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SECTION I

I. INTRODUCTION

The Counseling Psychology Doctoral Program is located in 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). Our program has received the Association of State Provincial Psychology Boards (ASPPB)/National Register designation.

II. OVERVIEW OF THE PROGRAM

The Counseling Psychology Doctoral Program is a full-time doctoral program that accepted its first cohort in 2009. Our program was accredited by the American Psychological Association (APA) in May 2014 for 7 years, until 2021. The curriculum prepares graduates to meet licensure requirements 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-psychic factors, there are many environmental factors that shape individuals.

The ecological model allows for the conceptualization of relationships among various aspects of the individual (i.e., biological, cultural, and relational), in numerous forms of social organizations (e.g., families, schools, neighborhoods, communities, vocational settings), and through multiple structural influences (e.g., socioeconomic factors, social policy, reward systems). 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 core 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; and prevention.

**Jessica B. Edwards George, Ph.D., NCSP, Northeastern University**
Dr. Edwards George is a licensed psychologist in Massachusetts and Rhode Island 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. 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. Her current work is in developing web based and interactive virtual environments for children with food allergies and examining eating pathology in youth with celiac disease. Dr. Edwards George is the clinical coordinator for the Department and Associate Program Director for the Ph.D. in Counseling Psychology Program.

**Debra Franko, Ph.D., McGill University**
Dr. Franko is a licensed clinical psychologist whose research interests fall under the general topic of women’s health and specifically in the areas of eating disorders and obesity. Her clinical specialty area is eating disorders with adolescents and adults and her research interests include ethnic differences, the prevention of eating disorders, and multimedia approaches to treatment and prevention. Her most recent efforts have focused on the prevention of eating disorders adolescents and college women, as well as online programs to increase healthy eating in children and adolescents. She is on the editorial boards of the *International Journal of Eating Disorders* and *Body Image: An International Journal of Research*. She has authored over 120 peer-reviewed journal articles and book chapters in the area of eating disorders, body image, and obesity. Her co-authored book, *Unlocking the Mysteries of Eating Disorders: A Practical, Life-Saving Guide to Your Child’s Treatment and Recovery*, was published by McGraw-Hill in September 2007.

**Christina Lee, Ph.D., New York University**
Dr. Lee’s programmatic research focuses on immigrant health and the reduction of risky health behaviors. Her clinical specialty area is on motivational interviewing and brief interventions. Her research interests include testing the efficacy of culturally adapted empirically-based substance abuse treatments, acculturation stress and health behavior, the use of inexpensive technology to disseminate treatment, training medical staff to deliver interventions, minority participation in clinical research and treatment, and behavioral treatment mechanisms among mainstream and immigrant populations. She completed pre and post-doctoral NIH fellowships in Addictions Treatment Research at the Center for Alcohol Studies and Addiction at Brown University and has received NIH funding for her research. She is a member of the MINT (Motivational Interviewing Network of Trainers) and is a consulting editor for *Cultural Diversity and Ethnic Minority Psychology*, APA’s Division 45 journal.

**Tracy Robinson-Wood, Ed.D., Harvard University**
Dr. Robinson-Wood is the Program Director and Director of Clinical Training for the Ph.D. in Counseling Psychology Program. She 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., Université de Toulouse, 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. She is the author of
over 60 journal articles and book chapters and serves on the editorial board of the *Journal of Youth and Adolescence*. Dr. Rodgers is a licensed psychologist in France.

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

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

**Mariya Shiyko, Ph.D., City University of New York**

Dr. Shiyko is a quantitative psychologist studying the use of technology for assessment of and intervention for health-related behaviors. Her methodological work is centered around issues of study design (e.g., frequency of sampling, questionnaire development) and data analysis (e.g., evaluation and dissemination of novel statistical methods for analysis of intensive longitudinal data). She is involved in several multidisciplinary projects that develop technology-based interventions for promoting healthy behaviors. Examples include a computer-game project for improving healthy eating and physical activity, a mobile text-messaging intervention for weight loss, and digital assessment of contextual factors associated with smoking and smoking-cessation processes.

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, are in attendance at some of the meetings. Dr. Robinson-Wood is designated as program director and director of clinical training. Dr. Edwards George serves as the clinical coordinator and is responsible for developing relationships with internship sites, preparing students for placement, and supervising students while they are on internship and also serves as the associate program director.

D. **Licensure Information**

In addition to the information provided by the program, students can obtain information pertaining to licensing procedures in Massachusetts (examinations, course requirements, application process) by writing to: Office of Consumer Affairs, Massachusetts Board of Registration of Psychologists, 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-

Because the regulations change over time, students are advised to check the Massachusetts website regularly. Students are also advised to check websites for licensing information in other states, if they are interested in obtaining licensure elsewhere. Students are strongly encouraged to review the licensure application materials as early as possible, available online at: http://www.mass.gov/ocabr/licensee/dpl-
III. FACULTY EXPECTATIONS OF STUDENTS

A. Student Responsibilities

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

1. Being on time for classes and assignments. It is the student’s responsibility to be available for classes between 4:00 and 9:30 PM. Monday through Thursday. Any problems or extenuating circumstances should be brought to the attention of the instructor and the student’s advisor as soon as possible;
2. Notifying faculty if they need to miss a class;
3. Notifying the department administrative assistant, graduate school and, most importantly, the Registrar’s Office (http://myneu.neu.edu/cp/home/login) of changes in address, telephone number and email;
4. Joining the doctoral student e-mail listserv, the primary basis of all program communications (an NEU email account is available upon registration for classes), by providing an email address to the department administrative assistant;
5. Obtaining the required disability documentation from the Disability Resource Center (DRC) when requesting special accommodations for exams (i.e., extended time for in-class or comprehensive examinations);
6. Adhering to the ethical code of the American Psychological Association (APA) in all aspects of professional behavior;
7. Completing the Student Status Sheet annually (including during the internship year) to keep the program informed of accomplishments and progress through the program (see Appendix A4). The Student Status Sheet is submitted to the advisor before the end of the spring semester;
8. Maintaining enrollment in the program, including during dissertation completion. Students must register each semester that they are in the program. Once they have completed their coursework and internship, they are required to register and pay for Dissertation Continuation credits until they graduate;

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

D. Student Involvement in Program Operations and Improvement

Student feedback is solicited throughout the academic year in the form of faculty/student meetings, student steering committee meetings which are attended by the faculty liaison, individual faculty/student conferences, and end of the year student written evaluations. In addition, students provide faculty with feedback through on-line course evaluations.

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 professional counselor or psychologist. 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 constitutes 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 counselors, psychologists 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. 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. Required courses are in Appendix A1. A model program sequence is in Appendix A3. Students are free to change advisors by completing the “change of advisor form” (see Appendix B1 for sample form that is completed digitally through the E*Value system) and informing the previous advisor, the new advisor, and program director prior to the change. Such a change does not reflect negatively on students and is typically based on a match between student-faculty interests. Students are not obliged to explain a change in advisor, other than stating that they have enjoyed working with their advisor but as they consider their dissertation topic, they have become aware of other faculty whose interests align more closely with their own. Students should review their prerequisites, program of study plan and progress in the program with their advisor.
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 students select a dissertation committee chair, that individual then becomes the advisor. If he or she is not the original advisor, a change of advisor form will need to be completed.

B. Curriculum

The curriculum consists of:

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

1. Coursework

Program 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* (6th edition, 2009); [http://apastyle.apa.org/](http://apastyle.apa.org/). As prudent consumers of scientific information, doctoral students are expected to use primary sources for all work. Students are expected not to rely on information available over the internet.

The typical academic semester is 15 weeks in length, including exam week. Graduate classes usually meet for 2 1/2 hours once a week, except during the 7 1/2-week summer semesters, when they meet twice a week for 2 1/2 hours. Required doctoral courses may be scheduled during the summer as well as during the academic year. Notification of tentative course schedules is posted in the main office several weeks before the beginning of the semester. Students are strongly urged to pre-register for courses to help ensure getting into courses with limited enrollments. Course schedules and the university calendar are available online.

Students register for courses through the MyNEU web-based system ([http://myneu.neu.edu](http://myneu.neu.edu)). For additional information regarding course registration please see the Registrar’s webpage ([http://www.northeastern.edu/registrar/](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). The student must submit it to the department chair prior to the student’s registration for the directed study. Students may not register for a directed study after late registration is over. A directed study cannot be used to replace a course offered by the department. The Massachusetts Licensing Board scrutinizes directed
studies and course waiver documents carefully. A Directed Study cannot be substituted for a required doctoral course.

- With regard to incomplete grades, please refer to the *Graduate Policies and Regulations* and complete the forms that are to be filled out by the student and signed by the instructor. ([http://www.northeastern.edu/bouve/grad/pdf/bouve_grad_handbook_2011_12.pdf](http://www.northeastern.edu/bouve/grad/pdf/bouve_grad_handbook_2011_12.pdf))

- Students should enroll in CAEP 9990 (Dissertation) in the semester they defend their dissertation proposal. They should also enroll in CAEP 9996 (Dissertation continuation) when they defend their completed dissertation. Between these two semesters, students may enroll in CAEP 9996 for as many semesters as needed to maintain their student status.

- Students will not graduate until all requirements, including the internship, are completed.

2. **Clinical Training**

See section II (page 17) for a complete description of the procedure for choosing and obtaining advanced fieldwork placements.

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 clinical training is provided. In addition, students must complete one year of full-time pre-doctoral internship approved by the program.

a. Advanced Fieldwork

Training goals include the advanced development of skills in:

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

Entry to Advanced Fieldwork requires successful completion of a master’s level, supervised clinical experience. Advanced Fieldwork typically occurs in the second and third years of doctoral study. Advanced fieldwork consists of at least 600 hours of fieldwork under the supervision of a doctoral-level psychologist. Students are expected to be at their site for 20 hours each week, with approximately half of that time engaged in direct service delivery. Students are also required to register and attend the Advanced Fieldwork seminar and complete a written evaluation of their fieldwork site (see sample electronic form in Appendix C1).

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 schedule individual meetings with the clinical coordinator and/or instructor for the advanced fieldwork seminar to begin their site search.

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 training director and the program faculty.
A student is eligible for the pre-doctoral internship upon:

1. Successful completion of all comprehensive examinations in September 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 program faculty agrees that the student is ready to go on internship.

Students are advised to download a copy of the internship application form available through the APPIC website (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 various projects going on at an advanced fieldwork site.

C. Other Program Requirements

The requirements of the program also include:

1. Participation on research terms during the first year
2. Annual evaluation of students
3. Residency requirements
4. Adherence to time limits
5. Incomplete grade resolution
6. Completion of all comprehensive exams within three years

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.

The evaluations usually take place during the spring term of each year the student is in the program. The student’s self-evaluation form (see Appendix B3) must be completed by March 30th 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 March 15th to set up a meeting. At the end of the process, the advisor writes a narrative evaluation (see Appendix B4) based on the faculty input and the student’s self-evaluation, which is signed by both the advisor and the student. A copy is placed in the student’s file, and another copy is given to the student.

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

A grade of “Incomplete” may be given to students who fail to complete course work within the specified timeframe. If an Incomplete is agreed to by the instructor prior to the end of the term, the student and instructor need to submit the Incomplete Grade Form (obtained from the Graduate Office) to the Graduate Office. Incompletes are not routinely granted. Students must obtain the Incomplete Grade Form from the Graduate School office and include a timeline for coursework completion. Following University policy, incomplete grades become permanent if not
changed within one year from the time the grade was issued. 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: research, assessment, intervention, and ethics. Starting September 2014, all comprehensive exams need to be completed within three years. 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 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. Rescinding this intention needs to occur two weeks prior to the exam. Students wishing to take more than one comp in one day need to first consult with their advisor; the advisor will bring the request to the program faculty team for discussion and approval. 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 for the interventions comp. The comprehensive exam questions are in essay form. Please see Appendix A5 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. 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 born outside of the United States and whose first language is not English will receive an extra hour and a half to complete the exam.

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.

V. ACADEMIC POLICIES

In addition to the following policies, students are encouraged to review the policies presented in Northeastern University’s Graduate Student Handbook and Bouvé College of Health Sciences Graduate Policies and Regulations (http://www.northeastern.edu/bouve/pdfs/2007-08_Bouve_Gradua.pdf).
A. **Grading Policy of B- or Better**

As of fall 2011, 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, students will be required to retake the course.

B. **Transfer of Credit and Course Waivers**

1. **Transfer of Credit**

   Transfer of credit differs from course waivers. A maximum of nine semester-hours of graduate course credit obtained at another institution may be accepted upon admission as transfer credit. Transfer credits must be recommended for transfer by the student’s advisor after consideration by faculty who teach the course and:
   a. must consist of work taken at the graduate level for graduate credit at an accredited institution;
   b. must carry an earned grade of B (3.0) or better;
   c. must not have been applied toward any other degree.

   The transfer of credits must also be approved by the program faculty 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. Grades received for transfer credits will not be reflected in the student’s overall GPA and may not be used to obtain the academic average necessary for the completion of degree requirements.

   Students who wish to substitute a course taken at another institution for a required doctoral level course may do so under certain circumstances (please check the Bouvé Graduate Student Policies and Procedures for additional regulations). In addition to the foregoing criteria, the following steps must be followed:
   1. The syllabus of the course is first submitted to the advisor who forwards it to the faculty who regularly teaches the course for approval, to ensure that the courses are comparable;
   2. The transcript with the student’s grade must be filed in the Graduate School and signed by the Associate Dean and Director of the Graduate School;
   3. No more than 9 credits may be given for doctoral courses taken elsewhere;
   4. The course may not have been used for credit for any other degree.

2. **Course Waivers**

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

   Students should confer with their advisors, who will consult with faculty who teach the course, early on in the advising process to identify such courses. Requests for waivers are submitted on the same form that is used for transfer of credit obtainable from the Graduate School office. Students will submit this form together with a copy of the official transcript that includes the course considered to be equivalent and an excerpt from the catalog describing the course or the course syllabus. 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.
C. Grading System

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

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

In addition, the following letter designations are used:

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

D. Academic Standing

The minimum average of academic courses for a doctoral student to be in good academic standing is 3.000. A student who falls below this level during any semester will be placed on probation and must be approved by the faculty for continuation in the program. Please refer to the Bouvé Graduate Policies and Regulations for information regarding academic probation (http://www.northeastern.edu/bouve/grad/pdf/bouve_grad_handbook_2011_12.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 practica or 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 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 CA EP department. Students must also adhere to the policies outlined in the manual Graduate Policies and Regulations of the Bouvé College of Health Sciences.

A. Student Appeals and Grievances

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

2. Procedures
The following guidelines are based on statements contained in the 2012-2013 Northeastern University Graduate Student Handbook (http://www.northeastern.edu/gradhandbook/). A student who believes that he or she has suffered as the result of academic actions or judgments by a University faculty member, administrator, or other person acting on behalf of the University may apply the departmental procedure described below in addition to the procedures outlined in the Graduate Student Handbook:

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

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

B. Standards of Behavior

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

1. Academic Honesty
A necessary prerequisite to the attainment of the goals of the University is maintaining complete honesty in all academic work. Students shall adhere to the Academic Integrity Policy at Northeastern, available at http://www.northeastern.edu/osccr/academicintegrity/. 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/index.aspx. 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.

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

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

VII. GENERAL INFORMATION

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

B. Financial Aid

Northeastern University offers graduate students numerous ways to obtain financial assistance. The Office of Financial Aid administers several types of assistance to graduate students, all based on need. They are the Perkins Loan, College Work-Study Program, Stafford Loan, and the Massachusetts Graduate Grant Program. Northeastern University is a participant in the College Scholarship Service, which uses the Financial Aid Form (FAFSA). All applicants for financial aid, including loans, must file a FAFSA in order to be considered. Northeastern University's Graduate School's Financial Aid Application and transcripts of financial aid history from other schools attended are also required. All application forms are available from the Student Financial Services Graduate Financial Aid Office in 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. Students work 20 hours per week, with 12 credit of tuition remission per semester. Previous assistantships have included positions at the Institute on Urban Health Research and Practice. For detailed information and applications, contact the graduate school office in 123 Behrakis.

Through funding from the Bouvé College of Health Sciences, the Department of Counseling and Applied Educational Psychology offers several forms of financial aid to graduate students. The Stipended Graduate Assistantship 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. Graduate Student Scholarships are offered to full-time students only, and cover 8 credit hours per semester. Diversity Scholarships are awarded to students who contribute significantly to diversity in the department, and cover 8 credit hours per semester. Dean’s Scholarships are awarded to master’s students only, and cover 33% and 25% of the tuition of full-time and part-time students, respectively, for the duration of their program of study. 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. Please speak to the program director if you are interested in pursuing these opportunities.

Students may wish to apply for special grants for their doctoral dissertations and are encouraged to speak to their advisors about this possibility. The National Institute of Mental Health has a website (http://grants.nih.gov/training/F_files_nrsa.htm), 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.drc.neu.edu/). The types of assistance available include orientation, registration and pre-registration, information clearinghouse, counseling, housing, neuropsychological evaluation, and services for individuals with visual-impairments, hearing-impairments, mobility-impairments, and learning disabilities. The department faculty also works with students to adapt to individualized circumstances.
E. Harassment

Northeastern University has pledged to provide all of its students and employees with an environment free of intimidation, coercion, or discrimination. Inappropriate relationships or the inappropriate use of power will not be tolerated. Inappropriate behavior includes all types of harassment (e.g., emotional, physical, and sexual) as well as all nonconsensual non-professional relationships between faculty/staff and students as well as among faculty/students and among students. Students who have any questions about treatment received with regard to any type of harassment should call the Office of Institutional Diversity & Equity, 125 Richards Hall, 617-373-2133 (http://www.northeastern.edu/drc/). Confidentiality will be protected, and students can seek help without fear of reprisal or recrimination.

F. Equal Opportunity Policy

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

SECTION II

VIII. CLINICAL TRAINING

A. Clinical Training

All advanced fieldwork and internships are covered by Northeastern University's liability insurance only when students register for appropriate credit hours and a 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.

Beginning in September 2014, E*Value, an online clinical management tool, will be 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. See www.evaluehealthcare.com for a detailed description of the clinical solutions program provided by E*Value.

1. Advanced Fieldwork

In selecting a site for advanced fieldwork, students should consider a number of factors, including the commitment of the site to developing and fostering social responsibility in trainees, the diversity of populations which the agency treats, the 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. Although application deadlines differ from site to site, formal applications and recommendations may be required and due as
early as mid-December of the year prior to the start of fieldwork. For this reason, it is advisable to begin the search for a fieldwork site in the beginning of the fall semester a year before fieldwork is to start.

Typically, students search for an advanced fieldwork site during their first year after meeting and consulting with the clinical coordinator 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 and to review the student evaluation feedback that the clinical coordinator and/or advanced fieldwork seminar instructor maintain through the E*Value system. Prior to beginning advanced fieldwork, a contract between the site and the university needs to be completed. Instructions on how to initiate the contract process through E*Value will be disseminated by the clinical coordinator and discussed in the Advanced Fieldwork seminar in the fall.

Fieldwork sites typically offer the opportunity for several different modes of therapy (crisis-oriented, short-term, extended, individual, group, family, adult, and child) and for various types of assessments (forensic, personality, cognitive, and neuropsychological evaluations). Sites have included college counseling centers, hospitals, schools, and outpatient community mental health/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 a doctoral-level psychologist or a board-certified psychiatrist, in addition to supervision by other staff, such as for group or family work, or psychodiagnostic assessments. Although students are expected to be at their site at least 20 hours/week, some sites may require additional hours for their fieldwork experience. It is expected that students will meet the requirements of the sites in terms of the number of hours expected each week, the start and ending dates of the fieldwork, and the holiday/vacations allowed. (see Appendix D2 for additional guidelines).

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 C1 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 and clinical coordinator to determine appropriate registration pattern. In addition, if a student completes a stand-alone summer only advanced fieldwork that they will not continue in to the academic year they must register for a supervisory course as well during the summer (CAEP 6338).
ADVANCED FIELDWORK (AFW) SEQUENCE

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

CAEP 8553 is variable (1-2 credit courses). 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 and 1 credit of CAEP 7741 or CAEP 7743 during the fall following the summer start of advanced fieldwork. During spring, register for 2 credits of either CAEP 7742 (1st year of AFW) or CAEP 7744 (2nd 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. If starting an optional AFW during the summer; register for 1 credit of CAEP 8553; otherwise register for a total of 3 credits of CAEP 8553 across two semesters (fall/spring) if planning to count this optional AFW as a 3 credit elective.
2. 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.

3. 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 training director and clinical coordinator meet 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 made great strides in obtaining APA-approved and APPIC internships nationally and in the New England area. Over the years, budget cuts have decreased the number of available sites in the area, while the number of applicants has increased. Therefore, more doctoral students are applying to APA-approved out-of-state sites or sometimes accept non-APA approved internships that are listed in APPIC. Formal approval from the doctoral faculty is necessary for all non-APA/non-APPIC-approved 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, clinical coordinator and/or the Doctoral Internship Seminar instructor prior to beginning internship. Typically student 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 Blackboard web-learning format is used for monthly intern updates and discussions. This seminar allows interns the opportunity to broaden their perspectives by sharing their experiences and allows for peer support and feedback. The program training goals include competence in a full range of assessment and clinical treatment skills. 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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Summer start (start date occurs before Fall semester begins)</th>
<th>Fall start (start date occurs at beginning of the Fall semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>CAEP 7798&lt;br&gt;1 Credit</td>
<td>N/A</td>
</tr>
<tr>
<td>Fall</td>
<td>CAEP 7798&lt;br&gt;1 Credit</td>
<td>CAEP 7798&lt;br&gt;1 credit</td>
</tr>
<tr>
<td>Spring</td>
<td>CAEP 7798&lt;br&gt;1 Credit</td>
<td>CAEP 7799&lt;br&gt;2 credits</td>
</tr>
</tbody>
</table>

CAEP 7798 and CAEP 7799 are variable (1-2) credit courses. 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 7799 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 to seeking a pre-doctoral internship. The search for an internship is an intensive, time-consuming process and should begin early so that students have sufficient time to prepare adequately. As of July 2009, all internship applications are submitted via the APPIC portal however, new procedures are developed each year. The training director/clinical coordinator distributes all APPIC messages to the doctoral student list serve to keep everyone abreast of changing policies.

**REMEMBER:** The training director can sign the letter of readiness for a student only when all of the conditions below are fulfilled:

1. All comprehensive exams have been successfully completed in September, prior to the submission of the internship application;
2. All coursework 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 program faculty agrees that the student is ready to go on internship.

In rare cases where the coursework is not satisfactorily completed, or the student is unable to propose by the end of the fall term, s/he will need to withdraw any internship applications previously submitted. It is important to avoid such an outcome, as it makes subsequent internship searches more difficult.

**TIMELINE FOR PRE-DOCTORAL INTERNSHIP PREPARATION**
**Documentation**

Students are strongly advised to keep a detailed record of clinical hours starting with their first advanced fieldwork experience. An individualized strategy for tracking clinical hours will be discussed in Advanced Fieldwork Seminar annually and may include the use of E*Value, Time2Track or mypsychtrack.com. The previous versions of the uniform APPIC application form (AAPI) are available for download for reference to the categorical breakdown of the hours (http://www.appic.org/match/5_3_match_application.html) and an overview is provided of the categories in Appendix D2 (Sample content only as clinical hours will tracked via E*Value using the clinical training hours tool (PXDX)).

**Internal Program Internship Applicant Deadlines**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 30</td>
<td>Draft 1 of all essays, CV, initial list of sites, list of references to clinical coordinator</td>
</tr>
<tr>
<td>August 15</td>
<td>Draft 2 of all essays, CV, and revised site list to clinical coordinator</td>
</tr>
<tr>
<td>September 15</td>
<td>Draft 3 of all essays and finalized site list to clinical coordinator</td>
</tr>
<tr>
<td>September 30</td>
<td>All application materials to training director</td>
</tr>
</tbody>
</table>

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

Students attend a 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 study the APPIC website (http://www.appic.org/). It is helpful to speak with students who have already gone through the internship application process. A good time to do this is in the spring just before those students leave for internship. Throughout the spring semester, the training director and clinical coordinator 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 documentation forms are available only on the web. Although all APPIC-approved sites use the universal application form, some sites may have limited additional 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 training director and/or clinical coordinator. 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 can only be ordered three at a time, so order early.
2. Letters of reference. Letters of references are to be solicited from clinical supervisors or professors who have supervised some aspect of your clinical training and are doctoral-level psychologists or psychiatrists. Students should send each referee a recent CV and a polished draft of the 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 internship sites 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.

3. Curriculum Vitae. Students should update their CV to include sections on education, clinical experience and research. Organize a detailed list of clinical experiences, differentiating supervised from employed experiences, undergraduate and graduate program study requirements, and volunteer work. Clinical experiences should include the populations treated, types and format of treatments, and types of assessments. Students should list and briefly describe all research projects, publications, professional presentations, 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 HIPPA 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 training director and clinical coordinator 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 training director and clinical coordinator are available over the summer (typically via email) to give students feedback on essays and specific application materials. Essays as well as case reports are perhaps the most significant components of the application.

During the summer, the latest APPIC Guide to pre-doctoral internship sites is available via the APPIC. Students should consult that directory as well as Blackboard online materials which contain a collection of information about different sites and past interns’ and applicants’ reports and descriptions. 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. Also, students should read the APA Monitor and the MPA Quarterly for additional information.

Students should consider whether they wish to remain in the greater Boston and other surrounding metropolitan areas (e.g., New York City, Washington, D.C.), or whether they are able to seek an APA-approved site at a greater distance. Clearly, pre-doctoral internships are becoming increasingly competitive and the more locations students are willing to consider and the further from Boston they are willing to be, the greater their chances of securing an internship site. In the 2013 pre-doctoral internship match, three of the three applicants successfully matched outside the Boston area. In 2013, all students who applied for internship matched across Phases I and II and begin their internships during the summer or fall 2014.

**FALL: Plan of Action**

Students should apply to a range of sites; typically 15. The 2013 internship applicant survey indicated an average of 15 sites applied to per successfully matched applicant. Keep a separate file/digital file for each site as you gather application materials and information.

At the beginning of the fall semester, the training director/clinical coordinator will give students instructions about how to obtain the necessary letter of readiness. Students are required to submit by the training director’s/clinical coordinator’s last deadline (September 15) a copy of their CV, essays, and a current student status form (see Appendix A4). This material should be submitted on line by September 30 in order for the training director to proceed with completing the letter of readiness and submit to the sites.

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

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 training director/clinical coordinator 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, and their successes and failures. Students should be able to describe their theoretical orientation and the kind of training they have received. It is helpful to bring extra copies of the CV/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 Blackboard internship applicants course for comments submitted by previous internship applicants regarding the particular site. Please remember to complete an interview form (located in Course Materials on the intern applicant Blackboard site) after each interview and post it on Blackboard 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 will rank order the sites. This is an official process and will determine, along with the site preferences, where you will intern. Instructions on how to submit your rankings and receive your Match results are sent as a PDF document by e-mail from National Matching Services Inc. 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:**
1st Wednesday in February
3rd Friday in February.
Deadline for submission of Rank Order Lists for Phase I of the Match
Results of Phase I of the Match will be released to applicants and training directors

**PHASE II:**
Late February
3rd Monday in March
4th Monday in March
Deadline for applicants to submit applications to programs that are participating in Phase II of the Match.
Deadline for submission of Rank Order Lists for Phase II of the Match
Results of Phase II of the Match will be released to applicants and training directors

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 training director 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.

**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 training director, 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.
SECTION III

A. 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 (i.e., mixed-method approach).

1. Overview of the Dissertation Process

a. Getting Started

In selecting a final topic for a dissertation, students should consult with their advisor and other faculty members to identify the individual best suited to advise their dissertation and serve as the chairperson of their committee. The advisor assigned to the student when s/he entered the program does not have to be the dissertation chairperson. The program does not penalize students, in any way, for changing advisors. Please note that, as earlier, 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 the other members of the committee. The student should approach those individuals to determine their willingness to serve on the committee. Once the committee has been assembled the student is responsible for submitting the CAEP Dissertation Form (Appendix E1) to the dissertation chair/adviser.

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

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

b. Dissertation Committee

Committees consist of a minimum of three faculty members. 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, school, or combined). The other committee member can be from the departmental faculty or external to the University. At least two, including the chairperson of the committee (who is also the student’s advisor), must be from the program core faculty. 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). 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 doctoral faculty. In assembling a committee, the student and the chairperson make every attempt to assure that the members bring the requisite expertise to the study. 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 chairperson is ultimately responsible for the quality of the dissertation. The other members of the committee are responsible for contributing substantively to the work. Members of the committee function in a timely manner and as a committee. All must agree that the dissertation is of acceptable quality for a degree to be awarded. If there is any disagreement among the members, the disagreement must be resolved in committee, so that the student may proceed with his or her work to eventual approval of the dissertation. 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. Students cannot expect that faculty will be available while off contract (typically May 1st through August 31) and should ascertain from their committee, especially from the chair, their availability to review materials during the summer or during holidays, e.g., December and Spring breaks.

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 10 days before the hearing, so that other students and faculty can review. The proposal hearing is open to all members of the community. All students are encouraged to attend. The chairperson of the committee makes arrangements for the room for the proposal hearing and sends announcements to the faculty, students, and the Bouvé Graduate School.

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

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

d. Permission for the Use of Human Subjects in Research
Northeastern University’s Division of Research Integrity assists students in meeting federal, state and university statutes and regulations relating to the protection of human subjects in research. If the dissertation includes the use of human participants, 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. Information and forms are available at: 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 proposal has been approved by the committee. The IRB approval process can take considerable time. It is also necessary to obtain approval at the site where the research will take place. Staff members in the Division of Research Integrity are available to educate students about compliance regulations and to provide assistance in obtaining approval for research activities requiring compliance. For further information, please refer to the Division's web site at: http://www.research.neu.edu/research_guides/students_guide/ 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.

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. It is necessary to determine the committee’s preference ahead of time. 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 days before the date of the defense. The student, in consultation with all committee members, must schedule the date for the dissertation defense. It is the chairperson’s responsibility to announce the defense date in writing to the faculty, students, and Bouvé Graduate School, at least two weeks prior to the scheduled meeting. A copy of the dissertation should be left in the main office at least two weeks prior to the defense for other students and faculty to read. The student is responsible for bringing copies of the Departmental Dissertation Defense Approval Record (Appendix E3) and the Graduate School Approval Record (Appendix E4) to the defense printed on the appropriate grade. The defense is open to the public, and it must take place on the Northeastern University campus. All committee members are expected to be present at the defense.

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 copy of the approved dissertation is then submitted electronically to the library. All this must occur at least ten days prior to graduation in order for the student to be cleared for graduation.

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

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

2. Dissertation Formatting

a. References and Style

b. Dissertation Title Page
A sample Dissertation Title Page is included in Appendix E5.

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

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). The basic requirement for the dissertation is to contribute to and expand the knowledge within the field of psychology and/or across disciplines relating to psychology.

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

1. 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.

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

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 A/V equipment, personal computers, etc.

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

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

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

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

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

**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. 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 completing a dissertation to meet degree requirements must submit an electronic copy of the dissertation at least 20 days prior to commencement following the directions outlined at http://www.etdadmin.com/northeasternbouve

It is recommended that students arrive at the dissertation defense with their signature sheets prepared, utilizing the form in Appendix E3, all committee members are then able to sign the form. The form is then submitted to the department chair and then to the graduate office.

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

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

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

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

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

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

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

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

A1 Required Courses
A2 Doctoral Student Program of Studies
A3 Model Course Sequence (Post-MA)
A4 Doctoral Student Program Status Sheet
A5 Comprehensive Exam Guidelines
B1 Change of Advisor Form
B2 Leave Request Form
B3 Doctoral Student Annual Evaluation Form
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D1 Internship Evaluation Form
D2 Clinical Hours Tracking Information
E1 Counseling and Applied Educational Psychology (CAEP) Dissertation Form
E2 Dissertation Proposal Approval Form
E3 Department Dissertation Defense Approval Record
E4 Graduate School Approval Record
E5 Sample Dissertation Title Page

Please note:
*The Incomplete Grade/Course Waiver/Transfer form and the Directed Study form have not been included in this handbook and can be obtained from the Graduate School Office (123 Behrakis Building).

**FORMS FOR APPENDIXES A4 and B1-D1 ARE SAMPLES ONLY FOR CONTENT PURPOSES. ACTUAL FORMS WILL BE COMPLETED THROUGH E*VALUE ONLINE CLINICAL EVALUATIONS MANAGEMENT TOOL**
Appendix A1
Required courses and credit hours in Counseling Psychology
for Post-Master Ph.D. Counseling Psychology Students*

CAEP 5125  Introduction to Statistics in Mental Health and Education  3
CAEP 6200  Introduction to Counseling  3
CAEP 6202  Research, Data Analysis, and Program Evaluation  3
CAEP 6203  Understanding Culture and Diversity  3
CAEP 6220  Development Across the Lifespan  3
CAEP 6235  Vocational, Educational, and Career Development  3
CAEP 6242  Psychopathology: Diagnosis and Treatment Planning  3
CAEP 6286  Family Counseling and Intervention  3
CAEP 6287  Group Counseling  3
CAEP 6399  Clinical Skills  3

*Ph.D. students are required to take the above courses if they have not already completed these courses during their Masters programs.
Appendix A2

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

Name:          Date:

Ph.D. in Counseling Psychology Curriculum at Northeastern University (Required)

CAEP 6350  Cognitive Assessment 3
CAEP 6352  Personality Assessment 3
CAEP 6390  History and Systems of Psychology 3
CAEP 6394  Advanced Multicultural Psychology 3
CAEP 7701  Doctoral Seminar in Counseling Psychology 3
CAEP 7711  Advanced Psychometric Principles 3
CAEP 7712  Intermediate Statistical and Data Analysis Techniques 3
CAEP 7716  Advanced Research and Data Analysis 3
CAEP 7720  Advanced Clinical Interventions 3
CAEP 7723  Rorschach 3
CAEP 7732  Legal and Ethical Issues in Community and Educational Settings 3
CAEP 7741  Advanced Fieldwork I 2
CAEP 7742  Advanced Fieldwork II 2
CAEP 7743  Advanced Fieldwork III 2
CAEP 7744  Advanced Fieldwork IV 2
CAEP 7750  Biological Bases of Behavior 3
CAEP 7755  Cognitive and Affective Bases of Behavior 3
CAEP 7756  Social Psychology in an Organizational and Ecological Context 3
CAEP 7758  Doctoral Seminar in Contemporary Theories of Psychotherapy 3
CAEP 7778  Doctoral Seminar: Leadership, Consultation, and Supervision 3
CAEP 7798  Doctoral Internship I 1-2
CAEP 7799  Doctoral Internship II 2
CAEP 9990  Dissertation 0
CAEP 9996  Dissertation Continuation 0
CAEP 7751  Clinical Neuropsychology (Elective) 3
Northeastern University  
Department of Counseling and Applied Educational Psychology  
Counseling Psychology Doctoral Program  
(Post-Masters Entry with No Prerequisites)

I. PROFESSIONAL CORE (total 6 credit hours)
- Doctoral Seminar in Counseling Psychology (3) CAEP 7701
- Legal and Ethical Issues in Community and Educational Settings (3) CAEP 7732

II. BASIC CORE (total 15 credit hours)
- History and Systems of Psychology (3) CAEP 6390
- Advanced Multicultural Psychology (3) CAEP 6394
- Biological Bases of Behavior (3) CAEP 7750
- Cognitive and Affective Bases of Behavior (3) CAEP 7755
- Social Psychology in an Organizational and Ecological Context (3) CAEP 7756

III. CLINICAL CORE (total 29 credit hours)
- Cognitive Assessment (3) CAEP 6350
- Personality Assessment (3) CAEP 6352
- Rorschach (3) CAEP 7723
- Advanced Clinical Interventions (3) CAEP 7720
A total of 8 credits/two years of Advanced Fieldwork are needed to graduate
- Advanced Fieldwork I (2) CAEP 7741
- Advanced Fieldwork II (2) CAEP 7742
- Advanced Fieldwork III (2) CAEP 7743
- Advanced Fieldwork IV (2) CAEP 7744
- Doctoral Seminar in Contemporary Theories of Psychotherapy (3) CAEP 7758
- Doctoral Seminar in Leadership, Consultation, and Supervision (3) CAEP 7778
A total of 3 credits of Internship are needed to graduate
- Doctoral Internship I, CAEP 7798 (variable/repeatable credit, 1-2 credits). Register for this course when starting a pre-doctoral internship that begins in the summer in order to receive supervision by a licensed psychologist and to have university liability coverage. You may register for this course two times: summer and fall.
- Doctoral Internship II, CAEP 7799 (variable, repeatable credit, 1-2 credits). Register for this course during the spring of your internship.

IV. RESEARCH CORE (total 9 credit hours)
- Advanced Psychometric Principles (3) CAEP 7711
- Intermediate Statistical and Data Analysis Techniques (3) CAEP 7712
- Advanced Research and Data Analysis (3) CAEP 7716
- Dissertation Continuation (0 semester hours) CAEP 9996
- Dissertation (0 semester hours) CAEP 9990

V. ELECTIVES (total 3 credit hours)
- Clinical Neuropsychology (3) CAEP 7751 or another doctoral-level course approved by the adviser
- Directed Study (1)
- Research Team (1)* CAEP 7771, 7773, 7775 (Fall) and CAEP 7772, 7774, 7776 (Spring)
- CAEP 8553 Advanced Counseling Practicum, (variable/repeatable credit, 1-2 credits)—replaces CAEP 8550 - 8551. You may register for this course three times: summer, fall spring.

*Students may chose 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 credit 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.

TOTAL 62 CREDITS
Appendix A3
Counseling Psychology PhD Model Program (Post MA)
(Projected enrollment 5 per year)

### Year 1

#### Fall Semester

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00</td>
<td>CAEP 7756 Social Psychology in an Organizational and Ecological Context <em>(odd years)</em> OR CAEP 7750 Biological Bases of Behavior <em>(even years)</em></td>
<td>CAEP 6390 History and Systems of Psychology <em>(odd years)</em> OR CAEP 6394 Advanced Multicultural Psychology <em>(even years)</em></td>
<td>CAEP 6352 Personality Assessment <em>(CPY only)</em></td>
<td>CAEP 7711 Advanced Psychometric Principles</td>
</tr>
<tr>
<td>7:00</td>
<td>CAEP 7701 Doctoral Seminar in Counseling Psychology</td>
<td></td>
<td>7:00</td>
<td>CAEP 7701 Doctoral Seminar in Counseling Psychology</td>
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</table>

#### Spring Semester

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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</thead>
<tbody>
<tr>
<td>4:00</td>
<td>CAEP 7732 Legal and Ethical Issues in Community and Educational Settings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CAEP 7712 Intermediate Statistical Data Analysis Techniques</td>
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</tr>
<tr>
<td></td>
<td>CAEP 6350 Introduction to Cognitive Assessment <em>(CPY only)</em></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CAEP 7758 Doctoral Seminar in Contemporary Theories of Psychotherapy</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Time</td>
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<tr>
<td>4:00</td>
<td>CAEP 7756 Social Psychology in an Organizational and Ecological Context <em>(odd years)</em> OR CAEP 7750 Biological Bases of Behavior <em>(even years)</em></td>
<td>CAEP 6390 History and Systems of Psychology <em>(odd years)</em> OR CAEP 6394 Advanced Multicultural Psychology <em>(even years)</em></td>
<td>CAEP 7751 Clinical Neuropsychology <em>(Elective)</em> <em>(odd years)</em> OR CAEP 7723 Rorschach <em>(required)</em> <em>(even years)</em></td>
<td>CAEP 7741 Advanced Fieldwork 1</td>
</tr>
<tr>
<td>7:00</td>
<td>CAEP 7701 Doctoral Seminar in Counseling Psychology</td>
<td>CAEP 7742 Advanced Fieldwork 2</td>
<td>CAEP 7701 Doctoral Seminar in Counseling Psychology</td>
<td></td>
</tr>
</tbody>
</table>
## Year 3

### Fall Semester

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00</td>
<td></td>
<td></td>
<td>CAEP 7751 Clinical Neuropsychology (Elective) (odd years)</td>
<td>4:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>OR CAEP 7723 Rorschach (required) (even years)</td>
<td></td>
</tr>
<tr>
<td>7:00</td>
<td>CAEP 7743 Advanced Fieldwork 3</td>
<td>CAEP 7701 Doctoral Seminar in Counseling Psychology</td>
<td>CAEP 7755 Cognitive and Affective Bases of Behavior</td>
<td>7:00</td>
</tr>
<tr>
<td></td>
<td>CAEP 7744 Advanced Fieldwork 4</td>
<td>CAEP 7701 Doctoral Seminar in Counseling Psychology</td>
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</tbody>
</table>

### Spring Semester

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>CAEP 7755 Cognitive and Affective Bases of Behavior</td>
<td>7:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CAEP 7744 Advanced Fieldwork 4</td>
<td></td>
</tr>
</tbody>
</table>

*Please note that the times that courses are scheduled to meet are provided to assist with student planning and are the times that were offered during the 2013-2014 academic year. These times are subject to change.*
Appendix A4
Northeastern University
Department of Counseling and Applied Educational Psychology
Counseling Psychology Doctoral Program

STUDENT STATUS SHEET
(For sample purposes only, to be completed by student via E*Value)

Name:        Date:
Address:                                              Email:
Phone:                                              Yes ___ No ___
Registered on Doc listserv?                  Position:
Place of Employment:
Date admitted to the program:
Advisor:
Current Status: Full-time; Part-time; On Leave (Provide details)
Date of successful completion of comprehensive exams:
Research:
Ethics:
Assessment:
Intervention:
Date/place of advanced fieldwork; supervisors; nature of work; populations served:
Date/place of internship; supervisors; nature of work; populations served:
Dissertation Committee:   Chair:    Members:
Dissertation Topic:
Proposal Date:    Defense Date:
Expected date of graduation:
Membership in professional organizations and positions:
Author/Co-author of presentations (e.g. symposia, posters) at professional meetings:
Author/Co-author of articles in professional and/or scientific journals:
Teaching (What, where, when, level):
Delivery of professional services: On/off campus; Nature of work; populations served:
Conference Attendances:
Undergraduate College/University attended:
          Year of graduation:
          Cumulative GPA:
GRE Scores: Verbal: _____ Quantitative: _____ Analytical: ______
Northeastern University
Boston. MA 02115
617.373.2485; 617.373.8892 (fax)
Appendix A5
Northeastern University
Department of Counseling and Applied Educational Psychology
Counseling Psychology Doctoral Program

COMPREHENSIVE EXAM GUIDELINES

The following paragraphs should serve to guide you as you prepare to take the comprehensive exams either now or in the future. 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 protocol which will include a variety of test material, such as the TAT stories, Wechsler scores, figure drawings, anxiety and depression inventories, etc. 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.

Legal/Ethical:
The examination will consist of three questions, from which the student will select two. Each should take approximately one hour. In addition to your professional judgment, you will be expected to provide support from the literature. To prepare for this question, review the text book and course materials from the course in Legal/Ethical/Professional Issues as well as the 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
Northeastern University
Department of Counseling and Applied Educational Psychology
Counseling Psychology Doctoral Program

CHANGE OF ADVISOR FORM
(For sample purposes only, to be completed by student via E*Value)

Name:        Date:

Current Advisor:

New Advisor:

New Advisor Signature:

Reason for advisor change:
Appendix B2
Northeastern University
Department of Counseling and Applied Educational Psychology
Counseling Psychology Doctoral Program

Leave Request Form
(For sample purposes only, to be completed by student via E*Value)

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

Doctoral Student Annual Self Evaluation
(For sample purposes only, to be completed by student via E*Value)

The purpose of this self-evaluation is for you to reflect on your accomplishments this year as you progress through the doctoral program at Northeastern University. Please complete this self-evaluation via E*Value and prior to March 30th (at the latest)! Your advisor will use information from this self-evaluation, his/her knowledge regarding your progress in the program, and information from other program faculty to evaluate your progress this year. If a section does not apply to you, simply indicate “N/A.”

Date:
Student Name:
Advisor Name:
Date of Entrance to the Program: Years in program:
Dissertation Proposal Date (if applicable):

Section I: Coursework
a. Please list all of the courses taken this year and the grades you have received. If you have completed your coursework, please indicate this. You can attach a printout of your “my neu” page if that is easier for you.
b. Please list all of the outstanding “Incompletes” you have on your transcript. Please list the course name and the quarter/semester when you enrolled in this course.

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

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

Section IV: Research/Scholarship
Please describe your research/scholarship activities this year. Please include the following (if applicable):
  _ Author or co-author of papers or workshops at professional meetings
  _ Author or co-author of articles in professional or scientific journals
  _ Involvement in grant supported research

Section V: Professional Development
Please describe your professional development activities. List professional organizations you belong to, leadership positions in organizations, conferences attended, etc.

Section VI: Teaching
Please describe any involvement you had in teaching this year.

Section VII: Related Activities Outside Northeastern
Please describe any part-time involvement in the delivery of professional services.

Section VIII: Plans for Next Year
Briefly describe your timeline for next year. In other words, what are the program milestones you anticipate completing next year? What are your goals for next year?
To:
From:
Date:
Re: 20__-20__ Annual Review of Student Progress
Cc:

This is to document my annual review of your progress during the current academic year. I will summarize your progress in the following domains.

Academic Progress:

Advanced Fieldwork:

Research:

Teaching and other Assistantships:

Service:

Professional Development:

Areas for Growth:
Appendix C1
Northeastern University
Department of Counseling and Applied Educational Psychology
Counseling Psychology Doctoral Program

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

Site: 

Supervisor: 

Academic Year: 

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

Assessment/testing: 

Interventions: 

Counseling: 

Workshops/programming: 

Consultation/outreach: 

Supervision: 

Report writing/paper work: 

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

What training/experience opportunities could the site improve upon? 

Would you recommend the site to other students? Yes ____ No ____
Name of supervisor:

Overall, how effective was your supervisor?

What were your supervisor's strengths?

In what areas does your supervisor need improvement?

Would you recommend this supervisor to another student? Yes ____ No ____
Appendix C2
Advanced Fieldwork Student Evaluation

(Email to site supervisor to be sent through the E*Value system to initiate student evaluation process in Fall)

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

Dear Collaborating Field Supervisor:

Thank you for agreeing to mentor our doctoral student at your field site this year. We are most appreciative of the supervision and mentorship that you have agreed to provide. As part of your supervisory role, you will need to complete an evaluation of your student twice during the course of this academic year through E*Value, a clinical evaluation management tool. The first evaluation needs to be completed by the first week in December and the second evaluation needs to be completed by the end of the semester, typically the second week in April.

The comprehensive set of competencies for advanced fieldwork experiences in Northeastern University’s Doctoral Program in Counseling Psychology, which are specified in this evaluation, were based on information developed by the Association of Directors of Psychology Training Clinics (ADPTC) and the Council of Chairs of Training Councils (CCTC) Practicum Competencies Workgroups. The competencies were subsequently reviewed by the Council for Directors of School Psychology Programs (CDSPP) Practicum Taskforce in 2009.

The Northeastern University counseling psychology program faculty expects that our doctoral students will develop skills in the core domains described in this evaluation during their two years in advanced fieldwork and prior to beginning their pre-doctoral internship. We do not expect students to have experiences in all of these areas at your site and we do not expect that students will be “advanced” in all of these areas by the end of their advanced fieldwork training. Your feedback will allow your student to know their strengths and areas s/he should focus on developing further as s/he continues to receive supervised training experiences in subsequent years in the doctoral program.

If you have any questions about this evaluation or any other issues related to the advanced fieldwork aspect of our training program, please contact me at (617) 373-3681 or at j.george@neu.edu Thank you.

Sincerely,

Jessica Edwards George, Ph.D., NCSP
APPENDIX C2
Advanced Fieldwork Student Evaluation Form

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

Period of Placement: ____________________

Part I:
1. How often did you meet with the student for supervision?
2. What form(s) did the supervision take (individual/group/both)?
3. In which activities did you personally observe the student participate?

Part II:
Please provide your estimate of the student’s competency using the following ratings.

Novice (N)
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 (I)
Psychology students at the intermediate level of competence have gained enough experience through practice, supervision, and instruction to be able to recognize 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 generalization of diagnostic and intervention skills to new situations and clients is limited; support is needed to guide performance.

Advanced (A)
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 his/her ability 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, 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 [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: (NOP)

No opportunity for supervisor to assess: (NOA)
1. Relationship/Interpersonal Skills

The ability to form and maintain productive relationships with others is a cornerstone of professional psychology. Productive relationships are respectful, 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 hone and refine these abilities into professional competencies in the applied setting is a key aim of advanced fieldwork. In particular, the advanced fieldwork seeks to enhance students’ skills in forming relationships.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>With clients/families:</td>
<td></td>
</tr>
<tr>
<td>a) Ability to take a respectful, helpful professional approach.</td>
<td></td>
</tr>
<tr>
<td>b) Ability to demonstrate empathy by being aware of, understanding, and appreciating the feelings of others.</td>
<td></td>
</tr>
<tr>
<td>c) Ability to form a working alliance and gain trust of those being served.</td>
<td></td>
</tr>
<tr>
<td>d) Ability to deal with conflict and negotiate differences.</td>
<td></td>
</tr>
<tr>
<td>e) Ability to understand and maintain appropriate professional boundaries.</td>
<td></td>
</tr>
<tr>
<td>With colleagues:</td>
<td></td>
</tr>
<tr>
<td>a) Ability to work collegially with fellow professionals at the practice site.</td>
<td></td>
</tr>
<tr>
<td>b) Ability to provide helpful feedback to peers and receive such feedback non-defensively from peers.</td>
<td></td>
</tr>
<tr>
<td>With supervisors, the ability to make effective use of supervision, including:</td>
<td></td>
</tr>
<tr>
<td>a) Ability to work collaboratively with the supervisor.</td>
<td></td>
</tr>
<tr>
<td>b) Ability to prepare for supervision.</td>
<td></td>
</tr>
<tr>
<td>c) Ability/willingness to accept supervisory input, including following directions, accepting feedback in an appropriate manner, and following through on recommendations.</td>
<td></td>
</tr>
<tr>
<td>With support staff:</td>
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</tbody>
</table>
a) Ability to be respectful of support staff roles and persons.

<table>
<thead>
<tr>
<th>With teams:</th>
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</thead>
<tbody>
<tr>
<td>a) Ability to participate fully in team work.</td>
</tr>
<tr>
<td>b) Ability to understand team operating procedures.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>With community professionals:</th>
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</thead>
<tbody>
<tr>
<td>a) Ability to communicate professionally and work collaboratively with community professionals.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>For the fieldwork site itself:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Ability to understand and observe agency’s operating procedures.</td>
</tr>
<tr>
<td>b) Ability to participate in furthering the work and mission of the site.</td>
</tr>
<tr>
<td>c) Ability to contribute in ways that will enrich the site.</td>
</tr>
</tbody>
</table>

Is the student currently performing at the expected level in this area? (If no, describe at the end of this evaluation). Yes/No

2. Skills in Application of Research

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

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Demonstrates the development of skills and habits in seeking and understanding theoretical and research knowledge relevant to the practice of psychology.</td>
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</tr>
<tr>
<td>b) Shares research-based information both in oral and written form.</td>
<td></td>
</tr>
</tbody>
</table>

Is the student currently performing at the expected level in this area? (If no, describe at the end of this evaluation). Yes/No
1. Relationship/Interpersonal Skills

The ability to form and maintain productive relationships with others is a cornerstone of professional psychology. Productive relationships are respectful, 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 hone and refine these abilities into professional competencies in the applied setting is a key aim of advanced fieldwork. In particular, the advanced fieldwork seeks to enhance students’ skills in forming relationships.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
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<tbody>
<tr>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td><strong>With clients/families:</strong></td>
<td></td>
</tr>
<tr>
<td>a) Ability to take a respectful, helpful professional approach.</td>
<td></td>
</tr>
<tr>
<td>b) Ability to demonstrate empathy by being aware of, understanding, and</td>
<td></td>
</tr>
<tr>
<td>appreciating the feelings of others.</td>
<td></td>
</tr>
<tr>
<td>c) Ability to form a working alliance and gain trust of those being served.</td>
<td></td>
</tr>
<tr>
<td>d) Ability to deal with conflict and negotiate differences.</td>
<td></td>
</tr>
<tr>
<td>e) Ability to understand and maintain appropriate professional boundaries.</td>
<td></td>
</tr>
<tr>
<td><strong>With colleagues:</strong></td>
<td></td>
</tr>
<tr>
<td>a) Ability to work collegially with fellow professionals at the practice</td>
<td></td>
</tr>
<tr>
<td>site.</td>
<td></td>
</tr>
<tr>
<td>b) Ability to provide helpful feedback to peers and receive such feedback</td>
<td></td>
</tr>
<tr>
<td>non-defensively from peers.</td>
<td></td>
</tr>
<tr>
<td>**With supervisors, the ability to make effective use of supervision,</td>
<td></td>
</tr>
<tr>
<td>including:**</td>
<td></td>
</tr>
<tr>
<td>a) Ability to work collaboratively with the supervisor.</td>
<td></td>
</tr>
<tr>
<td>b) Ability to prepare for supervision.</td>
<td></td>
</tr>
<tr>
<td>c) Ability/willingness to accept supervisory input, including following</td>
<td></td>
</tr>
<tr>
<td>directions, accepting feedback in an appropriate manner, and following</td>
<td></td>
</tr>
<tr>
<td>through on recommendations.</td>
<td></td>
</tr>
<tr>
<td><strong>With support staff:</strong></td>
<td></td>
</tr>
<tr>
<td>a) Ability to be respectful of support staff roles and persons.</td>
<td></td>
</tr>
</tbody>
</table>
### With teams:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>a) Ability to participate fully in team work.</td>
<td></td>
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<tr>
<td>b) Ability to understand team operating procedures.</td>
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</table>

### With community professionals:

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>a) Ability to communicate professionally and work collaboratively with community professionals.</td>
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### For the fieldwork site itself:

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a) Ability to understand and observe agency’s operating procedures.</td>
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<tr>
<td>b) Ability to participate in furthering the work and mission of the site.</td>
<td></td>
</tr>
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<td>c) Ability to contribute in ways that will enrich the site.</td>
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*Is the student currently performing at the expected level in this area? (if no, describe at the end of this evaluation).*

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### 2. Skills in Application of Research

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

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<tr>
<td>a) Demonstrates the development of skills and habits in seeking and understanding theoretical and research knowledge relevant to the practice of psychology.</td>
<td>Fall</td>
</tr>
<tr>
<td>b) Shares research-based information both in oral and written form.</td>
<td>Spring</td>
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*Is the student currently performing at the expected level in this area? (if no, describe at the end of this evaluation).*

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### 3. Psychological Assessment Skills

A. Number of assessments the student has conducted this semester: _______

B. Number of times student has made presentations of assessment reports: _______

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<tr>
<td>A. Number of assessments the student has conducted this semester: _______</td>
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<td>B. Number of times student has made presentations of assessment reports: _______</td>
<td>Spring</td>
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a) Ability to utilize a systematic approach to gather data to inform decision making.

b) Knowledge of psychometric issues and bases of assessment methods, including recognition of the importance of using valid assessment tools.

c) Demonstrates skill in administering evaluation instruments to various populations.

d) Ability to score and interpret results from individual assessment instruments.

e) Ability to integrate assessment data from different sources for diagnostic purposes.

f) Ability to select, implement, score, and interpret group screening instruments.

g) Administers, scores, and interprets measures of academic performance and achievement.

h) Ability to integrate assessment results to develop appropriate academic, behavioral, and socio-emotional intervention recommendations.

i) Ability to understand strengths and limitations of current assessments and diagnostic approaches.

j) Ability to verbally communicate assessment results to diverse audiences (professionals, clients).

k) Ability to collect and use assessment results to monitor the impact of interventions on academic, social, behavioral and emotional functioning.

**Is the student currently performing at the expected level in this area? (if no, describe at the end of this evaluation).**

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<th>Yes/No/OP</th>
<th>Yes/No/NOP</th>
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4. **Intervention Skills**

Intervention includes preventive, developmental, and remedial interventions

# of clients seen in individual counseling sessions: _____; # of counseling groups led: _____
a) Ability to formulate and conceptualize cases, including the ability to identify the problem in need of intervention.

b) Demonstrates knowledge of psychological intervention theory, research, and practice.

c) Demonstrates knowledge of the influence of context and systems of the client’s behavior and intervention effectiveness.

d) Ability to plan and implement interventions that can include psychotherapy (e.g., CBT, behavior therapy), psycho-educational interventions, crisis management, and other interventions depending on the focus and scope of the fieldwork site.

e) Ability to assess and monitor intervention progress and outcomes.

Is the student currently performing at the expected level in this area? (if no, describe at the end of this evaluation).

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b) Demonstrates an understanding of the consultant’s role as an information provider to another professional who will ultimately be the intervention implementer.

c) Ability to dialogue with other professionals avoiding the use of psychological jargon.

d) Ability to develop collaborative relationships with families and professionals.

e) Ability to implement a systematic approach to data collection in a consultative role.

f) Ability to use data to develop goals and plans, and to evaluate interventions.

g) Ability to develop practical interventions for parents and for professionals to use.
6. Diversity - Individual and Cultural Differences

The APA Multicultural Guidelines (APA, 2003) noted that: “All individuals exist in social, political, historical, and economic contexts, and psychologists are increasingly called upon to understand the influence of these contexts on individuals' behavior” (p. 377). Thus, every competency listed in this document is thoroughly linked to matters of individual and cultural difference (ICD), including knowledge related to ICD, as well as awareness of, respect for, and appropriate action related to ICD. It is critical that advanced fieldwork students begin to learn that culture influences the way that clients are perceived, the way that clients perceive the psychologist, and that culture-centered practices may be more effective than practices developed for use with only one cultural group (e.g., European Americans). Advanced fieldwork students need to know how ICDs influence clients' recognition of a problem and appropriate solutions for that problem.

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<td>a) Demonstrates knowledge of self in the context of diversity as one operates with diverse others (e.g., knowledge of self-values, attitudes, beliefs, personal strengths, and limitations).</td>
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<td>b) Demonstrates knowledge about the nature and impact of diversity across home, school, and community settings.</td>
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<td>c) Able to work effectively with diverse others in assessment, intervention, and consultation.</td>
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<td>d) Demonstrates the ability to communicate effectively with culturally and linguistically diverse individuals, including children, parents, and other family, school, or community members</td>
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Is the student currently performing at the expected level in this area? (if no, describe at the end of this evaluation).

Yes/No

7. Communication and Information Technology

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Is the student currently performing at the expected level in this area? (if no, describe at the end of this evaluation).

Yes/No
a) Demonstrates written communication skills by means of assessment and other reports.

b) Demonstrates oral communications skills by means of presentations, such as presentations of assessment reports at team meetings or in-service presentations.

c) Understands the purpose and structure of meetings and how to run them well.

d) Demonstrates appropriate use of e-mail and other communication or presentation media.

e) Critically evaluates information obtained from the Internet.

f) Uses software to analyze the results of assessments and interventions appropriately.

| Is the student currently performing at the expected level in this area? (if no, describe at the end of this evaluation). | Yes/No | Yes/No |

8. Ethics and Legal Issues

During advanced fieldwork, the student will build on coursework in ethical practice, developing knowledge and application of ethical practice, as outlined in the APA Ethics Code (APA, 2002). In addition, students should increase 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 expected as a matter of course to be grounded in ethical practice.

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<tr>
<td>a) Recognizes and adheres to ethical guidelines and legal regulations.</td>
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<tr>
<td>b) Demonstrates appropriate professional assertiveness related to ethical issues.</td>
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<tr>
<td>c) Recognizes and analyzes ethical and legal issues across the range of professional activities in the advanced fieldwork setting.</td>
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<tr>
<td>d) Seeks appropriate information and consultation when faced with ethical and legal issues.</td>
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<tr>
<td>e) Demonstrates a commitment to ethical practice.</td>
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| Is the student currently performing at the expected level in this area? (if no, describe at the end of this evaluation). | Yes/No | Yes/No |
9. Professional Development

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<tr>
<td>a) Timeliness: Completes professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arrives promptly at meetings and appointments.</td>
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<tr>
<td>b) Organization and time management: Develops an organized, disciplined approach to writing and maintaining notes and records; Organizes one’s day and manages time effectively.</td>
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<tr>
<td>c) Identifies personal distress, particularly as it relates to clinical work.</td>
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<tr>
<td>d) Seeks and uses resources that support healthy functioning when experiencing personal distress and using self-care strategies to promote performance.</td>
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<tr>
<td>e) Demonstrates an ability to initiate activities.</td>
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<tr>
<td>f) Carries out assigned duties.</td>
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<tr>
<td>g) Demonstrates flexibility and adaptability to novel and unexpected situations.</td>
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<tr>
<td>h) Demonstrates responsibility and accountability relative to one’s level of training, and seeks consultation when needed.</td>
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<tr>
<td>i) Acknowledges and corrects errors.</td>
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<tr>
<td>j) Is motivated to improve.</td>
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<tr>
<td>k) Works carefully, does not make careless errors.</td>
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<tr>
<td>l) Is able to withstand adverse events and stressful experiences without getting overwhelmed.</td>
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</table>

Is the student currently performing at the expected level in this area? (if no, describe at the end of this evaluation). Yes/No  Yes/No

Evaluation of Student’s Strengths and Areas Needing Improvement (continue on back of page if necessary):

Please describe the student’s strengths.

Please describe the student’s areas needing improvement. Please describe any areas you believe the student is not currently performing at the expected level.

Suggestions for improving the graduate student’s proficiency:

Digital Supervisor’s Signature ___________________________ Date ___________________________

Digital Student’s Signature ___________________________ Date ___________________________
Appendix D1
Internship Student Evaluation Form
((For sample purposes only, to be completed by site supervisor about the student via E*Value at mid- and end-of-year)

Period of Placement: ____________________

Part I:
1. How often did you meet with the student for supervision?
2. What form(s) did the supervision take (individual/group/both)?
3. In which activities did you personally observe the student participate?

Part II:
Please provide your estimate of the student’s competency using the following ratings.

Novice (N)
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 (I)
Psychology students at the intermediate level of competence have gained enough experience through practice, supervision, and instruction to be able to recognize 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 generalization of diagnostic and intervention skills to new situations and clients is limited; support is needed to guide performance.

Advanced (A)
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 his/her ability 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, 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 [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: (NOP)
No opportunity for supervisor to assess: (NOA)
1. Relationship/Interpersonal Skills

The ability to form and maintain productive relationships with others is a cornerstone of professional psychology. Productive relationships are respectful, 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 hone and refine these abilities into professional competencies in the applied setting is a key aim of internship. In particular, the internship seeks to enhance students’ skills in forming relationships.

<table>
<thead>
<tr>
<th>Competency</th>
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<tbody>
<tr>
<td><strong>With clients/families:</strong></td>
<td></td>
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<tr>
<td>a) Ability to take a respectful, helpful professional approach.</td>
<td></td>
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<tr>
<td>b) Ability to demonstrate empathy by being aware of, understanding, and</td>
<td></td>
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<tr>
<td>appreciating the feelings of others.</td>
<td></td>
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<tr>
<td>c) Ability to form a working alliance and gain trust of those being served.</td>
<td></td>
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<tr>
<td>d) Ability to deal with conflict and negotiate differences.</td>
<td></td>
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<tr>
<td>e) Ability to understand and maintain appropriate professional boundaries.</td>
<td></td>
</tr>
<tr>
<td><strong>With colleagues:</strong></td>
<td></td>
</tr>
<tr>
<td>a) Ability to work collegially with fellow professionals at the practice site.</td>
<td></td>
</tr>
<tr>
<td>b) Ability to provide helpful feedback to peers and receive such feedback non-defensively from peers.</td>
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<tr>
<td><strong>With supervisors, the ability to make effective use of supervision, including:</strong></td>
<td></td>
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<tr>
<td>a) Ability to work collaboratively with the supervisor.</td>
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<tr>
<td>b) Ability to prepare for supervision.</td>
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<tr>
<td>c) Ability/willingness to accept supervisory input, including following directions, accepting feedback in an appropriate manner, and following through on recommendations.</td>
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<tr>
<td><strong>With support staff:</strong></td>
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<tr>
<td>a) Ability to be respectful of support staff roles and persons.</td>
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<tr>
<td><strong>With teams:</strong></td>
<td></td>
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<tr>
<td>a) Ability to participate fully in team work.</td>
<td></td>
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<td>b) Ability to understand team operating procedures.</td>
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</tbody>
</table>
**With community professionals:**

a) Ability to communicate professionally and work collaboratively with community professionals.

**For the fieldwork site itself:**

a) Ability to understand and observe agency’s operating procedures.
b) Ability to participate in furthering the work and mission of the site.

c) Ability to contribute in ways that will enrich the site.

*Is the student currently performing at the expected level in this area? (if no, describe at the end of this evaluation).*

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### 2. Skills in Application of Research

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

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<td>a) Demonstrates the development of skills and habits in seeking and</td>
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<td>understanding theoretical and research knowledge relevant to the practice of psychology.</td>
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<td>b) Shares research-based information both in oral and written form.</td>
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### 3. Psychological Assessment Skills

**A. Number of assessments the student has conducted this semester:** _______

**B. Number of times student has made presentations of assessment reports:** _______

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<table>
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<tr>
<th></th>
<th>a) Ability to utilize a systematic approach to gather data to inform decision making.</th>
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<td>b) Knowledge of psychometric issues and bases of assessment methods, including recognition of the importance of using valid assessment tools.</td>
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<td>c) Demonstrates skill in administering evaluation instruments to various populations.</td>
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<td>d) Ability to score and interpret results from individual assessment instruments.</td>
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<td>e) Ability to integrate assessment data from different sources for diagnostic purposes.</td>
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<td>f) Ability to select, implement, score, and interpret group screening instruments.</td>
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<td>h) Ability to integrate assessment results to develop appropriate academic, behavioral, and socio-emotional intervention recommendations.</td>
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<td>i) Ability to understand strengths and limitations of current assessments and diagnostic approaches.</td>
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<td>j) Ability to verbally communicate assessment results to diverse audiences (professionals, clients).</td>
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<td>Yes/No/</td>
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4. Intervention Skills

Intervention includes preventive, developmental, and remedial interventions

# of clients seen in individual counseling sessions: ______; # of counseling groups led: ______

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<td>a) Ability to formulate and conceptualize cases, including the ability to identify the problem in need of intervention.</td>
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<td>c) Demonstrates knowledge of the influence of context and systems of the client’s behavior and intervention effectiveness.</td>
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<td>e) Ability to assess and monitor intervention progress and outcomes.</td>
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Is the student currently performing at the expected level in this area? (if no, describe at the end of this evaluation).

5. Consultation Skills/Professional Collaborations

# of consultative meetings with: teachers: ______; parents: ______; others: ______

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<tr>
<td>a) Demonstrates knowledge of the unique roles of other professionals.</td>
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<td>b) Demonstrates an understanding of the consultant’s role as an information provider to another professional who will ultimately be the intervention implementer.</td>
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<td>c) Ability to dialogue with other professionals avoiding the use of psychological jargon.</td>
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<td>d) Ability to develop collaborative relationships with families and professionals.</td>
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e) Ability to implement a systematic approach to data collection in a consultative role.

f) Ability to use data to develop goals and plans, and to evaluate interventions.

g) Ability to develop practical interventions for parents and for professionals to use.

h) Ability to develop intervention plans that contain proactive and preventive components.

i) Ability to work with others to develop school policies that help prevent problems.

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<td>b) Demonstrates knowledge about the nature and impact of diversity across home, school, and community settings.</td>
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Yes/No/ NOP

6. Diversity - Individual and Cultural Differences

The APA Multicultural Guidelines (APA, 2003) noted that: “All individuals exist in social, political, historical, and economic contexts, and psychologists are increasingly called upon to understand the influence of these contexts on individuals' behavior” (p. 377). Thus, every competency listed in this document is thoroughly linked to matters of individual and cultural difference (ICD), including knowledge related to ICD, as well as awareness of, respect for, and appropriate action related to ICD. It is critical that internship students begin to learn that culture influences the way that clients are perceived, the way that clients perceive the psychologist, and that culture-centered practices may be more effective than practices developed for use with only one cultural group (e.g., European Americans). Internship students need to know how ICDs influence clients' recognition of a problem and appropriate solutions for that problem.
c) Able to work effectively with diverse others in assessment, intervention, and consultation.

d) Demonstrates the ability to communicate effectively with culturally and linguistically diverse individuals, including children, parents, and other family, school, or community members

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### 7. Communication and Information Technology

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| Is the student currently performing at the expected level in this area? (if no, describe at the end of this evaluation). | Yes/No | Yes/No |
8. Ethics and Legal Issues

During internship, the student will build on coursework in ethical practice, developing knowledge and application of ethical practice, as outlined in the APA Ethics Code (APA, 2002). In addition, students should increase 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 expected as a matter of course to be grounded in ethical practice.

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<td>Fall</td>
</tr>
<tr>
<td>a) Recognizes and adheres to ethical guidelines and legal regulations.</td>
<td></td>
</tr>
<tr>
<td>b) Demonstrates appropriate professional assertiveness related to ethical issues.</td>
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</tr>
<tr>
<td>c) Recognizes and analyzes ethical and legal issues across the range of professional activities in the internship setting.</td>
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<tr>
<td>d) Seeks appropriate information and consultation when faced with ethical and legal issues.</td>
<td></td>
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<tr>
<td>e) Demonstrates a commitment to ethical practice.</td>
<td></td>
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</tbody>
</table>

Is the student currently performing at the expected level in this area? (if no, describe at the end of this evaluation).

Yes/No  Yes/No

9. Professional Development

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
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<tbody>
<tr>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td>a) Timeliness: Completes professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arrives promptly at meetings and appointments.</td>
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<tr>
<td>b) Organization and time management: Develops an organized, disciplined approach to writing and maintaining notes and records; Organizes one’s day and manages time effectively.</td>
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<tr>
<td>c) Identifies personal distress, particularly as it relates to clinical work.</td>
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<tr>
<td>d) Seeks and uses resources that support healthy functioning when experiencing personal distress and using self-care strategies to promote performance.</td>
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<td>e) Demonstrates an ability to initiate activities.</td>
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</table>
f) Carries out assigned duties.

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<tr>
<td>g) Demonstrates flexibility and adaptability to novel and unexpected situations.</td>
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<tr>
<td>h) Demonstrates responsibility and accountability relative to one’s level of training, and seeks consultation when needed.</td>
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<tr>
<td>i) Acknowledges and corrects errors.</td>
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</tr>
<tr>
<td>j) Is motivated to improve.</td>
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</tr>
<tr>
<td>k) Works carefully, does not make careless errors.</td>
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</tr>
<tr>
<td>l) Is able to withstand adverse events and stressful experiences without getting overwhelmed.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Is the student currently performing at the expected level in this area? (if no, describe at the end of this evaluation).</th>
<th>Yes/No</th>
<th>Yes/No</th>
</tr>
</thead>
</table>

**Evaluation of Student’s Strengths and Areas Needing Improvement (continue on back of page if necessary):**

Please describe the student’s strengths.

Please describe the student’s areas needing improvement. Please describe any areas you believe the student is not currently performing at the expected level.

Suggestions for improving the graduate student’s proficiency:

<table>
<thead>
<tr>
<th>Digital Supervisor’s Signature</th>
<th>Date</th>
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<table>
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<tr>
<th>Digital Student’s Signature</th>
<th>Date</th>
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Appendix D2
Clinical Training Hours Categories Information

Source: www.wheaton.edu/psychology/forms/.../PsyD/Time2TrackCategories.pdf

This document may be useful in clarifying what information should be tracked in the clinical hours tracking tool of the E*Value system (PXDX tool) for your internship Match application (AAPI) and what information should be entered in each specific category in the E*Value system. Keep in mind that there is considerable overlap in categories and some hours may be entered in more than one category; however, you may only count hours in one category. That is, once hours have been entered into a specific category, they may not be concurrently entered into any other category. In a different vein, it is rare that students will have entries in every subcategory in the clinical hours tracking tool in the E*Value system (so don’t stress-out if some subcategories are blank). Training on how to track clinical hours and use the E*Value system will be conducted in the early weeks of the Fall semester of Advanced Fieldwork Seminar.

Category

1. Testing/Reports Child/Adolescent/Adult: The “tab” for Testing/Reports Child/Adolescent/Adult should bring you to a screen that allows you to pick from a menu of assessments or add an assessment that is not in the menu (the menu is extremely comprehensive so any assessment you use will probably be in the menu—just click on the letter that comes first in the assessment’s name; e.g., click on “w” for any Wechsler you are counting in this assessment field). Please indicate the number (and type) of tests administered to children and those devoted to adults. The T2T form does not define when an individual moves from child to adult so there is some latitude here. As a rule-of-thumb, those 18 or older are probably best categorized as adults. Integrated Report Writing is a part of this data field developed to record the number of supervised integrated psychological reports you have written. An integrated report, according to APPIC consists of a “…history, an interview, and at least two tests from one or more of the following categories: personality assessment (objective, self-report, and/or projective), intellectual assessment, cognitive assessment, and/or neuropsychological assessment. These are synthesized into a comprehensive report providing an overall picture of the patient/client. (p. 22).” Do not include hours spent scoring, interpreting, integrating, or writing up results—they will be included in separate subcategories and in a different data field.

2. Assessment and Intervention: This includes actual physical face-to-face hours spent working with clients or patients and the following subcategories are represented under this category:

   A. Individual Therapy: Face-to-face time with clients or patients engaged in psychosocial treatment. This may include relationship issues (where significant players are not present), treatment of disorders (e.g., mood disorders such as depression, substance use disorders such as alcohol abuse, anxiety disorders such as agoraphobia, V-codes, etc.). The key to this category is that it reflects time spent with an individual in the delivery of some form of psychosocial treatment. A 45 to 50 minute individual therapy session counts as one hour of face-to-face individual therapy.

   B. Career Counseling: May involve discussing the results of assessment (e.g., Strong-Campbell Interest Inventory) as they relate to various career issues/decisions. Also acceptable is discussion of career plans and means to achieve career-related goals (e.g., schooling, financial concerns related to developing a career or switching careers).

   C. Group Therapy: Simply the time spent delivering group therapy—acting as a group therapist or co-therapist. Most groups run about 90 minutes; therefore, count a 90 minute group session as 1.5 hours of face-to-face group therapy.

   D. Family Therapy: This is distinguished by the presence of at least two individuals who are married or a parent (or legal guardian) and child dealing with family relationship issues. This subcategory may also include unmarried couples who have offspring or adopted/foster children. Legally defined marriage or legally defined guardianship and/or blood-relations characterize this category.
E. Couples Therapy: This subcategory is most appropriately used to represent time spent in therapy with couples (typically unmarried dyads) dealing with issues relevant to the couple’s relationship.

F. School Consultation: This involves work with schools on a variety of issues that may represent the results of formal child assessment (including behavioral observations, IQ testing, achievement testing, ADHD assessment, etc.) and subsequent treatment recommendations or indicated changes in teaching strategy. Often parents or guardian(s) are present when recommendations and diagnoses are presented along with the special education teacher, school Principal, and classroom teacher (e.g., an IEP meeting). Hours spent while in a consulting role on school issues with school personnel or parents belong here.

G. School (direct intervention): This category is reserved for trainees who have delivered psychosocial/behavioral interventions within a school context or even in the student’s home if they are directly related to the management of school-related problems.

H. Sport Psychology/Performance Enhancement: Reserved for interventions related to psychological functioning within a specific sport or performance domain. The goal of interventions is to increase performance.

I. Medical/Health Related: A subcategory devoted to health-psychology. May include biofeedback, treatment compliance issues, lifestyle issues, genetic counseling, stress-management/relaxation exercises, etc.

J. Intake/Structured Interview: Includes time spent in clinical interviews (open, semi-structured, or structured) where diagnostic impressions and the presenting problem or chief complaint are identified. Family, work, substance use, health, social and developmental history are part of this interview. Also, demographic information (e.g., marital status, number of children, ethnicity, etc.), past/current treatment history and outcomes, medication use, level of functioning, social support, life stressors, etc. are all important areas to include in most interviews. The preparation/writing of the intake report should be included the Clinical Writing/Progress Notes subcategory.

K. Substance Abuse Intervention: Simply the hours spent delivering psychosocial interventions relating to substance abuse treatment. This can include a number of intervention areas such as: health concerns/detox concerns, problem solving, situation projection and role-play, identification of triggers, reduction of craving, developing a healthy social support network, referral to legal experts, adjustment to a substance-free lifestyle/relationship, etc.

L. Milieu Therapy: Typically refers to inpatient settings where patients are receiving a form of therapy through the active participation of unit staff and active participation of patients in unit activities.

M. Treatment Planning with Client: May include time spent in developing a formal contract for therapy, discussion of treatment options, progress assessment, etc. This activity typically occurs in the initial stage of treatment (sometimes the first session but usually in session two or three) and it may be revisited as progress is assessed and course of treatment is evaluated.

N. Psychodiagnostic Test Administration: Any time spent administering a psychodiagnostic instrument (e.g., MMPI, MCMI, CPI, PAI, SCL-90-R, HRSD, BDI-II, STAI, Rorschach, etc.). Technically, the SCL-90-R, BDIII, STAI, and HRSD are symptom inventories, not diagnostic instruments; however, they are traditionally included as part of a diagnostic interview and it can be argued that the time spent delivering these instruments may be included here.

O. Neuropsychological Assessment: Any time spent administering neuropsychological assessments—may include IQ, TPT, Trails, WCST, NCSE, Finger-Tapping, various tests of apraxia or apraxia, personality testing, MicroCog, NEPSY, Bailey, Grip Strength, Fingertip Writing, Visual Field confrontation, observational assessment, assessment of pre-morbid functioning, etc.
P. Supervision of Other Student: A subcategory reserved for students who are enrolled in or have completed instruction in supervision and are being supervised by a doctoral-level supervisor. These individuals may provide supervision to M.A. or Ph.D. practicum students and count their time spent in this activity here.

Q. Program Development/Outreach Programming: In general, this includes any time spent in the development and/or delivery of community- or agency-based treatment programs (e.g., developing a caregiver supportive treatment, sexual abstinence programs, parenting programs, programs directed toward the reduction of domestic violence, and community outreach including any type of community psychoeducation)

R. Outcome Assessment of Programs or Projects: Typically a research-oriented activity involving some type of pre-post assessment (or time-series design) and an analysis of change or effectiveness within the context of an existing psychosocial program.

S. System Intervention/Organizational Consultation/Performance Improvement: This subcategory is a little vague; however, it involves time spent in clinical activities relevant to professional organizations (where the organization is the client). For example, an organization contracts to have a trainee assess potential job applicants or employees being considered for advancement or reorganization.

T. Other: A subcategory created to allow for clinical experience related to Assessment and Intervention that does not have a subcategory already identified in this domain.

3. Support

A. Chart Review: Any time spent reviewing the materials in a patient’s or client’s chart.

B. Clinical Writing/Progress Notes: Any time spent on preparation of progress notes or patient charting. This typically involves materials that are placed in the patient’s or client’s chart or file.

C. Consultation: Time spent in consultation activities with colleagues or other qualified individuals (supervisors, DCTs (Directors of Clinical Training), professors, or other mental health/medical personnel qualified to provide informed feedback).

D. Video-Audio-Digital Recording Review: This subcategory is for the time that students spend reviewing any recorded psychosocial treatment sessions. This subcategory may also include time spent in the review of intakes or assessments if they were appropriately recorded.

E. Case Conferences: A subcategory for the time that students spend on presenting or participating in case conferences. These usually occur in a supervisory setting but students may also include time spent in formal (didactic) case presentations (but if formal didactic training time is included here, it may not also be included in “H” below). Time spent preparing for (e.g., reading articles, researching) a case presentation should also be included here.

F. Psychological Assessment Scoring/Interpretation: This category is probably self-explanatory to most. It involves time spent reading assessment manuals, scoring of responses, and interpretation and integration of the clinical interview data and formal test results.

G. Assessment Report Writing: Includes all the time a trainee spends on writing up assessment results. This includes writing for all the categories in an assessment report (e.g., patient history, diagnostic impressions, treatment recommendations, prognosis, etc.). Subcategory “G” is very similar to subcategory “F”; however, “G” involves the physical activity of writing a psychological assessment report.

H. Seminars/Didactic Training: This subcategory is for any time that a student spends in seminar-type training that occurs outside the formal Ph.D. training program.
I. Grand Rounds: A subcategory related to “H”; however, this is distinguished by the context in which the training/presentation occurs. That is, Grand Rounds are typically medical school or hospital activities—some organizations have borrowed this terminology and students may include time spent in nonmedical Grand Rounds here (if included here, these hours may not also be included elsewhere).

J. Case Management: This involves time spent in appointment scheduling or rescheduling, room sign-up and preparation, record keeping/filing, and other preparatory or organizational activities related to specific cases. Some individuals include case note writing here—if so, you may not include that activity in another subcategory.

4. Supervision

A. One-to-One Supervision: Record hours spent in individual supervision. When a student is getting individual supervision, the session should be at least one hour per week. Students may get more supervision than an hour per week.

B. Group supervision: Consists of at least 1.5 hours per week. Some students get both individual and group supervision on a weekly basis.

C. Peer Supervision/Consultation: This subcategory is for logging hours spent in peer supervision and peer consultation (i.e., getting supervision or consultation from those in your cohort or other students in the program—students do not need to be specifically trained in supervision or be in a supervisory relationship with anyone to provide or receive peer supervision).
Appendix E1
Northeastern University
Department of Counseling and Applied Educational Psychology
Counseling Psychology Doctoral Program

Dissertation Form

Student Name:  
Date:  
Research Topic:  

Committee:  
Chairperson:  
   (signature)  
Committee Member:  
   (signature)  
Committee Member:  
   (signature)  

CV attached for outside university member: Yes ____ No ____

Tentative Timeline:  
Proposal Hearing (anticipated date):  
Defense Hearing (anticipated date):  

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

Student  
   (signature)
Appendix E2
Northeastern University
Department of Counseling and Applied Educational Psychology
Counseling Psychology Doctoral Program

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

STUDENT: (name)
(signature)

TITLE:

DISSERTATION COMMITTEE CHAIRPERSON:

(name)
(signature)

COMMITTEE MEMBERS:

(name)
(signature)

(name)
(signature)

(name)
(signature)

(name)
(signature)

DATE:

COMMENTS:
Appendix E3
Northeastern University
Bouvé College of Health Sciences

Departmental Dissertation Defense Approval Record

Dissertation Title:

Author:

Department: Counseling and Applied Educational Psychology

Approved for Dissertation Requirements of the Doctor of Philosophy Degree

Dissertation Committee:

Date: 
Committee Chairperson:

Date: 
Committee Member:

Date: 
Committee Member:

Date: 
Committee Member:

Date: 
Department Chair:

Date: 
Graduate School Notified of Acceptance:

Date: 
Director of Graduate School:
Appendix E4
Northeastern University
Bouvé College of Health Sciences

Graduate School Approval Record

Dissertation Title:

Author:

Department: Counseling and Applied Educational Psychology
Approved for Dissertation Requirements of the Doctor of Philosophy Degree

Dissertation Committee:

Date: 
Committee Chairperson:

Date: 
Committee Member:

Date: 
Committee Member:

Date: 
Committee Member:

Date: 
Department Chair:

Date: 
Graduate School Notified of Acceptance:

Date: 
Director of Graduate School:

Date: 
Copy Deposited in Library
Appendix E5
SAMPLE DISSERTATION TITLE PAGE

DISSERTATION TITLE IN FULL CAPITALS (CAPS)

A dissertation presented by
Student Name in Full

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