychology 101 - 2019 - (Psychology)

	Lacking	Emerging	Proficient
420. Psychology students demonstrate a thorough understanding of the roles and functions of the brain.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
421. Psychology students demonstrate a thorough understanding of the roles and functions of the brain.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
422. Psychology students demonstrate a thorough understanding of the roles and functions of the brain, and are able to apply this knowledge to real-world situations and to the design of research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
423. Students demonstrate a thorough understanding of the roles and functions of the brain.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Psychology 101 - 2019 - (Psychology)

	Lacking	Emerging	Proficient
321. Students demonstrate the application of biological and emotional functions of the brain in the brain.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
322. Psychology students demonstrate the ability to apply biological and emotional functions of the brain in the brain.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
323. Students demonstrate the ability to apply biological and emotional functions of the brain in the brain, and are able to apply this knowledge to real-world situations and to the design of research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
324. Psychology students demonstrate a thorough understanding of the roles and functions of the brain, and are able to apply this knowledge to real-world situations and to the design of research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
325. Psychology students demonstrate the ability to apply biological and emotional functions of the brain in the brain.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
326. Psychology students demonstrate the ability to apply biological and emotional functions of the brain in the brain, and are able to apply this knowledge to real-world situations and to the design of research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
327. Psychology students demonstrate the ability to apply biological and emotional functions of the brain in the brain, and are able to apply this knowledge to real-world situations and to the design of research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Psychology 101 - 2019 - (Psychology)

	Lacking	Emerging	Proficient
221. Psychology students demonstrate the ability to apply biological and emotional functions of the brain in the brain.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
222. Psychology students demonstrate the ability to apply biological and emotional functions of the brain in the brain.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
223. Psychology students demonstrate the ability to apply biological and emotional functions of the brain in the brain, and are able to apply this knowledge to real-world situations and to the design of research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
224. Psychology students demonstrate a thorough understanding of the roles and functions of the brain, and are able to apply this knowledge to real-world situations and to the design of research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
225. Psychology students demonstrate the ability to apply biological and emotional functions of the brain in the brain.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
226. Psychology students demonstrate the ability to apply biological and emotional functions of the brain in the brain, and are able to apply this knowledge to real-world situations and to the design of research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
227. Psychology students demonstrate the ability to apply biological and emotional functions of the brain in the brain, and are able to apply this knowledge to real-world situations and to the design of research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
228. Psychology students demonstrate the ability to apply biological and emotional functions of the brain in the brain, and are able to apply this knowledge to real-world situations and to the design of research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

perceptive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2000 students will complete an online peer observation process, providing a minimum 1000-2000 observations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Conclusion 24 of 40 – Information 1**

	Learning	Teaching	Professional
24.1. The faculty will continue to provide in-class instruction for students with limited abilities in reading, writing, and professional communication skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.2. Students will demonstrate an understanding of the legal issues affecting practice and the processes of discovery and conflict resolution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Conclusion 25 of 40 – Information 1**

	Learning	Teaching	Professional
25.1. Students will continue to integrate multiple languages and modes of research and practical problem-solving in their clinical and research activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25.2. Students will be able to analyze, synthesize, and evaluate information related to their general legal skills, ability, and/or special certification and its effect on their work in their area of specialization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25.3. The faculty will continue to integrate and enhance the students' learning, teaching, research, and professional development, and other forms of engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25.4. Students will be able to communicate and resolve the social and economic justice as defined in the 2010-2013.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Conclusion 26 of 40 – Information 1**

	Learning	Teaching	Professional
26.1. The faculty will continue to demonstrate a focus on quality practice research in empirical, theoretical, clinical practice, legal education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26.2. Students will understand the unique challenges facing underserved populations and make appropriate referrals for on-campus and previously established national and international populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

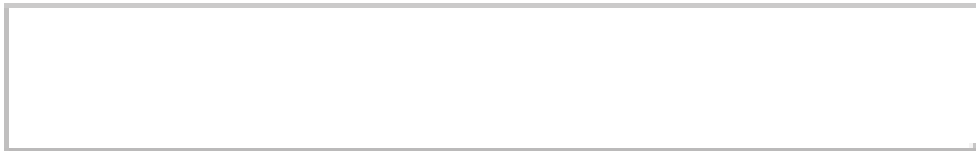
Please describe your ratings on the program completed. (Maximum 750 characters)

---

**10. Plans for Next Year**

Briefly describe your plan for next year. In other words, what are the program initiatives you are planning to implement next year? What are your goals for next year? (Maximum 250 characters)

/



**11. Attachments**

Please upload the following documents.

**Transcript** (Attachment 1 of 4) (Attachment)



**Recently updated CV** (Attachment 2 of 4) (Attachment)



**Compressed pdf of dissertation proposal** (Attachment 3 of 4)



**Dissertation proposal final signature page** (Attachment 4 of 4)



**Compressed pdf of final dissertation** (Attachment 5 of 4)



**Dissertation defense final signature page** (Attachment 6 of 4)



**Advanced Pharmacy Clinical Internship for each completed year of APCE** (Attachment 7 of 4)



**Change of address form(s)** (Attachment 8 of 4)





Appendix C2  
ADVANCED FIELDWORK STUDENT EVALUATION OF SITE/SUPERVISOR FORM  
(For sample purposes only, to be completed by student about the supervisor/site via E\*Value)

**THIS FORM IS A PREVIEW ONLY!**

Overall, how effective was your supervisor? (Question 1 of 4 - Mandatory)

What were your supervisor's strengths? (Question 2 of 4 - Mandatory)

In what areas does your supervisor need improvement? (Question 3 of 4 - Mandatory)

(Question 4 of 4 - Mandatory)

	Yes	No
Weaknesses are not being addressed in a timely manner	<input type="radio"/>	<input type="radio"/>

Review your answers in this evaluation. If you are satisfied with the evaluation, click the **SUBMIT** button below. Once submitted, evaluations are no longer available for you to make further changes.

[Save For Later](#)

[Submit](#)

**Appendix C3**  
**ADVANCED FIELDWORK STUDENT EVALUATION**

(For sample purposes only, to be completed by site supervisor about the student via E\*Value at mid- and end-of-year)

**Fieldwork Evaluation Site Period Dates of Evaluation**  
**Instructions:** COURSE: 2200, 2210, 2220, 2230, 2240, 2250, 2260, 2270, 2280, 2290  
**Form:** Evaluation of Student by Site Supervisor  
**Form ID:**

How often did you meet with the student for supervision? (Question 1 of 26 - Mandatory)

What form(s) did the supervision take? (Question 2 of 26 - Mandatory)

- Instructions:** Multiple choice
- Individual
  - Group
  - Both Individual and Group

In what activities did you primarily observe the student participate? (Question 3 of 26 - Mandatory)

Direct observation of the advanced fieldwork student and his/her developing skills (either live or electronic/video viewing) by the site supervisor must occur each semester as part of the advanced fieldwork evaluation.

In how many of the following activities did you observe the student participate? (Question 4 of 26 - Mandatory)

How many times did you observe the student... (Question 5 of 26 - Mandatory)

**Selection Option**

- None
- Excellent
- Good

Developing skills document (Question 6 of 25 - Mandatory)

**Part 2:**

Please provide your estimate of the student's competency using the following ratings.

**Novice**

Novices have limited knowledge and understanding of: (a) how to analyse problems, and (b) intervention skills and the processes and techniques of implementing them. Novices do not yet recognise patients and do not differentiate well between important and unimportant details; they do not have fixed or cognitive maps of how, for example, a speech client may move from where hearing is to a place of better functioning.

**Intermediate**

Psychology students at the intermediate level of competence have gained enough experience through practice, supervision, and evaluation to be able to recognise some important recurring domain features and to select appropriate strategies to address the issue at hand. Surface level analyses of the Novice stage are less prominent, but generalisation of diagnostic and intervention skills to new situations and clients is limited; support is needed to guide performance.

**Advanced**

At this level, the student has gained deeper, more integrated knowledge of the competency domain in question, including appropriate knowledge of scholarly/research literature as needed. The student is considerably more fluent in their ability to recognise important recurring domain features and to select appropriate strategies to address the issue at hand. In addition to clinical work, recognition of overall patterns, possible diagnoses, and/or treatment processes and outcomes for a given case, are taking shape. Overall plans, based on the more integrated knowledge base and identification of domain features, are clearer and more influential in guiding action. At this level the student is less flexible in these areas than the proficient psychologist of the next level of competence, but does have a feeling of mastery and the ability to cope with and manage many contingencies of clinical work.

No opportunity for student to perform

No opportunity for supervisor to assess

**1. Interpersonal Relationships (IRI)**

The ability to form and maintain productive relationships with others is a cornerstone of professional psychology. Productive relationships are reciprocal, supportive, professional, and ethical. Professional psychologists should possess these basic competencies when they first begin their training. Although the ability to form such relationships is grounded in basic skills that most students will have developed over the course of their lives, helping the student learn and refine these abilities into professional competencies in the applied setting is a key aim of advanced coursework. In particular, the advanced coursework seeks to enhance students' skills in forming relationships.

(Question 7 of 25 - Mandatory)

With effects/benefits:	Novice	Intermediate	Advanced	No opportunity to perform/assess
Ability to make a respectful, helpful professional approach	1.0	2.0	3.0	0
Ability to demonstrate empathy by being unusual, understanding, and appreciating the feelings of others.	1.0	2.0	3.0	0
Ability to form a working alliance and gain trust of those being served.	1.0	2.0	3.0	0

Ability to deal with conflict and negotiate differences.	1.0	2.0	3.0	0
Ability to understand and maintain appropriate professional boundaries.	1.0	2.0	3.0	0

**(Question 8 of 26 - Mandatory)**

Health colleagues	Novice	Intermediate	Advanced	No opportunity to perform/assess
Ability to work collegially with fellow professionals at the practice site.	1.0	2.0	3.0	0
Ability to provide helpful feedback to peers and receive such feedback constructively from peers.	1.0	2.0	3.0	0

**(Question 9 of 26 - Mandatory)**

Health supervisors, the ability to create effective use of supervision, including:	Novice	Intermediate	Advanced	No opportunity to perform/assess
Ability to work collegially with the supervisor.	1.0	2.0	3.0	0
Ability to prepare for supervision.	1.0	2.0	3.0	0
Appropriateness to accept supervisory input, including following directions, seeking feedback in an appropriate manner, and following through on recommendations.	1.0	2.0	3.0	0

**(Question 10 of 26 - Mandatory)**

Health support staff	Novice	Intermediate	Advanced	No opportunity to perform/assess
Ability to be responsible for support staff roles and processes.	1.0	2.0	3.0	0

**(Question 11 of 26 - Mandatory)**

Health teams:	Novice	Intermediate	Advanced	No opportunity to perform/assess
Ability to participate fully in team work.	1.0	2.0	3.0	0
Ability to understand team operating procedures.	1.0	2.0	3.0	0

**(Question 12 of 26 - Mandatory)**

Health community professionals:	Novice	Intermediate	Advanced	No opportunity to perform/assess
Ability to communicate professionally and work collaboratively with community professionals.	1.0	2.0	3.0	0

**(Question 13 of 26 - Mandatory)**

For the telehealth site itself:	Novice	Intermediate	Advanced	No opportunity to perform/assess
Ability to understand and follow the agency's operating procedures.	1.0	2.0	3.0	0
Ability to participate in the setting, the work, and success of the site.	1.0	2.0	3.0	0
Ability to contribute in ways that will enrich the site.	1.0	2.0	3.0	0

(Question 14 of 26 - Mandatory)

Yes No

Is the student currently performing at the expected level in **Relationship/Personal Skills** (if no, describe at the end of this evaluation)? 2.0 1.0

## 2. Skills in Application of Research

Consolidating psychology practice is based on empirical evidence, research, knowledge derived from practice, and professional judgment.

(Question 15 of 26 - Mandatory)

	Novice	Intermediate	Advanced	No opportunity to perform/assess
Demonstrates the development of skills and habits in seeking and understanding theoretical and research knowledge relevant to the practice of psychology.	1.0	2.0	3.0	0
Shows research related information skills as well as in class items.	1.0	2.0	3.0	0

(Question 16 of 26 - Mandatory)

Yes No

Is the student currently performing at the expected level in **Skills in Application of Research** (if no, describe at the end of this evaluation)? 2.0 1.0

## 3. Psychological Assessment Skills

(Question 17 of 26 - Mandatory)

Number of assessments the student has concluded this semester.

Number of times student has made presentations of assessment reports.

(Question 18 of 26 - Mandatory)

	Novice	Intermediate	Advanced	No opportunity to perform/assess
Wishes to utilize a systematic approach to gather data to inform decision making.	1.0	2.0	3.0	0
Knowledge of psychometrics for use and limits of assessment validity, including recognition of the importance of using valid assessment tools.	1.0	2.0	3.0	0
Demonstrates skill in administering evaluation instruments to various populations.	1.0	2.0	3.0	0
Wishes to score and interpret results from individual assessment instruments.	1.0	2.0	3.0	0
Wishes to integrate assessment data from different sources for diagnostic purposes.	1.0	2.0	3.0	0
Wishes to select, implement, review, and interpret group screening instruments.	1.0	2.0	3.0	0
Wishes to review and interpret measures of academic performance and achievement.	1.0	2.0	3.0	0
Wishes to integrate assessment results to develop appropriate, individualized, and valid remedial interventions or solutions.	1.0	2.0	3.0	0
Wishes to understand strengths and limitations of current assessments and diagnostic approaches.	1.0	2.0	3.0	0
Wishes to verbally summarize assessment results to diverse audiences (professionals, clients).	1.0	2.0	3.0	0
Wishes to written and/or summarized results to members from a panel of professionals or academic, social, behavioral and emotional functioning.	1.0	2.0	3.0	0

(Question 19 of 35 - Mandatory)

	Yes	No	No opportunity to perform
In the student currently performing at the expected level in Psychological Assessment (Sub 7)? (Yes, describe at the end of this rubric).	2.0	1.0	0

#### 4. Intervention Skills

(Intervention includes presenting, development, and manual interventions)

(Question 20 of 35 - Mandatory)

# of clients seen in individual counseling sessions:

# of co-occurring groups led:

(Question 21 of 35 - Mandatory)

	Novice	Intermediate	Advanced	No opportunity to perform/assess
Ability to formulate and conceptualize cases, including the ability to identify the problem in a clinical intervention.	1.0	2.0	3.0	0
Demonstrates knowledge of psychological intervention theory, research, and practice.	1.0	2.0	3.0	0
Demonstrates knowledge of the full range of mental and systems of the client's behavior and emotional effectiveness.	1.0	2.0	3.0	0
Ability to plan and implement interventions that can include psychotherapy (e.g., CBT, person or therapy, psycho-educational interventions, crisis management, etc.) and other interventions depending on the focus and scope of the behavior.	1.0	2.0	3.0	0
Ability to assess and monitor intervention progress and outcomes.	1.0	2.0	3.0	0

(Question 22 of 35 - Mandatory)

	Yes	No	No opportunity to perform
In the student currently performing at the expected level in Intervention (Sub 7)? (Yes, describe at the end of this rubric).	2.0	1.0	0

#### 5. Collaborative Skills/Professional Collaboration

(Question 23 of 35 - Mandatory)

# of consultative meetings with teachers:

# of consultative meetings with parents:

# of consultative meetings with others:

(Question 24 of 35 - Mandatory)

	Novice	Intermediate	Advanced	No opportunity to perform/assess
--	--------	--------------	----------	----------------------------------

Demonstrates knowledge of the responsibilities of other professionals.	1.0	2.0	3.0	0
Demonstrates an understanding of the characteristics, values, and behavioral practices of local professional institutions and clearly integrates them into practice.	1.0	2.0	3.0	0
Ability to collaborate with other professionals working for social psychological purposes.	1.0	2.0	3.0	0
Wishes to develop collaborative relationships with families and professionals.	1.0	2.0	3.0	0
Wishes to implement a systematic approach to data collection in a collaborative way.	1.0	2.0	3.0	0
Wishes to work with to develop goals and plans, and to evaluate interventions.	1.0	2.0	3.0	0
Wishes to develop practical interventions for parents and for professionals to use.	1.0	2.0	3.0	0
Ability to develop intervention plans that include preventive and protective components.	1.0	2.0	3.0	0
Ability to work with others to identify school policies that have caused problems.	1.0	2.0	3.0	0

**(Question 23 of 26 - Mandatory)**

	Yes	No	No opportunity to perform
Is the student currently performing at the expected level in <b>Knowledge of Cultural and Ethical Differences?</b> (If no, describe at the end of this section)	10	10	0

**6. Diversity – Individual and Cultural Differences**

The APA Multicultural Guidelines (APA, 2002) stated that “All individuals exist in social, political, historical, and economic contexts, and psychologists are encouraged to reflect upon the influence of these contexts on individual behavior” (p. 17). This entry, consequently, listed as this document is designed to assist in practice of individual and cultural differences (ICD), including knowledge related to ICD, as well as awareness of, respect for, and recognition of diversity in social and ICD. It is critical that cultural differences matter to care that culture influences the way that clients are perceived, the way that clients perceive the psychologist, and that culture-informed practices may be more effective than practices developed for one work or in one cultural group (i.e., Hispanic Americans). Cultured differences matter most to learn how ICD influence client recognition of a problem and appropriate solutions for that problem.

**(Question 24 of 26 - Mandatory)**

	Novice	Intermediate	Advanced	No opportunity to perform
Demonstrates knowledge of self in the context of diversity as one working with diverse clients (e.g., knowledge of self-values, attitudes, beliefs, personal strengths, and limitations)	1.0	2.0	3.0	0
Demonstrates knowledge about the scope and impact of diversity issues for his school and community (HS/MS)	1.0	2.0	3.0	0
Wishes to work effectively with diverse clients in assessment, intervention, and consultation	1.0	2.0	3.0	0
Demonstrates the ability to communicate effectively with culturally and linguistically diverse individuals, including parents, clients, and other family, school, or community members.	1.0	2.0	3.0	0

**(Question 25 of 26 - Mandatory)**

	Yes	No
Is the student currently performing at the expected level in <b>Knowledge – Individual and Cultural Differences?</b> (If no, describe at the end of this section)	10	10

**7. Communication and Information Technology**

**(Question 26 of 26 - Mandatory)**

	Novice	Intermediate	Advanced	No opportunity to perform
--	--------	--------------	----------	---------------------------

Demonstrates written communication skills by means of assessment and other means.	1.0	2.0	3.0	0
Demonstrates oral communication skills by means of presentations, such as presentations of assessment reports, at team meetings, or in various presentations.	1.0	2.0	3.0	0
Understands the purpose and structure of meetings, and facilitates them well.	1.0	2.0	3.0	0
Demonstrates appropriate use of e-mail and other communication or presentation media.	1.0	2.0	3.0	0
Critically evaluate information obtained from the Internet.	1.0	2.0	3.0	0
Use evidence to analyze the results of assessments and interventions, appropriately.	1.0	2.0	3.0	0

(Question 29 of 36 - Mandatory)

	Yes	No
Is the student currently performing at the expected level in Communication and Information Technology? (Use domains at the end of this evaluation)	2.0	1.0

### J. Ethics and Legal Issues

During advanced coursework, the student will build on coursework in ethical practice, developing knowledge and application of clinical practice, as outlined in the APA Ethics Code (APA, 2002). In addition, students should investigate and apply their understanding of legal standards and mandates at the state and federal levels. Note that each of the domains described in this document is a requirement or a matter of course for a graduate-level clinical practice.

(Question 30 of 36 - Mandatory)

	Novice	Intermediate	Advanced	No opportunity to perform/assess
Recognizes and adheres to ethical guidelines and legal regulations.	1.0	2.0	3.0	0
Demonstrates appropriate professional conduct as related to ethical issues.	1.0	2.0	3.0	0
Recognizes and analyzes ethical and legal issues across the range of professional activities at the advanced/intermediate setting.	1.0	2.0	3.0	0
Seeks appropriate information and consultation when faced with ethical and legal issues.	1.0	2.0	3.0	0
Demonstrates a commitment to legal practice.	1.0	2.0	3.0	0

(Question 31 of 36 - Mandatory)

	Yes	No
Is the student currently performing at the expected level in Ethics and Legal Issues? (Use domains at the end of this evaluation).	2.0	1.0

### K. Professional Development

(Question 32 of 36 - Mandatory)

	Novice	Intermediate	Advanced	No opportunity to perform/assess
Initiates, completes professional tasks at the appropriate time (e.g., evaluations, notes, reports, ethics reports, meetings and appointments).	1.0	2.0	3.0	0
Organization and time management: Develops an organized, disciplined approach to writing and maintaining notes and records, organizing workday and managing time effectively.	1.0	2.0	3.0	0
Identifies personal strengths, particularly as it relates to clinical work.	1.0	2.0	3.0	0
Seeks and uses resources that support flexibility/learning when experiencing personal distress and using self-care strategies for preventing/relieving stress.	1.0	2.0	3.0	0
Demonstrates an ability to take initiative.	1.0	2.0	3.0	0



Can record assigned dates.	1.0	2.0	3.0	0
Demonstrates flexibility and adaptability to novel and unexpected situations.	1.0	2.0	3.0	0
Demonstrates responsibility and accountability relative to work, level of training, and safety responsibilities when needed.	1.0	2.0	3.0	0
Acknowledges and uses resources.	1.0	2.0	3.0	0
Is motivated to improve.	1.0	2.0	3.0	0
Shows courtesy, does not make careless errors.	1.0	2.0	3.0	0
Is able to withstand adverse events and stressful experiences without getting overwhelmed.	1.0	2.0	3.0	0

(Question 35 of 35 - Mandatory)

	Yes	No
Is this student now fully performing at the expected level in Professional Development? (If no, describe at the end of this evaluation).	2.0	1.0

Please describe the student's strength. (Question 36 of 36 - Mandatory)

Please describe the student's current remaining requirements. Please describe the requirements you feel the student is not currently performing at the expected level. (Question 37 of 36 - Mandatory)

Please describe the response of the regulatory authority to your report. (Question 38 of 38 - Mandatory)

Appendix D1  
INTERNSHIP STUDENT EVALUATION FORM

(Sample purposes only: to be completed by site supervisor about the student via E\*Value at mid- & end-of-year)

**Student:**  
**Evaluator:**  
**Site:**  
**Period:**  
**Dates of Rotation:**  
**Rotation:** LEARN 1st Medical Internship 1  
**Form:** Evaluation of Student by Site Supervisor

**Part 1**

How often did you meet with the student for supervision? (Question 1 of 35 - Mandatory)

\_\_\_\_\_

What form(s) did the supervision take? (Question 2 of 35 - Mandatory)

**Selection**      **Option**  
Individual  
Group  
Both Individual and Group

How often did you (or an ally) observe the student performing work? (Question 3 of 35 - Mandatory)

\_\_\_\_\_

Indicate number of direct observations conducted during the evaluation period (Question 4 of 35 - Mandatory)

\_\_\_\_\_

Provide Brief Description of rotation (Question 5 of 35 - Mandatory)

**Selection**      **Option**  
Live

**Novice  
Prof**

Developing skills observed: (Section 6 of 36 - Mandatory)

**Part 4:**

Please provide your estimate of the student's competency using the following ratings.

**Novice**

Novices have limited knowledge and understanding of (a) how to analyze problems, and (b) intervention skills and the processes and techniques of implementing them. Novices do not yet recognize patterns and do not differentiate well between important and unimportant details; they do not have filled-in cognitive maps of how, for example, a given client may move from where he/she is to a place of better functioning.

**Intermediate**

Psychology students at the Intermediate level of competence have gained enough experience through practice, supervision, and evaluation to be able to recognize some important recurring domain features and to select appropriate strategies to address the issue at hand. Routine direct analyses of the Novice stage and less prominent, but generalization of diagnostic and intervention goals to new situations and clients is limited; support is needed to guide performance.

**Advanced**

At this level, the student has gained deeper, more integrated knowledge of the competency domain in question, including appropriate knowledge of scholarly research literature as needed. The student is considerably more fluent and better able to recognize important recurring domain features and to select appropriate strategies to address the issue at hand. In relation to clinical work, recognition of overall patterns, possible diagnoses, suitable treatment processes and outcomes for a given case, use taking steps, Overall plans, based on the more integrated knowledge base and identification of domain features, are clearer and more influential in guiding action. At this level the student lacks fluency in these areas from the proficient psychological (the next level of competence) but does have a feeling of mastery and the ability to cope with and manage many contingencies of clinical work.

No opportunity for student to perform

No opportunity for supervisor to observe

**1. Interpersonal Interpersonal Skills**

The ability to form and maintain productive relationships with others is a cornerstone of professional psychology. Productive relationships are reciprocal, respectful, mutually beneficial, and ethical. Professional psychologists should possess these basic competencies when they first begin their training. Although the ability to form relationships is provided in basic skills, not every student will have developed over the course of their lives, helping the student learn and refine these skills into professional competencies is the applied setting is a key aim of the internship. In particular, the knowledge goes to enhance student skills in forming relationships.

(Section 7 of 36 - Mandatory)

With client/family:	Novice	Intermediate	Advanced	Supervisor only to perform/observe
Ability to take a respectful, helpful professional approach.	1.0	2.0	3.0	0
Ability to demonstrate respect by being aware of, understanding, and appreciating the feelings of others.	1.0	2.0	3.0	0
Ability to form a working alliance and gain trust of those being served.	1.0	2.0	3.0	0
Ability to deal with conflict and negotiate differences.	1.0	2.0	3.0	0
Ability to understand and establish appropriate professional boundaries.	1.0	2.0	3.0	0

(Goal 4 of 36 - Mandatory)

MHh colleague:	Novice	Intermediate	Advanced	No opportunity to perform/assess
Ability to work collaboratively with fellow professionals at the practice site	1.0	2.0	3.0	0
Ability to provide helpful feedback to peers, and to receive such feedback, non-defensively from peers.	1.0	2.0	3.0	0

(Goal 5 of 36 - Mandatory)

MHh supervisor, the ability to make effective use of supervisor, including:	Novice	Intermediate	Advanced	No opportunity to perform/assess
Ability to work collaboratively with the supervisor.	1.0	2.0	3.0	0
Ability to prepare for supervisor.	1.0	2.0	3.0	0
Ability/competence to accept supervisor input, including following directions, accepting feedback in an appropriate manner, and following through on recommendations.	1.0	2.0	3.0	0

(Goal 10 of 36 - Mandatory)

MHh support staff:	Novice	Intermediate	Advanced	No opportunity to perform/assess
Ability to be employed in support staff roles and positions	1.0	2.0	3.0	0

(Goal 11 of 36 - Mandatory)

MHh team:	Novice	Intermediate	Advanced	No opportunity to perform/assess
Ability to participate fully in team work.	1.0	2.0	3.0	0
Ability to understand team opening procedures.	1.0	2.0	3.0	0

(Goal 12 of 36 - Mandatory)

MHh community mental health:	Novice	Intermediate	Advanced	No opportunity to perform/assess
Ability to demonstrate professionalism and work collaboratively with community professionals.	1.0	2.0	3.0	0

(Goal 13 of 36 - Mandatory)

Peer Site information officer:	Novice	Intermediate	Advanced	No opportunity to perform/assess
Ability to understand and observe agency's opening procedures.	1.0	2.0	3.0	0
Ability to participate in briefing the team and monitor of the site.	1.0	2.0	3.0	0
Ability to contribute to ways that will create the site.	1.0	2.0	3.0	0

(Goal 14 of 36 - Mandatory)

	Yes	No
Is the student currently performing at the expected level in Behavioral/Intelligence/Skills? (Yes, describe at the end of this evaluation)	2.0	1.0

### 2. Skills in Application of Research

Contemporary psychology practice is based on empirical evidence, research, knowledge, and/or best practice, and problem and judgment.

(Questions 74 of 86 - Mandatory)

	Novice	Intermediate	Advanced	No opportunity for performance
Demonstrate the development of skills and habits in applying and understanding theoretical and research knowledge necessary for practice of psychology.	1.0	2.0	3.0	0
Share research-based information skills in oral and written forms.	1.0	2.0	3.0	0

(Questions 75 of 86 - Mandatory)

	Yes	No
How would you rate proficiency at the expected level in Skills in Application of Research? (If no, describe at the end of this evaluation)	2.0	1.0

### 3. Psychological Assessment Skills

(Question 67 of 86 - Mandatory)

Number of assessments the student has conducted this semester.

Number of times student has made presentations of assessment reports.

(Question 76 of 86 - Mandatory)

	Novice	Intermediate	Advanced	No opportunity for performance
Ability to utilize a systematic approach to gather data for information.	1.0	2.0	3.0	0
Knowledge of population issues and bases of assessment methods, including recognition of the importance of using valid assessment tools.	1.0	2.0	3.0	0
Demonstrate skill in administering evaluation instruments to various populations.	1.0	2.0	3.0	0
Ability to score and interpret results from individual assessment instruments.	1.0	2.0	3.0	0
Ability to integrate assessment data from different sources for diagnostic purposes.	1.0	2.0	3.0	0
Ability to select, implement, score, and interpret group screening instruments.	1.0	2.0	3.0	0
Identify, assess, and interpret measures of academic performance and achievement.	1.0	2.0	3.0	0
Ability to integrate assessment results to develop appropriate academic, behavioral, and non-academic intervention recommendations.	1.0	2.0	3.0	0
Ability to understand strengths and limitations of current assessments and diagnostic procedures.	1.0	2.0	3.0	0
Ability to evaluate assessment instruments to make findings on validity (reliability, validity, etc.).	1.0	2.0	3.0	0
Ability to collect and use assessment results to monitor the impact of interventions on academic, social, behavioral and emotional functioning.	1.0	2.0	3.0	0

(Question 75 of 86 - Mandatory)

No opportunity to

	Yes	No	No opportunity to perform
Is the student currently performing at the expected level in Psychological Assessment Skills? (Yes, describe at the end of this rubric.)	2.0	1.0	0

### L. Intervention Skills

**Intervention includes prescriptive, developmental, and remedial interventions.**

(Question 20 of 28 – Mandatory)

# of clients seen in individual counseling sessions	_____
# of counseling groups led	_____

(Question 21 of 28 – Mandatory)

	Novice	Intermediate	Advanced	No opportunity to perform
Ability to identify and conceptualize issues, including the ability to identify the problem in need of intervention.	1.0	2.0	3.0	0
Demonstrates knowledge of psychological intervention theory, research, and practice.	1.0	2.0	3.0	0
Demonstrates knowledge of the influence of context and systems of the client's behavior and intervention effectiveness.	1.0	2.0	3.0	0
Ability to plan and implement a treatment plan that may include psychological (e.g., CBT, behavior therapy), program (educational interventions, psychoeducational), and other interventions, depending on the focus and scope of the underlying issue.	1.0	2.0	3.0	0
Ability to assess and monitor the student progress and outcomes.	1.0	2.0	3.0	0

(Question 22 of 28 – Mandatory)

	Yes	No	No opportunity to perform
Is the student currently performing at the expected level in Intervention Skills? (Yes, describe at the end of this rubric.)	2.0	1.0	0

### C. Consultation Skills (Professional Collaboration)

(Question 23 of 28 – Mandatory)

# of consultation meetings with faculty	_____
# of consultative meetings with parents	_____
# of consultative meetings with others	_____

(Question 24 of 28 – Mandatory)

	Novice	Intermediate	Advanced	No opportunity to perform
Demonstrates knowledge of the various roles of other professionals.	1.0	2.0	3.0	0
Demonstrates an understanding of the consultant's role in an educational problem in another professional or to will ultimately be the role of the other professional.	1.0	2.0	3.0	0
Ability to dialogue with others professionally, especially the use of psychological jargon.	1.0	2.0	3.0	0

Ability to develop collaborative relationships with families and professionals.	1.0	2.0	3.0	0
Ability to maintain a systematic approach to case collection in a community setting.	1.0	2.0	3.0	0
Ability to maintain a working paper and diary, and to read and summarize.	1.0	2.0	3.0	0
Ability to develop practical interventions for parents and to perform them on site.	1.0	2.0	3.0	0
Ability to develop intervention plans that reflect a good use of available community resources.	1.0	2.0	3.0	0
Ability to work with others to develop and evaluate plans that improve individual children.	1.0	2.0	3.0	0

(Question 20 of 20 - Mandatory)

	Yes	No	Must you be able to perform?
Is the student currently performing all the expected level in <b>Communication Skills-Professionals of Collaboration?</b> (Yes/No decide if there is a level of the task or if it is evaluated)	2.0	1.0	0

**K. Diversity – Individual and Cultural Differences**

The IEP Multi-cultural Initiative (MCI) (2017) states that “All practitioners should be social, political, historical, and economic realities, and psychology, are increasingly called upon to understand the influence of these contexts on individual behavior” (p. 377). Thus, given contemporary interest in this domain, it is especially desired to include all students of diverse backgrounds (LEAD) including backgrounds related to IETI (i.e., all) as measures of support that are appropriate within a field of IETI. It is critical that practitioners be able to learn that all are influenced, the more that clients are reached, the more that clients participate in psychological and that culture-centered practices can be more effective than practice development. For our state only, we will have groups (e.g., Language Acquisition) to develop students need to know how IETI is a diverse “client” population of a provider, and appropriate reference to that problem.

(Question 26 of 26 - Mandatory)

	Novice	Intermediate	Advanced	Percentage of ability to perform/evaluate
Demonstrate knowledge of self from a range of diversity in one setting with diverse clients (e.g., knowledge of self, culture, beliefs, personal strengths, and limitations).	1.0	2.0	3.0	0
Demonstrate knowledge about the culture and impact of diverse social norms, norms, and community settings.	1.0	2.0	3.0	0
Able to work effectively with diverse clients in a diverse social environment and community.	1.0	2.0	3.0	0
Communicate the ability to communicate effectively with culture, life, and language diversity clients, including direct and indirect, and other factors, and work in community settings.	1.0	2.0	3.0	0

(Question 31 of 31 - Mandatory)

	Yes	No
Is the student currently performing all the expected level in <b>Diversity- Individual and Cultural Differences?</b> (Yes/No decide if there is a level of the task or if it is evaluated)	2.0	1.0

**L. Communication and Collaboration- Evaluation**

(Question 36 of 36 - Mandatory)

	Novice	Intermediate	Advanced	Percentage of ability to perform/evaluate
Communicate and collaborate skills by means of assessment and/or on site.	1.0	2.0	3.0	0
Communicate and collaborate skills by means of observation, such as participation, of assessment reports, of team meetings or in writing communication.	1.0	2.0	3.0	0

Understand the purpose and structure of meetings and how to use them well.	1.0	2.0	3.0	0
Demonstrates appropriate use of email and other communication or presentation tools.	1.0	2.0	3.0	0
Ability evaluate information obtained from the Internet.	1.0	2.0	3.0	0
Must follow it to analyze the results of assessments and interventions, appropriately.	1.0	2.0	3.0	0

(Question 29 of 29 - Mandatory.)

Yes No

In the above, currently performing at the expected level in **Communication and Information Technology?** (If no, describe at the end of this evaluation) 2.0 1.0

### 8. Ethics and Legal Issues

During a hearing, the clinician will build on a knowledge of ethical principles, developing knowledge and application of ethical principles, as outlined in the APA Ethics Code (APA, 2017). In addition, clinicians should be aware of existing job laws and standards of legal standards and mandates at the state and federal levels. Note that each of the domains described in this document is expected as a matter of course to be grounded in ethical practice.

(Question 30 of 29 - Mandatory.)

	Novice	Intermediate	Advanced	No opportunity to perform this area
Recognizes and adheres to ethical guidelines and legal regulations.	1.0	2.0	3.0	0
Demonstrates appropriate professional ethics related to ethical issues.	1.0	2.0	3.0	0
Recognizes and analyzes ethical and legal issues across the range of professional activities and in relationship settings.	1.0	2.0	3.0	0
Seeks appropriate information and consultation when faced with ethical and legal issues.	1.0	2.0	3.0	0
Demonstrates involvement in ethical practice.	1.0	2.0	3.0	0

(Question 31 of 29 - Mandatory.)

Yes No

In the above, currently performing at the expected level in **Ethics and Legal Issues?** (If no, describe at the end of this evaluation) 2.0 1.0

### 9. Professional Development

(Question 32 of 29 - Mandatory.)

	Novice	Intermediate	Advanced	No opportunity to perform this area
<b>Attendance.</b> Completes professional tasks in all the appropriate areas (e.g., evaluations, notes, reports, direct therapy, group or meetings and appointments).	1.0	2.0	3.0	0
<b>Organization and time management.</b> Develops an organized, disciplined approach to making and maintaining notes and records. Organizes to set up and manages time effectively.	1.0	2.0	3.0	0
Meets professional goals, particularly on activities in direct work.	1.0	2.0	3.0	0
Seeks and uses resources that support healthy boundaries when supervising personal clients and using self-care strategies to promote performance.	1.0	2.0	3.0	0
Demonstrates an ability to initiate activities.	1.0	2.0	3.0	0
Contributes to management of cases.	1.0	2.0	3.0	0



Disseminates flexibility and adaptability in novel and unexpected situations	1.0	2.0	3.0	0
Disseminates responsibility and accountability relative to one's level of training, and seeks consultation as yet needed.	1.0	2.0	3.0	0
Admits delays and corrects errors.	1.0	2.0	3.0	0
Is motivated to improve.	1.0	2.0	3.0	0
Works carefully, diligently, and conscientiously.	1.0	2.0	3.0	0
Is able to withstand adverse events and stressful experiences without getting overwhelmed.	1.0	2.0	3.0	0

(Question 33 of 36 - Mandatory)

100% 1.0

Is the student currently performing at the expected level in Professional Development? (If no, describe at the end of this question.) 2.0 1.0

Please describe the student's strengths. (Question 34 of 36 - Mandatory)

Please describe the student's areas needing improvement. Please describe any areas you believe the student is not currently performing at the expected level. (Question 35 of 36 - Mandatory)

Please provide a plan to improve the student's skills if you determine. (Question 36 of 36 - Mandatory)

Appendix E1  
DISSERTATION PROPOSAL CHECKLIST

M. S. in Counseling Psychology Program  
New England University  
College of Business Administration  
Department of Applied Psychology

**Dissertation Proposal Checklist**

<b>STUDENT:</b>	
<b>Faculty Advisor:</b>	
<b>Committee:</b>	
<b>Number:</b>	
<b>THINGS TO BE DONE ATTENTION!</b>	
1. Approved Proposal Submission Date Due: _____	
2. <b>COMMITTEE</b> 3/27/2014 11:00 AM (online)	
3. <b>FILE</b> - Copy of Proposal - Placed in Office 3/27/2014 11:00 AM (online)	
4. <b>STATE</b> - Attachments with the proposal (writing) 3/27/2014 11:00 AM (online)	
5. <b>ACQUISITION</b> - Dissertation Approval Form Signed	

\*Always check the current date of all due dates (for both proposal submission and committee meeting)

Appendix E2  
DISSERTATION DEFENSE CHECKLIST

Ph.D. in Counseling Psychology Program  
Northern State University  
Hess College of Health Services  
Department of Applied Psychology

**Dissertation Defense Checklist**

<b>Student:</b>	
<b>Chairperson:</b>	
<b>Committee Members:</b>	

<b>Items Requiring Attention</b>	
1.	Agreed Upon Defense Date
2.	Date Final Copy of Dissertation Submitted to Committee (at least 30 days prior)
3.	Final Copy of Dissertation Placed in Office (at least 14 days prior)
4.	Date Announcement Sent for Dissertation Hearing (at least 14 days prior)
5.	4 Copies of Dissertation Approval Form Signed

\*Please attach documentation of all of the above items (Ex. Email of proposal announcement)

Appendix E3  
APPLIED PSYCHOLOGY (AP) DISSERTATION FORM

Northeastern University  
Department of Applied Psychology  
Counseling Psychology Doctoral Program

**DISSERTATION FORM**

To be completed when committee is formally assembled, and topic area finalized

Student Name:

Date:

Research Topic:

Committee:

Chairperson:

(signature)

Committee Member:

(signature)

Committee Member:

(signature)

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

Tentative Timeline:

Proposal Hearing (anticipated date):

Defense Hearing (anticipated date):

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

Student

(signature)

Appendix E4  
DISSERTATION PROPOSAL APPROVAL FORM

**Northeastern University**

Reset

Office of Graduate Student Services, BCTR

APPENDIX 4

NUID:

Dissertation Proposal Approval Form

Name:

Major:  Department:

Dissertation Title:

Approval for Dissertation Proposal Requirements for Doctor of Philosophy

Dissertation Committee Chair

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

Printed Name:

Dissertation Committee Members

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

Printed Name:

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

Printed Name:

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

Printed Name:

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

Printed Name:

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

Printed Name:

Office of Graduate Student Services, Boston College of Health Sciences

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

Printed Name:

Appendix E5  
DEPARTMENT DISSERTATION DEFENSE APPROVAL RECORD

**Northeastern University**

Recent

Office of Graduate Student Services, GRUSS

APPENDIX 5

YTD#:

Dissertation Approval Forum

Name:

Major:

Department:

Dissertation Title:

Approval for Dissertation Requirement(s) for Doctor of Philosophy

Dissertation Committee Chair

Signature \_\_\_\_\_

Date

Printed Name

Dissertation Committee Members

Signature \_\_\_\_\_

Date

Printed Name

Signature \_\_\_\_\_

Date

Printed Name

Signature \_\_\_\_\_

Date

Printed Name

Signature \_\_\_\_\_

Date

Printed Name

Signature \_\_\_\_\_

Date

Printed Name

Office of Graduate Student Services, Deane College of Health Sciences

Signature \_\_\_\_\_

Date

Printed Name

Appendix E6  
SAMPLE DISSERTATION TITLE PAGE

DISSERTATION TITLE IN FULL CAPITALS (CAPS)

A dissertation presented by  
Student Name in Full

Submitted to  
The Department of Applied Psychology in partial fulfillment of the requirements for the degree  
of  
Doctor of Philosophy  
in the field of  
Counseling Psychology  
Northeastern University  
Boston, Massachusetts  
Month, Year

## REFERENCES

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