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A Message from the MSCP Faculty

The faculty advisors for the Masters of Science in Counseling Psychology (MSCP) welcome you to Northeastern University and the MSCP program. The advising faculty consists of Drs. Jessica Edwards George, Christie Rizzo, Rachel Rodgers, Tracy Robinson-Wood (Program Director), and William Sanchez. Our long-standing adjunct faculty include Drs. Susan Bradley, Todd Kates, and Lisa Parker. We want to take this opportunity to welcome you to Northeastern and introduce the program.

The MSCP is one of the programs in the department of Applied Psychology. There are first and second year students and some part-time students who might be studying with us for three or four years. There are other Master’s programs currently open for enrollment: Applied Behavior Analysis, School Psychology, Certificates of Advanced Graduate Study (CAGS), and School and Counseling Ph.D. programs. Although many of your courses will be with mostly other MSCP students, some courses will have students from other programs. Within the Department of Applied Psychology, departmental faculty teach across programs. Faculty are also hired from outside the University to teach some courses, such as in the clinical skills and practicum/internship courses where experienced and actively practicing licensed mental health professionals will teach you. The faculty is comprised of practitioners, teachers, and scholars---are in an excellent position to assess and respond to the rapid changes occurring in practice, licensing, and employment in mental health counseling services.

The MSCP program at Northeastern is a practice oriented program, committed to the development of competent Licensed Mental Health Counselors (LMHC) through the disciplinary studies and contemporary professional practice of counseling psychology. The program requirements are consistent with licensing regulations for Mental Health Counselors in the Commonwealth of Massachusetts. The program philosophy is shaped by an ecological model of development and intervention, attending to the ways in which individuals interact with their environments (family/peer, cultural background, social, economic, and political structures) to develop health and/or pathology, and embracing the need to attend to these multiple levels when intervening. The full-time program consists of two years of classes and clinical training. At the conclusion of this program, some graduates seek employment and some seek doctoral study.

Required classes will provide grounding in theory, strategies, and application of counseling skills relating to human development and sources of difference; psychopathology; individual, and group counseling; vocational counseling; and assessment. The MSCP program at Northeastern offers students a choice of specific concentrations within the general master’s program. These concentrations take advantage of interdisciplinary training and perspectives in areas of: Health Psychology; Forensic Counseling; Early Intervention; Child and Adolescent Psychology; and Cultural, Gender, and Political Psychology. Concentrations include three courses (taken instead of general electives) and one related clinical placement. We are excited about offering students the opportunity to gain additional depth in selected areas and believe that a concentration in training could help graduates’ success in admission to further graduate study and with employment after graduation.

The clinical training is student-selected from sites approved by the department, and represents a full range of practice settings for mental health counselors. These sites include:
college and community counseling centers; inpatient psychiatric units, behavioral medicine, emergency, and other services within hospital settings; comprehensive community-based programs as well as services for identified populations (e.g. battered women, persons with AIDS, persons with substance abuse, and members of the justice system--adults and adolescents). Typically, students will develop and practice skills in individual counseling, assessment and diagnosis, and group work, as well as psychoeducational programs with remediative, preventive and health promotion emphases.

Each MSCP student is assigned an advisor. Students are required to meet with their advisor at least once a semester. If students have an interest in working with other program faculty, they may choose to switch advisors at any time. We hold program meetings at appropriate points during the year to share information that is relevant to all of you and to receive your feedback. We have also developed a program listserve to facilitate questions and contact among the students and faculty. We welcome individual student’s questions and points for discussion. Come to our scheduled office hours or make an appointment to raise questions, ask us about our opinions, or share your own. Unlike undergraduate school, you do not need to visit your advisor for registration; although you are welcome to if you have questions. You are the best judge of your advising needs, yet developing a relationship with your advisor or other faculty can be an important and informal aspect of your experience with us. Initiate contact with your advisor and other faculty in your courses and placement sites, as well as with other students. This is key to having the full, rich, and rewarding experience during your study and training. We certainly wish this for you and will do our best to make it so.

Welcome to the MSCP program at Northeastern University.
PROGRAM OF STUDY

The MSCP program is a two year, September through April, academic curriculum for full time students; part time students will take longer. The average course load is 4 or 5 courses during each of the four semesters. In order to complete the MSCP program in two years, full-time students will also need to take classes during the summer between the first and second year. The total number of semester-hour credits required for graduation is 60. In addition to the required program course work each student will select 3 additional courses (9 credits) to meet the semester hour requirements for the MSCP from a list of electives and/or concentration courses

The MSCP program course structure is as follows:

**REQUIRED COURSES:**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAEP 6200</td>
<td>Introduction to Counseling: Theory and Process in an Ecological Context</td>
<td>3.0</td>
</tr>
<tr>
<td>CAEP 6201</td>
<td>Introduction to Assessment</td>
<td>3.0</td>
</tr>
<tr>
<td>CAEP 6202</td>
<td>Research Evaluation and Data Analysis</td>
<td>3.0</td>
</tr>
<tr>
<td>CAEP 6203</td>
<td>Understanding Cultural Diversity</td>
<td>3.0</td>
</tr>
<tr>
<td>CAEP 6220</td>
<td>Development Across the Lifespan</td>
<td>3.0</td>
</tr>
<tr>
<td>CAEP 6235</td>
<td>Vocational Ed. and Career Development</td>
<td>3.0</td>
</tr>
<tr>
<td>CAEP 6242</td>
<td>Psychopathology and Treatment Planning</td>
<td>3.0</td>
</tr>
<tr>
<td>CAEP 6250</td>
<td>Individual Interventions</td>
<td>3.0</td>
</tr>
<tr>
<td>CAEP 6260</td>
<td>Community Counseling Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>CAEP 6282</td>
<td>Ethics and Professional Development</td>
<td>3.0</td>
</tr>
<tr>
<td>CAEP 6287</td>
<td>Group Counseling</td>
<td>3.0</td>
</tr>
<tr>
<td>CAEP 6375</td>
<td>Substance Use and Treatment</td>
<td>3.0</td>
</tr>
<tr>
<td>CAEP 6380</td>
<td>Seminar in Feminist Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>CAEP 6399</td>
<td>Clinical Skills in Counseling Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>CAEP 8401</td>
<td>Practicum</td>
<td>3.0</td>
</tr>
<tr>
<td>CAEP 8510</td>
<td>MSCP Internship I</td>
<td>3.0</td>
</tr>
<tr>
<td>CAEP 8511</td>
<td>MSCP Internship II</td>
<td>3.0</td>
</tr>
</tbody>
</table>

*Sub-Total*  

|                | 51 S.H.          |
GENERAL ELECTIVE COURSES:

Choose 3 within the department. Other electives or alternatives may be substituted with advisor’s prior approval.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>S.H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAEP 6215</td>
<td>Groups: Dynamics and Leadership</td>
<td>3.0</td>
</tr>
<tr>
<td>CAEP 6218</td>
<td>Infant, Child and Adolescent Development</td>
<td>3.0</td>
</tr>
<tr>
<td>CAEP 6222</td>
<td>Human Sexuality</td>
<td>3.0</td>
</tr>
<tr>
<td>CAEP 6286</td>
<td>Family Counseling Intervention</td>
<td>3.0</td>
</tr>
<tr>
<td>CAEP 6247</td>
<td>Child and Adolescent Psychopathology</td>
<td>3.0</td>
</tr>
<tr>
<td>CAEP 6401</td>
<td>Counseling Children and Adolescents in Schools 1</td>
<td>3.0</td>
</tr>
<tr>
<td>CAEP 6402</td>
<td>Counseling Children and Adolescents in Schools 2</td>
<td>3.0</td>
</tr>
<tr>
<td>CAEP 7758</td>
<td>Contemporary Theories of Psychotherapy</td>
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</tr>
<tr>
<td>CAEP 6330</td>
<td>Community Based Treatment</td>
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</tr>
<tr>
<td>CAEP 6390</td>
<td>History and Systems Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>CAEP 6394</td>
<td>Advanced Multicultural Psychology</td>
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</tr>
<tr>
<td>CAEP 7720</td>
<td>Advanced Clinical Interventions</td>
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</tr>
<tr>
<td>PHTH 6320</td>
<td>Qualitative Methods in Health and Illness</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Sub-Total For 3 Electives 9 S.H.

SUMMER TERM COURSES:

The summer term is six weeks and begins approximately one week after spring finals. Classes typically meet two and one half hours twice a week or 5 hours once weekly. Registration for the summer is during the spring quarter.

Summer Term
Two courses (required, elective, or concentration)
Family Counseling is only offered in the summer.

Total for Summer 6.0 S.H.
CONCENTRATIONS (Faculty will work with the Registrar’s Office during the 2019-2020 Academic year to update this section)

When choosing electives, students have the option of taking three General Electives or choosing a concentration. Concentrations consist of three elective courses and an internship placement in that particular area. The following is a listing of the five concentrations and the courses that would fulfill each concentration.

**Forensic Counseling**
- CRIM 7200 Criminology
- CRIM 7212 Juvenile Justice
- CRIM 7224 Forensic Psychology
- CRIM 7210 Gender, Crime, and Justice
- CRIM 7240 Race and the Criminal Justice System
- CRIM 7250 Victimology
- Other courses in Sociology

*All courses for this concentration are taken outside of the department*

**Child and Adolescent**
- CAEP 6218 Infant, Child and Adolescent Development
- CAEP 6247 Child and Adolescent Psychopathology
- CAEP 6222 Human Sexuality
- CAEP 6275 Counseling Children and Adolescent
- CAEP 6401 & 6402 Counseling Children and Adolescents in Schools 1 & 2
- CRIM 7220 Youth Gangs
- SOCL 7262 Children in America: Social and Policy Perspectives
- Other courses such as in Nursing and Sociology.

**Health Psychology**
- CAEP 6222 Human Sexuality
- CAEP 6230 Health Issues
- CAEP 5200 Motivational Interviewing
- SOCL 7144 Process of Aging
- Other courses in Bouvè Health Sciences

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<table>
<thead>
<tr>
<th>Required</th>
<th>51</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective/Concentration</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>60 S.H.</td>
</tr>
</tbody>
</table>
Culture, Gender, and Political Psychology
SOCL 7202 Feminist Theory or SOCL 7212 Feminist Methodologies *(required)*
CAEP 6394 Advanced Multicultural/Feminist Psychology
CRIM 7210 Gender, Crime and Justice
CRIM 7240 Race and the Criminal Justice System
SOCL 7248 Race, Gender & Class: Feminist Views
SOCL 7242 Family Violence
SOCL 7231 Women, Men and Social Change
SOCL 7219 Sociology of Mental Health and Illness

Courses through the Graduate Consortium of WS are also recommended *(see advisor)*
e.g. HSV 3120 Social Inequality, Social Change and Community Building

Other courses such as in Sociology, School of Criminal Justice, Political Science, Afro-American Studies, and Latino/Caribbean Studies may be used for this concentration.

Early Intervention
CAEP 6150 Early Intervention: Family Systems
CAEP 6151 Early Intervention: Infant/Toddler Development, Risk, and Disability
SLA 6335 Early Intervention: Assessment & Intervention
CAEP 6152 Early Intervention: Planning and Evaluating Early Intervention Services
CAEP 6425 & 6426 Early Intervention: Practicum 1 & 2

Please Note: Courses offered by other departments and programs are scheduled independently - there is a tentative list of classes at the beginning of each school year. Other courses may be substituted in the different concentrations to fulfill the requirements. Consult with your advisor concerning alternatives.

Graduate students in Bouvè College must achieve and maintain at GPA of 3.0. In order for a course to fulfill program requirements a grade of B or better must be achieved. More specifics on status, students’ rights and responsibilities as well as related policies can be found in the Graduate Student Handbook on the Bouvè website.

Additionally clinical practice and relational competencies listed in this Handbook must also be achieved.

The program welcomes part time students as long as they can make scheduling arrangements to attend MSCP courses as scheduled. Some courses are
scheduled at 9AM and 1:00PM and practica and internships are conducted during normal waking hours. It is the student’s responsibility to make the necessary changes to their outside work schedule in order to meet the requirements of the MSCP program.

**SEQUENCE OF CURRICULUM FOR FULL TIME STUDENTS:**

*First Year (All courses are 3 credits)*

**Fall Semester**
- Counseling Theory in an Ecological Context
- Introduction to Assessment
- Vocational Ed. and Career
- Individual Interventions
- Clinical Skills

**Spring Semester**
- Substance Use and Treatment
- Understanding Cultural Diversity
- Psychopathology and Treatment Planning
- Group Counseling
- Practicum

**Summer**
- Elective

*Second Year (All courses are 3 credits)*

**Fall Semester**
- Life Span Human Development Counseling
- Ethics and Professional Development
- Seminar in Feminist Psychology
- MSCP Internship I
  **Elective**

**Spring Semester**
- Research Evaluation and Data Analysis
- Community Counseling Psychology
- MSCP Internship II
  **Elective**

Students are encouraged to contact their advisers if the above outline is not followed.
FIELD PRACTICAL EXPERIENCE

Northeastern University endeavors to educate and train students in applied aspects of psychology and ensure that students are prepared to meet the changing demands of the mental health profession. The faculty of the department of Counseling and Applied Psychology at Northeastern University strongly believe that at the core of our graduate program is the training provided in the practicum/fieldwork experience. Opportunities exist for students to apply theory and skills learned in the classroom with the unique projection of self they bring to each interaction, supporting students’ consolidation of academic knowledge, personal discovery, and the ability to facilitate others’ growth. In addition, students become exposed and incorporated into organizational life, which provides an opportunity for value-testing, social and structural content understanding, and reflection upon the helping model. Critical to a productive learning experience is a good match between the developing professional and the experienced supervisor.

The first phase of clinical training consists of Clinical Skills during the first fall and a Practicum placement during the first spring. Beginning in October/November of the first academic year, students are encouraged to consider sites for their practicum and in conjunction with identifying practicum placements, students are encouraged to begin preparation for finding an internship placement. Competition is high among the students in the many programs in Boston for placement. Early effort is helpful in securing a placement. A list of sites is available from your Clinical Skills faculty member.

In addition to approximately 10 hours per week at the Practicum placement and weekly supervision with your on-site supervisor, students will enroll in CAEP 6401, Practicum in Counseling Psychology for university supervision from licensed faculty. Group supervision will be integrated into class discussion. Full time students take this sequence in their first year; it is a requirement for all MSCP students.

The second phase of clinical training, known as the Internship, occurs for each full-time MSCP student during the second year across both fall and spring semesters. Each student will spend a minimum of 20 hours a week at their placement site and will enroll in CAEP 6510 (Internship I) and CAEP 6511 (Internship II) in Counseling Psychology for university supervision. The purpose of the internship is intended to enable the student to refine and enhance their counseling skills, develop more advanced clinical, relational and intervention skills, and integrate professional knowledge during their field placement. The internship is a closely supervised experience in a setting which provides psychological counseling to individuals, families and groups. The student counsels under the supervision of a Licensed Psychologist, Psychiatrist, Mental Health Counselor, or Social Worker. The experience may be in an agency, hospital, community center, prison, or other such organizations or institutions.

The fieldwork experience includes a small seminar discussion group led by a university-based seminar leader. The seminar provides both the opportunity for specific feedback to students concerning strengths and weaknesses in handling the responsibilities of their placement and assistance in developing procedures for improved performance. Appropriate professional skills, decisions, and identity as well as ethics are all discussed in the seminar. A counseling psychology student should perform many of the activities that a staff counselor would be involved in during their placement as they are capable of doing so.
We have developed competencies for each experience in the clinical sequence. Successful attainment of these competencies as evaluated by seminar leaders, site supervisors and other faculty are essential for satisfactory completion of each level of clinical training.

Students are required to document all of their clinical experiences through the on-line record keeping system, E*Value. All clinical evaluations are scheduled through E*Value. This system will be reviewed with entering students in the fall semester.

TERMS & DEFINITIONS:

Approved Supervisor:
A practitioner with three years of Full Time or the equivalent Part Time post-licensure clinical Mental Health Counseling experience who is also:

(a) a Massachusetts Licensed Mental Health Counselor;
(b) a Massachusetts licensed independent clinical social worker;
(c) a Massachusetts licensed marriage and family therapist;
(d) a Massachusetts licensed psychologist with Health Services Provider Certification;
(e) a Massachusetts licensed physician with a sub-specialization in psychiatry;
(f) a Massachusetts licensed nurse practitioner with a sub-specialization in psychiatry; or
(g) where practice and supervision occur outside of the Commonwealth, an individual who is an independently licensed mental health practitioner with a license or registration equivalent to one listed under 262 CMR 2.02: Approved Supervisor (a) through (f).

Site Supervisor:
A practitioner with three years of Full Time or the equivalent Part Time post-licensure clinical Mental Health Counseling experience who is also:

(a) a Massachusetts Licensed Mental Health Counselor;
(b) a Massachusetts licensed independent clinical social worker;
(c) a Massachusetts licensed marriage and family therapist;
(d) a Massachusetts licensed psychologist with Health Services Provider Certification;
(e) a Massachusetts licensed physician with a sub-specialization in psychiatry;
(f) a Massachusetts licensed nurse practitioner with a sub-specialization in psychiatry; or
(g) where practice and supervision occur outside of the Commonwealth, an individual who is an independently licensed mental health practitioner with a license or registration equivalent to one listed under 262 CMR 2.02: Approved Supervisor (a) through (f).

An approved licensed mental health professional who is employed by the cooperating agency or organization and who assumes specific responsibility for the student's professional development at the placement site.

The Site Supervisor has the major responsibility of making the experience relevant, meaningful, and impactful for the trainee. Commitment to the program and interest in the
needs of the trainee are the chief factors in the effectiveness of the experience for both the trainee and the cooperating organization. The Site Supervisor becomes a member of the teaching team and assumes a critical role in the professional orientation of the trainee.

**Seminar Leader:**

A full-time or part time member of the instructional staff at Northeastern University who is a licensed clinician and supervises students in their work with the cooperating agency or organization, leads the seminar discussion groups, and serves as liaison between the placement site and the university. The seminar leader is the key person in the training experience and should be fully informed about the progress, difficulties and issues regarding the student, placement site and their interrelationship. Ordinarily placements sites are not changed. The seminar leader is the final evaluator of the student performance.

If the student is progressing well and there are no site problems, the Seminar Leader will make one visit during the year to the student’s placement site. There is also formal evaluation each term and as frequent as necessary telephone contact. At the site visit,

Seminar leaders may meet with field personnel, get a first-hand view of the agency, its operations, and observe the trainee in counseling contact/psychological services with a client or group.

The Seminar Leader should also:

1. Have contact and discussion with the site supervisor regarding the student;
2. Develop good working relationships between the University and the site;
3. Assess the appropriateness of the site for future placements;
4. Conduct interim phone calls as needed;
5. Monitor the developing competence of the MSCP students in the seminar section. Assess the attainment of competencies of each seminar student.

**LENGTH OF FIELDWORK:**

Practicum occurs in the second term of the first year of study if completion of the Clinical Skills course has been successful. Internship is for the entire second year provided Practicum has been successfully completed and typically begins in September of the second year (although sometimes earlier) and is completed at the end of April. Options to extend into the summer term are at times available.

**Weekly Time Commitment**

Practicum is ten hours a week. Internship is 20 hours a week in the field site settings. Vacation schedules are negotiated between the student and the site. The days and evening for placement sometimes change from term to term depending on the schedule of classes, although CAEP classes do not take place on Fridays; some morning courses do occur. Although the MSCP program recognizes the needs of outside clinical placements, students’ course schedules take priority over outside scheduling demands.
RESPONSIBILITIES OF INTERNS:

Case Conceptualization

Students are typically required to write a clinical case conceptualization and consultation which they present to the class as they lead a discussion.

Journals or Process Notes

Students are generally required to keep a daily log of what they see and do at the field site, how they interpret this data cognitively, and how they feel about it. Journals or process notes are to be submitted to the seminar leader for comment at frequent periodic intervals.

INSTRUCTIONS FOR KEEPING A LOG:
A. Keeping a log may be a required part of your practicum experience.
B. Purpose: The log:

1. Becomes another way for you to communicate with your supervisor. There are so many aspects of learning to counsel that it is difficult to keep track of them all. Many times questions will occur to you when you do not have the opportunity to discuss them. Noting them in your log keeps them from being forgotten, and it gives your supervisor a chance to respond. Reactions to what takes place in the practicum group or to interactions with classmates or supervisor can be noted in the log. Many times you will find reasons to be in opposition to what you hear and see, and the log is an appropriate place to voice your position if the opportunity to do so orally does not present itself.

2. Is a depository for learning about the skill and art of counseling. Put notes in your log, whether they come from the class experience, your own thinking, or from your readings.

3. Contains your on-going evaluations of your development as a counselor. Discuss yourself, your counseling behavior, and your feelings, the personal problems you encounter as you try to develop counseling skills, your interpersonal behavior, and your achievements.

4. Reflects your thinking about personal goals, learning goals, client-related goals, and professional goals.

5. Is a space for you to reflect on your client or clients. The diagnostic process is one of continuous re-analysis and your log is a good place to think through whatever material is presented in counseling.

C. Some guidelines: Write in your log for your own sake. If it is well done, it will
become of lasting value to you after the course is over. It is your personal record of all that has gone on in the course. Do not write to impress your supervisor. Bulk should not be the goal. The log is not seen as busy work. What goes in it should be of worth to you; question the meaning of your entries.

D. Format: The log is not seen as polished prose, but rather a journal, a notebook. Your seminar supervisor will read and make comments in your log.

E. How much? There is no limit on amount. Make at least one entry a week and write all you can think of at that time. React to each class meeting. Date your entries and keep up to date. It is a good practice to set aside a time or times when you can work on your log undisturbed. If you make entries during class time or at some other time which is uncustomary (e.g., while listening to a counseling-related presentation in group setting), note the date and occasion.

**Case Studies**

Counseling Psychology students are often expected to present individual case studies or family assessments as directed by their seminar leader. As an alternative, they may receive permission to submit one continuous case study which includes a complete assessment, treatment plan and implementation, evaluation, and follow-up.

**ETHICAL STANDARDS:**

It is imperative that professional confidences concerning clients and staff personnel be rigorously observed. Interns are expected to abide by the most current ethical standards published by the American Counseling Association and the American Psychological Association.

**PROFESSIONAL OBLIGATION:**

Students are expected to assume the professional obligation of other personnel in the agency or organization. They should be thoroughly aware of the organizational policies relative to absence, dress, telephone calls, and communication channels. By the same token, it is assumed that the students will be accorded professional privileges consistent with other agency professional employees.

**SAFETY:**

While training the field in clinical courses are the heart of the program, there are several cautionary items to take note of. The first is safety for you and your clients. Violence is a fact of life and a variety of clinical settings expand the possibility of violence. Assessing danger and accessing appropriate care and protection for yourself and your clients are covered in clinical skills and reinforced in practicum and internship both here at the University and in your training sites. Your own safety is important and should be discussed in the seminars attached to your clinical experiences here at the university and with your site supervisors. If, however, you have some continuing questions about these, seek out your supervisors and seminar leaders for review and questions.

Working with clients is both demanding and rewarding. It is also a developmental activity.
The level of difficulty presented by clients assigned to students should be considered as students advance in the program. The safety of the environment and the requested professional activity for the individual student should also be carefully considered. For example: Is the client dangerous? Is the section of the city where the clinic is located safe for people traveling by public transportation after dark? Do home visits bring one to high crime areas of the city? Do the populations with whom the student works present physical health risks? These and other questions about safety need to be brought to awareness, considered and action plans developed with one’s supervisor.

**MID-TERM AND FINAL EVALUATIONS:**

As a general rule, surprises should be rare incidents. Interns, site supervisors, and Seminar Leaders should frequently keep in contact in an effort to encourage success, monitor progress, and resolve conflict as needed. The internship courses are graded S (Satisfactory), U (Unsatisfactory), I (Incomplete), or W (Withdrawn). Two evaluations of progress are submitted to the department by the Seminar Leader, following consultation with the Site Supervisor. These evaluations will be shared with the trainee.

In order to earn a grade of Satisfactory, an intern must have completed, to the satisfaction of his/her supervisors, recordings and critiques, journal assignments, etc., maintained adequate attendance at the site and seminar, fulfilled assigned responsibilities at the site, and demonstrated an appropriate level of professional competence. The specific competencies for clinical skills, practicum and internship are listed in the appendix of this handbook.

The following perspectives will provide some insight into the desired process:

- The trainee and the instructional staff must see joint evaluation of practicum/fieldwork as part of the learning process.
- The trainee should continually evaluate his/her own experiences and seek evaluation from others.
- Evaluation is effective when the present status is seen in terms of the individual trainee’s needs and goals as well as the objectives of the total program.
- Evaluation which develops self-direction is a means of providing a meaningful experience. Evaluation of fieldwork experience is an opportunity to estimate how well an intern uses his/her preparation in the performance of assigned responsibilities.
- Effective evaluation, jointly accomplished, should be predictive information suggesting the next steps to be taken.
- Evaluation is a continuous process. It should begin early in the experience of practicum/fieldwork and follow the trainee and supervisors throughout.
- Students cannot proceed to the next term of practicum/fieldwork if an evaluation has not been filed in the department.
- Grades should not be given without the appropriate written evaluation having been completed.
- Interns must be supervised and evaluated at each site if more than one site is
used to meet the minimum weekly hours.

In addition to these goals, identified competencies for clinical skills, practicum and internship are specified in the evaluation section of the Handbook.

**SUGGESTIONS FOR FIELD PLACEMENT:**

Seeking a placement for practicum and internship is done by the student. The program has a list describing potential placement and contact people there, although students are not restricted to this list. If a student finds a site that better addresses their needs and meets our requirements, we are very willing to contact the site. If it is acceptable in terms of function, supervision and training we will approve it.

We assist students in their field site placement selections primarily through the clinical skills courses and guidance from Dr. Jessica Edwards George. With several schools in the city all seeking placements, it is a competitive process and should be begun early- late October is a good time to begin the process.

Typically, a resume and cover letter are sent to sites of interest, followed by a phone contact. This is followed by an interview with mutual decisions made by the site and by the student. It is a demanding process made more successful by continuous effort and support in the clinical skills.

**INTERVIEW PROCESS:**

The practicum and internship process may include required interviews. It is important to be prepared before going into interviews. Some recommended steps include:

1) Have a resume prepared and keep it up to date with the jobs you have held in and out of the field of mental health and other positions you have held as well as organizations that you belong to that might be academic or professionally related.

2) Have someone review your resume before sending it out to the respective site.

3) Develop a good cover letter stating in a simple format what your intentions are.
Here is an example of such a letter for the Practicum site.

Ms. Janet Brown
Director
Sudden Falls Youth Consultation Center
667 Ross Lane
Anytown, MA 00000

Dear Ms. Brown:

I am a student in the Master of Science in Counseling Psychology (MSCP) program at Northeastern University. The purpose of this letter is to inquire into the possibility of a practicum assignment (and perhaps internship during Fall 2020) in your organization. My clinical interests are with adolescents, their families, and their relationship to the client’s issues.

Our MSCP program faculty has developed a forward thinking first year clinical skills training. It includes a pre-requisite for our internship where we are asked to go into the field in the spring of our academic first year. The purpose of this practicum is to acquaint students with the mental health field, human services agencies, clients and their interrelationship as well as realistic social pressures. This I believe prepares the student for working in an agency and meeting the goals that will be established for the student and site during an internship. Northeastern University endeavors to educate and train its students in applied aspects of psychology and ensure that students are prepared to meet the ever-changing demands of the mental health profession.

The Practicum Agreement that would be used between your organization and the university details the role I would fill and the expectations for your agency. I will call your office in a few days to discuss this request with you. Thank you for your consideration in this matter.

Sincerely,
Your Name
After the interview, send a follow-up letter thanking the person and site for their time. Briefly restate your qualifications and add in some point not covered or emphasized during the interview.

Have names of references ready and the individual’s agreement to represent you in a positive light. As appropriate, discuss what they will say and also tell the recommender your interests and experiences you would like to be covered. Do not be afraid to represent yourself in the best light possible. Remember that there is a great deal of competition for sites in the Boston area.

Generally, three references are requested. Do not panic if you do not have a cadre of names. You can use professors, previous employers, earlier admission references, or persons that can speak to the qualities that a site would be interested in.

It is wise to have some information about the organization and services of the site with which you will interview to show that having this information reveals time taken to know about the site. Remember you are competing for the placement. Do not become discouraged. Start early and contact as many sites as you can.

A key point in this process is that you should not just accept the first offer that comes along. See what the site has to offer you and that it will meet your needs and goals for being a counselor. You will be in the internship for one year and that it is important for the site to be academically rewarding, fun, and a comfortable place to work.

Finally, questions are asked during the interview process. Here is a sample of questions that could be asked of you. Talk among your peers and ask what kinds of questions they are being asked. Make this whole process an interactive and dynamic experience.

- What is the counseling theory that you most closely follow?
- What is the most creative and innovative technique you have used?
- How would you divide your time between meeting the immediate needs of the clients and keeping up with the paperwork?
- How would you handle an irate parent?
What would you do if there was a conflict between agency practice and ethical code?

- What do you think is the most important characteristic of a counselor?
- How will you use your supervision?

**TUITION VOUCHER APPLICATION**

Northeastern University is pleased to award tuition vouchers to participating clinical sites in recognition of the valuable guidance and supervision provided to affiliating students. For every 300 hours precepted by an employee, Northeastern offers 1 tuition voucher, per semester, to the clinical site. This entitles the recipient to one tuition-free graduate-level course at Bouvé College of Health Sciences or College of Professionals Studies. The voucher expires one year from the date of issue and may be used for a course up to a maximum of 4 credits. A maximum of 3 vouchers per year can be given to the same employee with employer approval. Vouchers may not be used for past completed courses and voucher requests must be submitted and approved prior to the semester you will be attending. Please contact Cherish Grant-Dixon at c.grantdixon@northeastern.edu for a voucher request form.
NORTHEASTERN UNIVERSITY
AGREEMENT FOR CLINICAL AFFILIATION

Northeastern University and each placement site must complete a formal agreement when MSCP students are training in the site. Each student must enter the details of their internship in the following Department link. They must include site, supervisor and registration pattern.

Students must also “schedule” Advanced Fieldwork experience through the E*Value system. They must update student demographic information and internship site details, including supervisor(s)’ information. Detailed instructions for the use of the E*Value, an online clinical management tool, are available through this link.
Department of Applied Psychology
Internship Agreement

Student duties and responsibilities during internship.
Students are expected to be at their internship site a minimum of 20 hours a week or a minimum of 600 hours during the academic year. Students will accommodate the work and vacation schedules of their internship placement.

Statement of expectations of internship placement site.
1. The student will receive at least one hour of supervision every week by a licensed mental health professional with a minimum of five years post licensing experience.
2. The student will be given assignments commensurate with their skill and designed to further their training.
3. The student will be provided with the opportunity to engage in individual counseling, which will consist of approximately half of their patient contact hours. This includes a minimum of 3-5 individual cases that will be seen for a minimum of 10 consecutive sessions.
4. The student will be invited to participate in seminars or case conferences available on site.
5. The student will be given a clear sense of what is expected of them and be provided regular feedback regarding their performance.

Written evaluations will be made in December and April by the site supervisor. They will be shared with the student and forwarded to the Northeastern University Internship program coordinator. The student’s grades are dependent on their Northeastern University Internship instructor’s receipt of a satisfactory evaluation by the site supervisor.

Requests for Contract Requests are completed through E*Value.
Graduate Student Health Requirements

BACKGROUND CHECKS:
Students should be aware that many sites require background checks.

IMMUNIZATION REQUIREMENTS:
Certain immunizations or titers are necessary in order to be in the graduate program and to be eligible to work in the practicum/internship settings. Further information on this topic is provided below. One of the immunizations that you might not have is Hepatitis B. It is recommended that each MSCP student receive this immunization, but you may refuse with a signed waiver. The University Health and Counseling Services provide comprehensive health care services on campus and through a network of specialists and hospitals off-campus in the Boston medical community.

<table>
<thead>
<tr>
<th>Type of Immunization</th>
<th>Student Action Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measles/Rubella</td>
<td>Two immunizations are required; Must be 1 month apart or</td>
</tr>
<tr>
<td>Mumps</td>
<td>One immunization is required or serology report indicating a positive titer.</td>
</tr>
<tr>
<td>Rubella/German Measles</td>
<td>One immunization is required or serology report indicating a positive titer.</td>
</tr>
<tr>
<td>Tetanus/Diphtheria</td>
<td>Immunization/Booster within last 10 years.</td>
</tr>
<tr>
<td>Tuberculosis Skin Test (PPD)</td>
<td>Test within 6 months of registration.</td>
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PROOF OF IMMUNITY DOCUMENTATION
Documentation must include month, day and year you were immunized.
Measles/Mumps/Rubella (MMR) immunizations administered before 1968 or before 12 months of age are NOT IN COMPLIANCE.
Religious or medical exemptions are acceptable but must be documented.
Documentation must be provided on either: an official immunization record; a prescription slip; or a health care provider’s letterhead and signed by a physician or registered nurse. The health care provider’s credentials must follow his/her signature.

SUBMISSIONS OF DOCUMENTATION TO LANE HEALTH CENTER
Remember to keep a copy of the documents for your records. Label the documents with your **Complete Name** (Printed) AND **Student Identification number or Social Security Number** (Example - John J. Jones, Jr., SID 012-34-5678)

Remember to bring your documents in person or mail them to:

University Health and Counseling Center (Phone: 617-373-2772)
135 Forsyth Building
Northeastern University
Boston, MA 02115
FREQUENTLY ASKED QUESTIONS

Are there certain courses that I must take and is there a particular order?
Yes, there are required courses that must be taken in MSCP program. These courses make up most of the program requirements. Each student also takes courses from a list of electives and/or a concentration.

I tried to register for the spring semester and was told I was blocked from registering for new classes. What does this mean?
There could be several reasons for your registration in new classes being blocked. One of the possibilities is you do not meet the minimum health requirements. Check with the University Health and Counseling Services to see that all of your documentation for immunizations is complete. Another possibility is that the University records show you are not up-to-date on your payments. Check with the Bursar’s office regarding tuition payments.

Where can I find a description of the courses I must take?
Course description can be found under the university registrar’s page at: http://www.northeastern.edu/registrar/cdr.html#gs, under Graduate Course Catalogue.

How do I register for classes?
To register, go to myNEU and follow the instructions.

Where do I get my books?
Books for your classes can be purchased at the bookstore located in the Curry Student Center. Texts can also frequently be ordered online for less money. Many courses use Blackboard for additional readings.
## Telephone Numbers at Northeastern

<table>
<thead>
<tr>
<th>Name/Department</th>
<th>Telephone Number</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Psychology Office</td>
<td>(617) 373-2485</td>
<td>Voice</td>
</tr>
<tr>
<td>Counseling Psychology Office</td>
<td>(617) 373-8892</td>
<td>Fax</td>
</tr>
<tr>
<td>Voice Response System</td>
<td>(617) 373-8000</td>
<td>Automated Telephone Info.</td>
</tr>
<tr>
<td>University Counseling Services</td>
<td>(617) 373-2772</td>
<td></td>
</tr>
<tr>
<td>Bursar’s Office</td>
<td>(617) 373-2270</td>
<td>Voice</td>
</tr>
<tr>
<td>Bursar’s Office</td>
<td>(617) 373-8222</td>
<td>Fax</td>
</tr>
<tr>
<td>Registrar’s Office</td>
<td>(617) 373-2300</td>
<td></td>
</tr>
<tr>
<td>Graduate &amp; Law Financial Aid</td>
<td>(617) 373-5899</td>
<td></td>
</tr>
<tr>
<td>Police</td>
<td>(617) 373-2121</td>
<td>Regular Business</td>
</tr>
<tr>
<td>Police –EMERGENCY</td>
<td>(617) 373-3333</td>
<td>EMERGENCY</td>
</tr>
<tr>
<td>Bouvé College</td>
<td>(617) 373-3323</td>
<td>Office</td>
</tr>
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### Departmental faculty and staff

<table>
<thead>
<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Briesch, Amy</td>
<td>(617) 373-2105</td>
</tr>
<tr>
<td>Codding, Robin</td>
<td>(617) 373-3276</td>
</tr>
<tr>
<td>Dudley, Laura (Associate Chair)</td>
<td>(617) 373-5150</td>
</tr>
<tr>
<td>Grant-Dixon, Cherish</td>
<td>(617) 373-2485</td>
</tr>
<tr>
<td>Edwards-George, Jessica</td>
<td>(617) 373-3681</td>
</tr>
<tr>
<td>Johnson, Vanessa</td>
<td>(617) 373-4634</td>
</tr>
<tr>
<td>Hoffman, Jessica</td>
<td>(617) 373-5257</td>
</tr>
<tr>
<td>Kruger, Lou</td>
<td>(617) 373-5897</td>
</tr>
<tr>
<td>Li, Chieh</td>
<td>(617) 373-4683</td>
</tr>
<tr>
<td>Lifter, Karen</td>
<td>(617) 373-5916</td>
</tr>
<tr>
<td>Rizzo, Christie</td>
<td>(617) 373-2486</td>
</tr>
<tr>
<td>Robinson-Wood, Tracy</td>
<td>(617) 373-5937</td>
</tr>
<tr>
<td>Rodgers, Rachel</td>
<td>(617) 373-2105</td>
</tr>
<tr>
<td>Sanchez, William</td>
<td>(617) 373-2404</td>
</tr>
<tr>
<td>Shiyko, Mariya</td>
<td>(617) 373-7527</td>
</tr>
<tr>
<td>Sheehan, Diane</td>
<td>(617) 373-3276</td>
</tr>
<tr>
<td>Volpe, Robert (Chair)</td>
<td>(617) 373-3321</td>
</tr>
</tbody>
</table>

Most faculty and staff can be reached by email with the general email convention of first name initial last name@neu.edu. Exceptions are Diane Sheehan: di.sheehan@neu.edu and Dr. Robinson-Wood: tr.robinson@neu.edu.
APPENDIX ‘A’
MSCP Student Competency Evaluation

Year 1
Part I

The MSCP is a practice-oriented program that is designed to offer students the academic and practical training in counseling that is necessary to become competent, Master’s level counselors and to prepare students for mental health counseling practice. A number of core attitudes and skills that are critical for students to acquire before beginning their practicum and internship have been identified and will be evaluated by the Clinical Skills instructors. This document itemizes those competencies and provides a formal basis of evaluation of student progress. Since the skills listed on this document have been deemed to be essential, students must demonstrate proficiency in all areas before beginning their practicum. If a student fails to do so, the following consequences may ensue (depending upon the nature, scope and degree of the problems observed by the MSCP faculty):

1) Repeat the Clinical Skills course series and delay participation in the practicum/internship requirement until the problem area(s) is/are resolved. This option would typically only be used if the student had problems in the active listening and effective communication skills covered in the Clinical Skills Class.

2) Repeat the Clinical Skills course and delay participation in the practicum/internship requirement for a full year. This option would typically be utilized in situations where a student had multiple areas needing improvement or where the student has missed too many classes to warrant passing the course.

3) Termination from the program. This option would be utilized in cases where the student has demonstrated illegal or unethical behavior or where the student has mental health, behavioral or other intense personal problems that impair his/her ability to safely and effectively engage others in an appropriate and empathic manner. This option could also be invoked when a student has simply failed to acquire the necessary proficiency in critical skill areas, even after reasonable faculty assistance and repetition of the Clinical Skills Course. Please note that solid academic performance (e.g. maintaining a 3.0 grade point average) is not sufficient to maintain student status in the program. Students will also be evaluated on non-intellective factors and need to be deemed acceptable in these areas in order to be retained in the program. The non-intellective factors include, but are not restricted to, ethical behavior, the ability to handle conflict in a professional manner, appropriate expressions of empathy and compassion, ability to work cooperatively with peers, staff, faculty, and supervisors, the ability to receive and to respond appropriately to constructive feedback, acceptance of divergent views, the willingness and ability to work with diverse populations across race, ethnicity, class, sexuality, religion, and gender, and openness to strengthening personal areas of weakness.

4) In rare instances where the number and scope of failed competencies are very minor, a student may be given the opportunity to address those issues during the
summer session, so that he/she may begin the Practicum placement in the fall. Permission to do so can only be secured through the program director of the MSCP program.

APPEALS:
Students who disagree with any adverse competency evaluations may petition to have their materials reviewed by the program director of the MSCP. The appeal decision will be based strictly upon tangible evidence submitted by the student, e.g. audiotapes, written work, etc. An instructor’s decision will only be overturned if the evidence submitted by the student is clear and unequivocal. Students are responsible for maintaining all relevant materials.

Students must demonstrate competence in the following areas before beginning their practicum/internship:

I. Active Listening and Effective Communication Skills

1. Personal Insight: The student demonstrates self-understanding and awareness of potential life issues where he/she may need individual support or supervision around in the future.

2. Personal Problems: Effective communication or rapport building with others is not adversely impacted by student’s personal issues.

3. Personal Limits: The student recognizes that he/she makes mistakes and does not claim expertise in areas that are outside of her/his training and experience.

4. Maturity: The student is able to give and receive constructive feedback in a non-judgmental manner that demonstrates acceptance of personal responsibility for own beliefs and behavior.

5. People Oriented: The student demonstrates an ability to focus on the needs and concerns of others without imposing her/his own values, beliefs and issues on the other person.

6. Empathy: The student demonstrates empathic communication and is able to respond to others in an affectively accurate manner that facilitates a deeper understanding for the others.

7. Genuineness: The student’s responses are sincere and appropriate for the situation.

8. Positive Regard: The student communicates care and respect for the thoughts, feelings, and values of others.

9. Affective Reflection: The student is able to accurately reflect the feelings expressed by
the words, tone, and body language of others.

10. **Nonverbal Communication:** The student consistently makes eye contact with others, adopts an attentive, open posture when listening and modulates voice tone appropriately.

11. **Minimal Verbal Responding:** The student utilizes minimal verbalizations to encourage additional responding by others without interrupting the other person’s train of thought.

12. **Open Ended Questions:** The student regularly employs questions that require more than a Yes or No response from the other.

13. **Paraphrasing:** The student is able to concisely re-state the idea/content of another without changing the meaning being communicated, and uses this appropriately.

14. **Restatement:** The student is able to convey active listening by restating what another has said using the same or near exact word, while being caution of not over using this skill.

15. **Clarification:** The student consistently seeks to clarify vague or ambiguous information presented by others.

16. **Checking Assumptions:** The student consistently acknowledges when he/she has made an assumption about issues presented by another and checks their veracity as opposed to asserting them as being facts.

17. **Summarizing:** The student is able to link multiple ideas/meaning presented by another in a general statement.

18. **Parsimony:** The student does not monopolize interactions by talking more than is necessary.

19. **Interruptions:** The student gives others room to talk and does not cut off or interrupt others when they are talking.

20. **Clear Language:** The student demonstrates an ability to communicate verbally and in writing that is clear, professional and not jargon-bound.

**II. Role of a Counselor, Ethics, and Mental Health Service Systems.**

1. **Confrontation:** The student demonstrates an ability to effectively confront an individual’s distortions in a clinical scenario.

2. **Interpretations:** The student demonstrates an ability to make cogent interpretations based upon an empathic understanding of another.

3. **Probing:** The student demonstrates sensitivity when asking probing questions and
does not probe when an issue is clearly overwhelming for the other person.

4. **Crisis Intervention:** The student demonstrates a basic understanding of crisis intervention skills and how to respond to situations in which a person is a threat to self or others or when abuse is suspected in a case.

5. **Contracting:** The student demonstrates an understanding of how clinical contracts can be used, particularly in crisis situations or in the treatment of substance abuse.

6. **Theory and Formulations:** The student demonstrates an ability to frame a clinical situation and possible intervention within the framework of a major psychological theory.

7. **Diagnosis:** The student demonstrates an understanding of how a diagnosis is determined, a working knowledge of the DSM-IV and the implications of a diagnosis on a person’s treatment.

8. **Mental Status Examination:** The student demonstrates the ability to perform a thorough MSE for the purpose of arriving at a provisional diagnosis for an individual.

9. **Genogram:** The student demonstrates the ability to complete a thorough clinical genogram involving at least three generations.

10. **Ethics:** The student demonstrates knowledge of basic ethical issues such as confidentiality, informed consent, dual relationships, and others.

11. **Roles of Counselors:** The student demonstrates an understanding of the many roles a mental health counselor plays within the therapeutic context as well as in the society at large.

12. **MH System:** The student demonstrates knowledge of the major MH service systems for children and adults, i.e., DMH, DMR, Dept. of Elder Affairs and DSS.

13. **Third Party Payers:** The student demonstrates a basic understanding of basic third party concepts, e.g., UR, Prior Authorizations, HMOs, and PPOs.
III. Ecological Factors and Different Types of Interviewing

1. **Non-judgmental:** The student demonstrates acceptance of diversity in a non-judgmental manner.

2. **Awareness:** The student demonstrates awareness of her/his own cultural beliefs, gender expectations and racial identity.

3. Contextual Factors: The student demonstrates understanding and sensitivity to the impact of culture, SES, gender, and sexual orientation upon a person’s values, experiences and development.

4. **Race/Ethnic Identity Development:** The student demonstrates an understanding of Majority Racial Consciousness and Minority Cultural Identity models and how those concepts can impact a counselor’s work with an individual.

5. **Sex/Gender Identity Development:** The student demonstrates an understanding of identity development for heterosexual, gay, lesbian, bisexual, and transgendered individuals.

6. **Socioeconomic status:** The student demonstrates an awareness of the impact of class status on identity development.

7. **Social Responsibility:** The student demonstrates awareness that there are larger societal implications involved in the work of mental health counselors.

8. **Prevention:** The student demonstrates an understanding of concepts in prevention including: primary, secondary, and tertiary prevention.

9. **Strength Focus:** The student demonstrates an ability to recognize the strengths and healthy resources of persons depicted in clinical cases that is not disease focused.

10. **Integration:** The student begins to demonstrate an integration of information learned in other classes/settings in the applied scenarios in the Clinical Skills class.

11. **History Taking:** The student demonstrates an ability to conduct a formal bio-psycho-social history of an individual.
Part II

During the second semester of the first year, each MSCP students will complete a **practicum**. The purpose of the practicum is to orient first year students to the mental health field, human services agencies, clients and their interrelationships, as well as realistic social pressures.

Students must show competency in the following areas:

1. *Establish effective working relationships.*

2. *Effectively identify and assess suicidality, violence, and substance abuse.*

3. *Able to conceptualize the client and his/her problem(s) and strengths effectively, and able to select interventions that help reach goals.*

4. *Uses supervision effectively taking insights and suggestions into subsequent counseling sessions.*

5. *Knowledgeable of and functions within the rules of the agency.*

6. *Conducts oneself appropriately in interpersonal relationships with other staff and trainees.*

7. *Attends to reports, client notes and other necessary forms in a timely manner.*

8. *Effectively interacts with policies and personnel of agency.*

**Year 2**

The second phase of clinical training, known as the Internship, occurs for each full-time student during the second year. The purpose of the internship is to enable the student to refine and enhance their counseling skills, develop more advanced clinical, relational, and intervention skills, and integrate professional knowledge during their field placement. Students will be evaluated by internship supervisors and seminar leaders. The following criteria will be used to measure the students’ competency:

1. *Develops Therapeutic Relationship:* Engages in caring, genuine, respectful relationships with clients. Student shows competence in building and maintaining trusting relationships with clients and selecting appropriate treatment strategies.

2. *Manages the Session:* The counselor is successful at managing the session, “opening the session,” “directing the session,” and “closing the session.”

3. *Intervention:* The student demonstrates the ability to look beyond the individual when
formulating clinical issues and conceptualizes how others could be productively involved in treatment situations.

4. Student is able to integrate theory and practice and utilizes appropriate interventions, as appropriate with the client.

5. Effective evaluation and diagnosis.

6. Effective treatment planning and implementation.

7. Knowledge of different types and levels of intervention methods.

8. Student shows awareness of and compliance with the ethical standards of the profession.

9. Appreciation of social and cultural diversity, including issues of gender, race, sex, ethnicity, sexuality, socioeconomic class, and religion/spirituality.

10. Student uses supervision effectively (i.e., preparation for supervision, awareness of own personality dynamics, openness to and ability to utilize feedback from supervisor).

11. Student maintains case notes and other relevant written materials.

12. Student is aware of broader social supports, networks, and resources available to clients. Student is aware of the many types of interventions, programs, and resources, such as doing consultations, community outreach/supports, school or community based programs.

13. Students’ professional growth and development must include responsibility, maturity, integrity, motivation, insight, and flexibility.
**Internship Evaluation Forms**

The evaluative forms that are in Appendix ‘A’ will be used during your internship and will assist the Northeastern University Master of Science in Counseling Psychology Program, your internship seminar leader, your academic advisor, your internship site supervisor, and you, the student, in reaching your goals.

Twice during the internship year, normally the second year of study, your seminar leader and site supervisor will complete an evaluation of your clinical strengths and weaknesses, knowledge of counseling theory and interventions, communication skills, client-provider therapeutic relationship, and other facets of the internship. The first evaluation is completed in December (end of the Fall Semester) and the second is completed in April (end of the spring Semester).

The MSCP student also has the opportunity and responsibility to complete an evaluation of the practicum-internship site, site supervisor, and seminar leader. This evaluation is to be completed in April (end of the Spring Semester).

**The student is responsible for providing the various forms to the appropriate person. Make copies of each form for your personal use.** The format is an easy to follow format for the student, seminar leader, and site supervisor. If you have any questions please consult with your academic advisor and/or seminar leader.

The evaluation forms that the MSCP student will use are:

1) **Evaluation of Counseling Psychology STUDENT by SEMINAR LEADER**
2) **Evaluation of Counseling Psychology STUDENT by SITE SUPERVISOR**
3) **Practicum-Internship In Counseling Psychology: Student Evaluation Of Site**
4) **Evaluation of SITE SUPERVISOR by Counseling Psychology STUDENT**
5) **Evaluation of SEMINAR LEADER by Counseling Psychology STUDENT**
6) **Your Job As Part of Your Internship**
Northeastern University MS Counseling Psychology

Subject:
Evaluator:
Site:
Period:
Dates of Rotation:
Rotation: CAEP 8401 Practicum in Counseling Psychology
Form: Evaluation of Student by Seminar Leader

(If the appropriate level of competences are not yet met contact program director and do not award a satisfactory grade to the student; instead award an incomplete.)

Important Note: This evaluative form used during the practicum/internship will assist the Master of Science in Counseling Psychology Program. Each Counseling Psychology student will be evaluated by their site supervisor and seminar leader in December and April. Site supervisors and seminar leaders will be evaluated by the student at the end of the internship experience in April.

(Question 1 of 6 - Mandatory)

<table>
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<tr>
<th>Please rate the student on the following criteria:</th>
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<th>3</th>
<th>4</th>
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<td>Inadequate</td>
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<tr>
<td>Effective establishment of the therapeutic relation</td>
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<td>Effective therapeutic interventions</td>
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<td>Effective treatment planning and implementation</td>
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<td>Competent case reports and other written work</td>
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<td>Effective interaction with policies and personnel of agency</td>
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<td>2.0</td>
<td>3.0</td>
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<td>5.0</td>
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<td>Relationship with peers</td>
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<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
</tbody>
</table>
(Question 2 of 6 – Mandatory) Please describe this student’s strengths and weaknesses, together with any additional comments or recommendations you have.

(Additional Comments)

(Question 3 of 6 - Mandatory) In your opinion, should this student receive a satisfactory in Internship? Would you be comfortable with this student becoming a practicing professional?

(Additional Comments)

Knowledge and application of ethical principles  
1.0  2.0  3.0  4.0  5.0

Appreciation of social and cultural diversity, including issues of race, gender, socioeconomic class, and lifestyle choices  
1.0  2.0  3.0  4.0  5.0

Professional growth and development to include responsibility, maturity, integrity, motivation, insight and flexibility  
1.0  2.0  3.0  4.0  5.0

Knowledge of different types and levels of intervention methods  
1.0  2.0  3.0  4.0  5.0
Has this evaluation been shared with the student? *(Question 5 of 6 - Mandatory)*

**Selection Option**

Yes
[ ] [ ]

No

If this evaluation has not been shared with the student, why not? *(Question 6 of 6)*
Northeastern University MS Counseling Psychology

Subject:
Evaluator:
Site:
Period:

Dates of Rotation:

Rotation: CAEP 8401 Practicum in Counseling Psychology

Form: Evaluation of Student by Site Supervisor

Important Note:

This and the other evaluative forms used during the practicum-internship will assist the Master of Science in Counseling Psychology Program, your practicum-internship leader, your academic advisor, your practicum-internship site supervisor, and you, the student, in reaching your goals. Each Counseling Psychology student will be evaluated by their site supervisor and seminar leader in December and April.

Site supervisors and seminar leaders will be evaluated by the student at the end of the practicum/internship experience in April.

(Question 1 of 4 - Mandatory)

<table>
<thead>
<tr>
<th>Please rate the student on the following criteria:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of counseling theory and interventions</td>
<td>Weak</td>
<td>Adequate</td>
<td>Outstanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to relate to clients</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Self-knowledge and maturity</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Conscientiousness, dependability, and ethical conduct</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Relationships with others at practicum/internship setting</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Ability to integrate understanding/knowledge of theory with assessment and implementation of appropriate interventions</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Professional growth and development: responsibility, maturity, integrity, motivation, insight and flexibility</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Appreciation of cultural diversity, including issues of race, gender, socioeconomic class, lifestyle choices and integration of interventions</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Activity</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>--------------------------------------------------------------</td>
<td>-----</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Counseling</td>
<td>2.0</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Counseling</td>
<td>2.0</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consulting with Families</td>
<td>2.0</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychoeducation and Prevention Programs</td>
<td>2.0</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinating with Other Agency Specialists and Peers</td>
<td>2.0</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical and Organizational Responsibilities</td>
<td>2.0</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Specify in the &quot;Other activities engaged in:&quot; question below)</td>
<td>2.0</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other activities engaged in: *(Question 3 of 4)*
Share your perceptions of the student: (Question 4 of 4 - Mandatory)
NORTHEASTERN UNIVERSITY

Practicum-Internship in Counseling Psychology:

Student Evaluation of Site
(once in April)

This and the other evaluative forms used during the practicum-internship will assist the Master of Science in Counseling Psychology Program, your practicum-internship leader, your academic advisor, your practicum-internship site supervisor, and you, the student, in reaching your goals.

1. Name and address of your practicum-internship site:

2. Name of immediate site supervisor and contact telephone number:

3. Describe the general atmosphere at your site.

4. Is it conducive to growth and learning?

5. How much supervision do you receive?

6. Describe the quality of supervision: what type, how often, by whom, when is it done?
7. Describe the quality of the supervision and your relationship with supervisor.

8. Do you see sufficient numbers of clients?

9. Are you satisfied with the type of clients you have?

10. Are you doing the type of therapeutic work you had expected when you chose this site?

11. Are students treated as professionals?

12. Please describe the best and worst aspects of this site.

13. Would you recommend this site to other students? Please explain.
14. Is there anything else you would care to add (can do so on back of this page if you need more room)?

15. If you are willing to be called by NU students interested in your site, please give your name and phone number.

Additional Comments:

__________________________
Date
Northeastern University MS Counseling Psychology

Subject:

Evaluator:

Site:

Period:

Dates of Rotation:

Rotation: CAEP 8401 Practicum in Counseling Psychology

Form: Evaluation of Site Supervisor by Student

1. General performance of Site Supervisor's responsibilities.

Your Site Supervisor visited with your seminar leader (Question 1 of 12 - Mandatory)

Selection Option

Yes

No

If your Site Leader did visit with your seminar leader, what was/were the date(s)? (Question 2 of 12)
Your Site Supervisor's visit with your Seminar Leader seemed to you to be: *(Question 3 of 12 - Mandatory)*

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Very Thorough</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
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<tr>
<td></td>
<td>4.0</td>
<td>5.0</td>
</tr>
</tbody>
</table>

Your Site Supervisor is available to see Interns between scheduled meetings. *(Question 4 of 12 - Mandatory)*

<table>
<thead>
<tr>
<th>Infrequently</th>
<th>Anytime</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>3.0</td>
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<td></td>
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<tr>
<td></td>
<td>5.0</td>
</tr>
</tbody>
</table>

The feedback on logs and tapes you receive is: *(Question 5 of 12 - Mandatory)*

<table>
<thead>
<tr>
<th>Weak</th>
<th>Fair</th>
<th>Average</th>
<th>Good</th>
<th>Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
</tbody>
</table>

2. Didactic Skills

It seems to you that your site supervisor’s knowledge of counseling theory and related matters is: *(Question 6 of 12 - Mandatory)*

<table>
<thead>
<tr>
<th>Weak</th>
<th>Fair</th>
<th>Average</th>
<th>Good</th>
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<td>1.0</td>
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<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
</tbody>
</table>

Your site Supervisor’s contribution seems: *(Question 7 of 12 - Mandatory)*

<table>
<thead>
<tr>
<th>Too Theoretical</th>
<th>Well Balanced</th>
<th>Too Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>4.0</td>
<td>5.0</td>
</tr>
</tbody>
</table>

Your Site Supervisor's ability to give individual constructive feedback within the group is: *(Question 8 of 12 – Mandatory)*

<table>
<thead>
<tr>
<th>Weak</th>
<th>Fair</th>
<th>Average</th>
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</tr>
</tbody>
</table>
3. Personal Qualities
Your Site Supervisor uses him/herself as a model: (*Question 9 of 12 - Mandatory*)

<table>
<thead>
<tr>
<th>Poorly/Not at all</th>
<th>Moderately</th>
<th>Well/Skillfully</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
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<tr>
<td></td>
<td>4.0</td>
<td>5.0</td>
</tr>
</tbody>
</table>

As an individual, your Site Supervisor seems: (*Question 10 of 12 - Mandatory*)

<table>
<thead>
<tr>
<th>Too Familiar and/or Removed</th>
<th>Easily Approachable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>2.0</td>
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<td></td>
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<td></td>
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</tr>
</tbody>
</table>

4. Overall Rating
(*Question 11 of 12 - Mandatory*)

Your Supervisory sessions contribution toward professional growth is:

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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Additional/further comments: (*Question 12 of 12*)
Northeastern University MS Counseling Psychology

Subject:

Evaluator:

Site:

Period:

Dates of Rotation:

Rotation: CAEP 8401 Practicum in Counseling Psychology

Form: Evaluation of Seminar Leader by Student

Important Note:

This and the other evaluative forms used during the practicum-internship will assist the Master of Science in Counseling Psychology Program, your practicum-internship leader, your academic advisor, your practicum-internship site supervisor, and you, the student, in reaching your goals. Each Counseling Psychology student will be evaluated by their site supervisor and seminar leader in December and April. Seminar leaders will be evaluated by the student at the end of the practicum/internship experience in April.

1. General performance of Site Supervisor's responsibilities.

Your Seminar Leader has made a visit to your field site. (Question 1 of 12 - Mandatory)

Selection Option

Yes

No

If your Seminar Leader did visit with your field site, what was/were the date(s)? (Question 2 of 12)
Your Seminar Leader’s visit seemed to you to be: *(Question 3 of 12 - Mandatory)*

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
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</tr>
</tbody>
</table>

2. Pedagogical Skills

It seems to you that your Seminar Leader’s knowledge of counseling theory and related matters is: *(Question 6 of 12 - Mandatory)*

<table>
<thead>
<tr>
<th>Weak</th>
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<tr>
<td></td>
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</table>

Your Seminar Leader’s ability to give individual constructive feedback within the group is: *(Question 8 of 12 – Mandatory)*

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<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
</tr>
</tbody>
</table>
3. Humanistic Qualities

Your Seminar leader uses him/herself as a model: *(Question 9 of 12 - Mandatory)*

<table>
<thead>
<tr>
<th>Poorly/Not at all</th>
<th>Moderately</th>
<th>Well/Skillfully</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

As an individual, your Seminar Leader seems: *(Question 10 of 12 - Mandatory)*

<table>
<thead>
<tr>
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</tr>
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<tr>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>4.0</td>
<td>5.0</td>
</tr>
</tbody>
</table>

4. Overall

*(Question 11 of 12 - Mandatory)*

Your Seminar meetings contribution toward professional growth is:

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>3.0</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Additional/further comments *(Question 12 of 12)*
NORTHEASTERN UNIVERSITY
Department of Applied Psychology
Your Job As Part of Your Practicum

Name: _______________ Home Phone: ( ) __________ Work Phone: ( ) __________

Home Address: _______________________________________________________________

Place of Employment: __________________________________________________________

Employment Address: __________________________________________________________

Proposed Site Supervisor: _____________________________________________________

Supervisor’s Telephone Number: ( ) ___________________________________________________________________________________

Bouve College of Health Sciences and MSCP require that:
(a) Interns work a minimum of 20 hours per week at practicum sites.
(b) Interns receive at least one hour per week of individual supervision by a licensed Mental Health Professional.
(c) Interns must be evaluated at EACH site used to meet practicum requirements.

For those Interns who use their place of paid employment for practicum, the tasks they perform as part of their regular job description may be used for no more than 50% of their requirements. For the remaining 50% or more, the supervised tasks Interns perform must be different from and/or more advanced than those regularly performed.

A. I plan to use the following professional tasks in my job description to fulfill (no more than 50%) of my practicum requirements: (please list)
B. For the remaining ________________, I plan to use the following professional tasks which are different from and/or more advanced than my regular job activities: (please list)

C. APPROVAL: (Copies to Site Supervisor, Trainee, and Department)

__________________________
1st Site Supervisor

__________________________
2nd Site Supervisor (if applicable)

__________________________
Program Advisor
APPENDIX ‘B’

IMPORTANT INFORMATION

The Master of Science in Counseling Psychology program seeks to educate students in applied aspects of psychology and is designed to meet the licensure requirements of a mental health counselor (actual license title varies by state). Current Massachusetts regulations for mental health counselors are published in the “262 CMR 1.00-5.00” which lists requirements for Licensure as a Mental Health Counselor. A current copy of the 262 CMR is included in this handbook under Appendix ‘C’. **It is your responsibility to read the entire 262 CMR carefully, and to obtain revised copies as they become available.**

The **262 CMR 1.00-5.00** can be ordered by mail or picked up at the following address: (Cost: $4.50 by mail or $2.40 if you pop in). It is also available at [http://www.state.ma.us/reg/boards](http://www.state.ma.us/reg/boards)

Commonwealth of Massachusetts  
State House Printing Office, Room 116  
Boston, MA 02133  
Telephone: (617) 727-2834

**The licensing/credentialing body** for Massachusetts is the Board of Registration of Allied Mental Health Professionals. Contact information is as follows:

Board of Allied Mental Health Services  
239 Causeway Street, Suite 500  
Boston, MA 02114  
617/727-3080 (phone)  
617/727-2197 (fax)  
Internet: [http://www.state.ma.us/reg/boards](http://www.state.ma.us/reg/boards)

Contact the Board of Allied Mental Health Services at the number listed above for examination information and for a licensure application (which will include forms for supervisors and documentation of your clinical site(s) and hours). **Have all these forms completed before you leave your internship.**

In the Commonwealth of Massachusetts, the licensed professional counselor is referred to as a **Licensed Mental Health Counselor (LMHC)**. The Code of Massachusetts Regulations (CMR), April 1998, states that a LMHC renders professional services to individuals, families, or groups for compensation, monetary or otherwise. These professional services include: applying the principles, methods, and theories of counseling and psychotherapeutic techniques to define goals and develop a treatment plan of action aimed toward the prevention, treatment, and resolution of mental and
emotional dysfunction and intra or interpersonal disorders in persons diagnosed at intake
and making referrals to other psychiatric, psychological, or medical resources.
In the Commonwealth of Massachusetts, the prospective LHMC candidate must:
• Earn a qualifying master’s or doctoral degree in a program which must be a minimum
  of 60 semester hours which includes specified courses.
• Successfully complete a Supervised Clinical Experience.
• Achieve a passing score on the licensure examination, The National Clinical Mental
  Health Counseling Examination

In summary, the graduate program of study required to be completed by an applicant
must include curricula experience in the following areas:

• foundations of mental health counseling
• contextual dimensions: mental health counseling
• knowledge and skills for the practice of mental health counseling
• required course content in the following areas: Counseling Theory, Human Growth
  and Development, Psychopathology, Social and Cultural Foundations, Helping
  Relationships, Group Work, Lifestyle, School, and Career Development, Appraisal,
  Research and Evaluation, and Professional Orientation.

**Supervised Clinical Experience:** A minimum of 200 hours of supervision in the clinical
practice of mental health counseling by an approved supervisor and/or such other
supervisor meeting the requirements for a qualifying Practicum and Internship experience
which meets the following requirements:
(a) Pre-Master’s Degree Supervision: A minimum of 70 hours of supervision, both
  individual and group, must be pre-master’s
(b) Post-Master’s Degree Supervision: A minimum of 130 hours must be post-master’s
  supervision, of which a minimum of 75 must be individual
(χ) A minimum of 75 hours of supervision, pre-master’s (practicum or internship) or
  post-master’s must be LMHC supervision (individual or group)

**Experience Requirement:** Total hours required = 3,360
THESE PROFESSIONAL ASSOCIATIONS ARE VERY IMPORTANT TO KNOW ABOUT AND BECOME INVOLVED WITH

MaMHCA and AMHCA are groups within the American Counselor Association professional association for counselors. MaMHCA and AMHCA have been specifically created for the advancement of Mental health Counselors. Both master's level students and clinicians in the counseling field are well advised to join these professional groups. MaMHCA is the state organization that offers several benefits for mental health counselors. For example MaMHCA offers test preparation courses, update on issues facing mental health counselors in Massachusetts, and information about licensing tests and requirements you will need to know if you are staying in Massachusetts. If you are going out of state, see the end of this for some numbers that might get you started!

Ma MHCA offers student memberships and offers a very important source of professional identity, development and advocacy. We encourage you to explore this wonderful resource.

MaMHCA - Massachusetts Mental Health Counselors Association
(a State Division of the American Mental Health Counselors Association)
17 Cohasset St
Foxboro, MA 02035
Telephone: (508) 698-6010, fax 1711
http://www.mamhca.org

AMHCA - American Mental Health Counselors Association
801 North Fairfax Street, Suite 304
Alexandria, VA 22314
Telephone: (800) 326-2642
Fax: (703) 548-4775
http://www.amhca.org

Note: AMHCA in collaboration with the Professional Training Institute, offers a “Clinical Mental Health Counselor Handbook and Study Guide” to help students prepare for licensure and certification examinations. To order, call (800) 228-0810 or fax (800) 772-9165 (10% discount for AMHCA members).

National Board of Certified Counselors
P O Box 77699
Greensboro, NC 27417-7699
(336) 547-0607 phone
(336) 547-0017 fax
By calling this number, you can request a study guide for the NCMHCE.

Contact the Board of Allied Mental Health in MA to register for the NCMHCE and for licensure application forms.

The licensing/credentialing body for Massachusetts is the Board of Registration of Allied Mental Health Professionals. Contact information is as follows:
Board of Allied Mental Health Services
239 Causeway Street, Suite 500
Boston, MA 02114
617/727-3080 (phone)
617/727-2197 (fax)
Internet: http://www.state.ma.us/reg/boards