Northeastern University
Bouvé College *of* Health Sciences

Department of Applied Psychology

2026-2027
PhD in Counseling Psychology
Student Handbook



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I. INTRODUCTION

The Counseling Psychology Doctoral Program is located in the Department of Applied Psychology (AP), formerly the Department of Counseling and Applied Educational Psychology (CAEP), in the Bouvé College of Health Sciences, at Northeastern University in Boston, Massachusetts. Applied Psychology is part of Bouvé College's School of Community Health and Behavioral Sciences. 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 Commission of Higher Education (NECHE) which is one of the seven regional accreditation bodies in the United States.

II. OVERVIEW OF THE PROGRAM

The Counseling Psychology Doctoral Program is a full-time doctoral program that accepted its first cohort in 2009. The program was accredited by the American Psychological Association (APA) in May 2014 for 7 years, until 2021. Due to COVID-19, the site visit by APA scheduled for 2021 was delayed until 2024. **Accreditation of the program was re-affirmed in 2024, with the next APA site visit to occur in 2034.** In addition, the program has received the Association of State Provincial Psychology Boards (ASPPB)/National Register designation. The curriculum prepares graduates to meet licensure requirements in psychology in the Commonwealth of Massachusetts.

The program adheres to the scientist/practitioner model of training and is intended to develop psychologists who have knowledge of: (1) psychological theory; (2) a broad range of assessments and interventions; (3) research design, methods and statistics; and (4) the ability to use knowledge and skills to improve the psychological health of individuals, couples, families, and groups. Students are prepared for preventive and health-promoting clinical practice with culturally diverse children, youth, adults, and families in medical centers, colleges, and community mental health settings. One of the strengths of the program is its focus on individual and cultural differences. The serious commitment to offer substantive training in the areas of individual and cultural diversity is reflected in the composition of the department faculty and student body, the research and professional activities of the faculty and students, the training model, and the content of the curriculum as well as the nature of the advanced practicum and internship sites.

A. The Ecological Perspective

The educational philosophy of the Department of Applied Psychology is grounded in an ecological perspective that recognizes the dynamic interaction between individuals and the multiple contexts in which they live, learn, work, and develop. This perspective aligns with Northeastern University's commitment to experiential learning, interdisciplinary scholarship, community engagement, and the application of research to address complex societal challenges.

Drawing on the ecological systems framework developed by Bronfenbrenner and subsequent advances in developmental, community, and prevention science, the department emphasizes that human behavior, health, and well-being are shaped by the reciprocal influences of biological, psychological, relational, cultural, environmental, and societal factors. Individuals are understood within the context of the families, schools, workplaces, healthcare systems, neighborhoods, communities, and broader social and policy environments in which they are embedded.

The ecological perspective encourages students to consider multiple levels of influence when conducting research, providing clinical services, developing interventions, and informing policy. It recognizes that effective prevention and intervention require attention not only to individual characteristics, but also to interpersonal relationships, community resources, institutional practices, and structural factors that influence health, opportunity, and well-being.

Consistent with this framework, the Department of Applied Psychology prepares students to integrate scientific evidence, cultural humility, ethical practice, and systems thinking in their work as researchers, clinicians, educators, and leaders. Students are encouraged to critically evaluate existing theories and practices while considering the broader social, cultural, and environmental contexts that shape individual and community outcomes.

B. Program Faculty

The program's faculty have expertise across a broad range of areas, including psychological assessment; child, family, and systemic interventions; consultation; multicultural counseling and assessment; child development; gender and sexuality; organizational behavior; mental and behavioral health; pediatric psychology; prevention science; and quantitative research methods.

Josephine S. Au, PhD, Assistant Clinical Professor

Dr. Au is a licensed clinical psychologist in Massachusetts specializing in the assessment and treatment of youth and young adults with borderline personality disorder, suicidal thoughts and behaviors, and their families. Her clinical and research interests focus on understanding the heterogeneity of suicidal behaviors and evaluating evidence-based interventions. Drawing on extensive experience in hospital settings, her teaching and clinical practice integrate trauma-informed, humanistic, and evidence-based approaches to preparing clinicians to effectively support individuals and families experiencing acute psychological distress.

Susan Bradley, PhD, Assistant Clinical Professor

Dr. Bradley is a licensed psychologist and an alumna of Northeastern University's combined School and Counseling Psychology Ph.D. program. She teaches several core courses in the master's programs in Applied Psychology and served as Assistant Program Coordinator for the Department of Applied Psychology in 2021. Her teaching and clinical work draw on extensive experience in psychotherapy, supervision, and professional training, with an emphasis on preparing students for ethical, evidence-based clinical practice.

Joshua Curtiss, PhD, Assistant Professor

Dr. Curtiss' research focuses on applying advanced quantitative methods to better understand and treat emotional disorders. His work emphasizes idiographic and precision mental health approaches, including machine learning, intensive longitudinal methods, and network analysis. He also has substantive interests in emotion regulation and mindfulness.

Jessica B. Edwards George, PhD, Clinical Professor

Dr. Edwards George serves as Director of Clinical Training for the Ph.D. in Counseling Psychology Program and the School Psychology Ph.D. Program. She is a licensed and nationally certified school psychologist whose clinical and research interests focus on pediatric psychology, particularly children and families coping with gastrointestinal disorders, food allergies, and internalizing disorders. Her research examines psychological and behavioral factors associated with adherence to medically necessary dietary regimens.

Laurie Kramer, PhD, Professor

Dr. Kramer is a licensed clinical psychologist whose research examines the development of positive sibling relationships and the family processes that promote children's social and emotional adjustment. Her longitudinal research has informed the development of preventive interventions shown to strengthen sibling relationships among young children. Her clinical work has focused on the assessment of developmental and psychological disorders in children and adolescents, as well as couple and family therapy.

Sarah Hope Lincoln, PhD, Assistant Professor

Dr. Lincoln's research examines the social processes involved in the development of serious mental illness, particularly psychotic disorders, as well as the broader social determinants of mental health, including racism, discrimination, and inequality. Her work integrates developmental, social, and clinical perspectives to understand resilience and risk among youth and young adults.

Susan (Sue) M. Orsillo, PhD, Professor and Program Director

Dr. Orsillo is Program Director of the Ph.D. in Counseling Psychology Program, a licensed clinical psychologist, educator, and scholar whose work focuses on mindfulness- and acceptance-based behavioral therapies for anxiety and emotional distress, as well as psychology education and workforce development. Prior to joining Northeastern University, she served as Head of Education at the American Psychological Association and previously held faculty and leadership positions at Suffolk University, the National Center for PTSD at the VA Boston Healthcare System, and Oklahoma State University. She is the author or co-author of numerous publications and books, including *The Mindful Way Through Anxiety*, *Worry Less, Live More,* and *Acceptance-Based Behavioral Therapy*.

Donald Robinaugh, PhD, Assistant Professor

Dr. Robinaugh's research examines mental disorders as dynamic systems of biological, psychological, relational, and cultural processes to improve understanding and treatment of

anxiety- and trauma-related disorders. His work uses intensive longitudinal assessment, ecological momentary assessment, psychophysiology, and computational modeling to identify mechanisms of psychopathology and treatment response.

Christie J. Rizzo, PhD, Professor

Dr. Rizzo is a licensed clinical psychologist in Massachusetts and Rhode Island whose research focuses on the prevention of adolescent dating violence and other romantic relationship risk behaviors, particularly among youth involved in the child welfare and juvenile justice systems. Her work has been supported by the National Institute of Mental Health, the Eunice Kennedy Shriver National Institute of Child Health and Human Development, and the National Institute of Justice.

Rachel Rodgers, PhD, Associate Professor

Dr. Rodgers is a licensed psychologist in France whose research focuses on body image, eating disorders, and adolescent and young adult mental health. Her work examines sociocultural influences on body image and eating behaviors and develops and evaluates prevention and intervention programs designed to reduce body dissatisfaction and disordered eating while informing public policy.

Tracy Robinson-Wood, EdD, Professor

Dr. Robinson-Wood is a licensed mental health counselor whose scholarship examines the intersections of race, gender, sexuality, class, and culture in psychosocial identity development. Her research focuses on racial socialization, microaggressions, mentoring, and resilience among historically marginalized populations. She is the author of The Convergence of Race, Ethnicity, and Gender and co-author of Sister Resisters: Mentoring Black Women on Campus.

Idia Binitie Thurston, PhD, Professor

Dr. Thurston is a licensed clinical psychologist, Associate Director of the Institute for Health Equity and Social Justice Research, and Affiliate Professor of Africana Studies. She directs the CHANGE Lab, where her research examines how intersecting identities, including race, ethnicity, gender, sexuality, and social class, influence health equity and well-being. Her work emphasizes culturally responsive, strengths-based interventions and community-engaged research to promote resilience among youth and families.

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 broader professional needs and concerns. Student representatives from the student steering committee, described below, attend selected faculty meetings. Dr. Susan Orsillo serves as Program Director. Dr. Jessica Edwards George serves as Director of Clinical Training (DCT) and oversees students' clinical training, including the development of relationships with practicum and internship sites, preparation for clinical placements, and supervision of students during advanced practicum experiences and internship.

Dr. Josephine Au serves as Associate Director of Clinical Training and assists with the coordination and oversight of students' clinical training experiences.

D. Licensure Information

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

Because the regulations change over time, students are advised to check the Massachusetts website regularly. Students are also advised to check websites for licensing information in other states, if they are interested in obtaining licensure elsewhere. Students are strongly encouraged to review the licensure application materials as early as possible. For ease of reference, please find the links to each state's psychologist licensing requirements below.

Links to State Requirements for Licensure as a Psychologist
As of April 2025

State	Licensure Information
Alabama	Alabama Board of Examiners in Psychology
Alaska	Alaska Board of Psychologist and Psychological Associate Examiners
Arizona	Arizona Board of Psychologist Examiners
Arkansas	Arkansas Psychology Board
California	California Board of Psychology
Colorado	Colorado Department of Regulatory Agencies
Connecticut	Connecticut Board of Examiners of Psychologists
Delaware	Delaware Board of Examiners of Psychologists
Florida	Florida Board of Psychology
Georgia	Georgia Board of Examiners of Psychologists
Hawaii	Hawaii Board of Psychology
Idaho	Idaho Board of Psychological Examiners
Illinois	Illinois Psychologists Licensing Board
Indiana	Indiana State Psychology Board
Iowa	Iowa Board of Psychology
Kansas	Kansas Behavioral Sciences Regulatory Board
Kentucky	Kentucky Board of Examiners of Psychology
Louisiana	Louisiana Board of Psychologist Examiners
Maine	Maine Board of Examiners of Psychologists (See link under 02 415 State Board of Examiners of Psychologists)
Maryland	Maryland Board of Examiners of Psychologists

Massachusetts	Massachusetts Board of Registration of Psychologists
Michigan	Michigan Board of Psychology
Minnesota	Minnesota Board of Psychology
Mississippi	Mississippi Board of Psychology
Missouri	Missouri State Committee of Psychologists
Montana	Montana Board of Psychologists
Nebraska	Nebraska Board of Psychologists (See Chapter 155: Psychology Licenses)
Nevada	Nevada Board of Psychological Examiners
New Hampshire	New Hampshire Board of Psychology
New Jersey	New Jersey Board of Psychological Examiners
New Mexico	New Mexico Board of Psychologist Examiners
New York	New York State Board for Psychology
North Carolina	North Carolina Psychology Board (See 21 NCAC 54 .1801 PRACTICING PSYCHOLOGIST REQUIREMENTS)
North Dakota	North Dakota State Board of Psychologist Examiners
Ohio	Ohio State Board of Psychology
Oklahoma	Oklahoma Board of Examiners of Psychologists (See 575:10-1-2. Requirements to become licensed as a psychologist)
Oregon	Oregon Board of Psychology (See Oregon Administrative Rules)
Pennsylvania	Pennsylvania State Board of Psychology
Rhode Island	Rhode Island State Licensing
South Carolina	South Carolina Board of Examiners in Psychology
South Dakota	South Dakota Board of Examiners of Psychologists
Tennessee	Tennessee Board of Examiners of Psychology
Texas	Texas State Board of Examiners of Psychologists
Utah	Utah Psychology Licensing Board
Vermont	Vermont Board of Psychological Examiners (Part 2 Doctoral Level Licensure)
Virginia	Virginia Board of Psychology
Washington	Washington State Examining Board of Psychology
West Virginia	West Virginia Board of Examiners of Psychologists
Wisconsin	Wisconsin Psychology Examining Board
Wyoming	Wyoming Board of Psychology

III. FACULTY EXPECTATIONS OF STUDENTS

A. Student Responsibilities

Students are expected to participate actively in the program and conduct themselves in a professional, ethical, and respectful manner in all academic, research, clinical, and university-related activities. Student responsibilities include the following:

- **Attend classes and meet deadlines.** Students are expected to attend class, arrive on time, complete assignments by established deadlines, and notify the instructor as soon as possible if circumstances may affect their attendance or academic performance. Significant concerns should also be communicated to the student's academic advisor.
- **Communicate professionally.** Students are expected to review and respond promptly to communications from faculty, staff, and university administrators. All official university communications are sent to students' Northeastern University email accounts, and students are expected to monitor these accounts regularly. Students who choose to use another email account should forward their Northeastern email accordingly. Students are also expected to use their Northeastern email account, including an appropriate university email signature, for professional correspondence. Faculty and students should acknowledge or respond to emails within two business days whenever possible, either by resolving the issue or indicating that additional time is needed. Students will be added to the Counseling Psychology PhD program email listserv during the summer prior to enrollment.
- **Maintain current contact information.** Students are responsible for keeping their mailing address, telephone number, and email address current with the university, including the Registrar's Office and other appropriate university offices.
- **Request accommodations through Disability Access Services (DAS).** Students seeking academic accommodations are responsible for registering with Disability Access Services (DAS) and providing the required documentation in accordance with university policies.
- **Adhere to professional and ethical standards.** Students are expected to comply with the ethical principles and standards of the American Psychological Association (APA) and all applicable university, departmental, clinical training, and research policies.
- **Complete the Annual Student Evaluation/Funding Application.** All doctoral students, including those on internship and those who have completed all requirements except the dissertation, must complete the Doctoral Student Annual Evaluation/Funding Application (Appendix C1) through E*Value by March 30 each year.
- **Maintain continuous enrollment.** Students must remain continuously enrolled in the doctoral program unless they have been granted an official leave of absence. After completing coursework and internship, students must register for Dissertation Continuation each semester until all degree requirements have been completed and the degree has been awarded.
- **Know and follow university policies.** Students are responsible for familiarizing themselves with and adhering to the policies and procedures outlined in the

Northeastern University Graduate Academic Policies and Procedures and the Bouvé College of Health Sciences Academic Policies and Procedures, as well as any additional departmental requirements.

B. Student Research/Scholarship Involvement and Expectations

Students are expected to collaborate with faculty on research and other scholarly activities throughout the program. They may also participate in collaborative activities with peers, including research teams, study groups, student presentations, and department research colloquia.

All students are required to participate in a faculty research team for two consecutive academic semesters during their first year in the program. Students may elect to register for a research team course (CAEP 7771). Up to 3 credits of research team coursework may be applied toward the program's elective credit requirement. Students considering this option should consult with their advisor as early as possible to discuss whether it aligns with their academic and professional goals.

Continued participation in research teams beyond the first year is strongly encouraged. Students who remain actively engaged in research teams often make greater progress toward scholarly productivity, including conference presentations, publications, and dissertation research.

Beginning in the second year, students are expected to present at least one paper or poster annually at a professional conference, either at Northeastern University or an external meeting. All conference abstracts must be reviewed and approved by the student's faculty research mentor prior to submission. Students are also expected to contribute to at least one manuscript submitted for publication during their doctoral training in collaboration with faculty and research team members. Progress toward these expectations is reviewed annually by the student's advisor and program faculty.

To become familiar with the research process and dissertation requirements, students must attend at least two dissertation proposal hearings and two dissertation defenses during their first two years in the program. Students are encouraged to attend additional hearings and defenses beyond this minimum requirement and should maintain a record of their attendance for inclusion in their annual review.

C. Student Professional Involvement

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

D. Student Involvement in Program Operations and Improvement

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

E. Students Who Use Social Media and Electronic Communication

Students who use social media (e.g., Facebook, Instagram, X, TikTok, LinkedIn) and other forms of electronic communication should be mindful of how their online presence may be perceived by clients, colleagues, faculty, supervisors, and other mental health professionals. Students are expected to maintain professional standards in all online interactions and should avoid posting content, photographs, or comments that could compromise their professional identity or reflect poorly on themselves, the program, or the profession.

Students are strongly encouraged to use the highest available privacy settings and to carefully consider the amount and type of personal information they share online. Students should not establish personal social media connections with current clients or with undergraduate or graduate students for whom they have instructional or evaluative responsibilities, as doing so may constitute a boundary violation. Likewise, students must never post or share information that could identify a client or otherwise violate client confidentiality, regardless of whether identifying information has been removed.

Students are expected to adhere to the ethical standards of the American Psychological Association (APA) and applicable laws governing privacy and confidentiality in all forms of electronic communication. Violations of these standards may result in disciplinary action, up to and including dismissal from the program.

IV. SUMMARY OF CURRICULUM AND REQUIREMENTS

A. Student Advisement

Students are assigned the Program Director as their initial academic advisor unless a faculty mentor with closely aligned interests has been identified prior to matriculation. Before students begin the program, the Program Director reviews each student's graduate transcript to determine prerequisite coursework, transfer credits, and course waivers. Students should meet regularly with their advisor to review prerequisite requirements (Appendix A1), their Program of Study (Appendix A2), and progress toward degree completion. A recommended program sequence is provided in Appendix A3.

Students may change advisors if their academic or research interests evolve. The process begins with discussions among the student, the current advisor, the prospective advisor, and the Program Director. If all parties agree that a change is appropriate, the student should complete the Change of Advisor Form, which must be signed by the student, both advisors, and the Program Director. Advisor changes are common and typically reflect evolving research interests or mentoring needs rather than academic concerns.

Faculty members may limit the number of advisees they supervise, and the prospective advisor ultimately determines whether they are able to accept an additional student. The advisor-advisee relationship is intended to foster a close professional mentoring relationship with a member of the program's core faculty.

Students are responsible for maintaining regular contact with their advisor and are encouraged to develop mentoring relationships with additional faculty through coursework, research, clinical training, and professional activities. Once a student selects a dissertation chair, that faculty member becomes the student's advisor if they are not already serving in that role. In such cases, a Change of Advisor Form must be submitted.

B. Curriculum

The doctoral curriculum consists of four integrated components:

- Coursework
- Clinical training, including a minimum of two years of advanced practicum (20 or more hours per week) and a one-year, full-time APA-accredited or approved predoctoral internship
- Research training, including two consecutive semesters of Research Team during the first year
- Dissertation, including registration for two semesters of Dissertation to satisfy residency requirements

1. Coursework

Coursework is organized into four broad areas:

- **Core Psychology**: Biological, cognitive/affective, developmental, social, multicultural, and historical foundations of psychology.
- **Research and Scholarship**: Research design, statistics, psychometrics, and scientific inquiry integrated throughout the curriculum.
- **Clinical Training**: Assessment, intervention, and supervised practicum and internship experiences.
- **Professional Development**: Legal and ethical issues, doctoral seminars, practicum and internship seminars, and participation in dissertation proposal hearings and dissertation defenses.

All written assignments should follow the Publication Manual of the American Psychological Association (7th ed., 2020). Doctoral students are expected to use primary scholarly sources whenever possible.

The typical academic semester is 15 weeks, including final examinations. Most graduate courses meet once weekly for approximately 2½ hours. During the 7½-week summer terms, courses generally meet twice weekly for 2½ hours. Required doctoral courses may be scheduled during the academic year or summer and may be offered on any weekday. Students should register during the designated registration period, as some courses have limited enrollment.

Students register for courses through the Northeastern Student Hub. Current registration information and the academic calendar are available through the Office of the Registrar.

Directed Study
A Directed Study provides an opportunity for individualized study under the supervision of a faculty member. Students interested in pursuing a Directed Study should consult with both their advisor and the Program Director before the beginning of the semester. If approved, students must submit the Directed Study Form (Appendix B3).

Directed Study courses may be taken for 1–3 credits and must be approved before the end of the registration period. Directed Study courses may not substitute for required doctoral courses or courses regularly offered by the department.

Outside Electives
Students wishing to take an elective outside the Department of Applied Psychology must obtain approval from the Counseling Psychology faculty before enrolling to ensure the course satisfies degree requirements.

Incomplete Grades
Students requesting an Incomplete should review the University's Graduate Academic Policies and Procedures and complete the required forms with the course instructor. University policy generally requires that incomplete coursework be completed within 30 days unless otherwise specified by the Registrar.

Dissertation Credits
Students must register for CAEP 9990 – Dissertation for two semesters, typically during the third or fourth year, when proposing and defending the dissertation. Students who have completed all other program requirements but are continuing dissertation work must register for CAEP 9996 – Dissertation Continuation each semester until degree completion. Although both courses carry zero academic credits, associated tuition and fees apply. Current tuition and fee information is available through Student Financial Services.

Students are not eligible to graduate until all degree requirements, including the dissertation and predoctoral internship, have been successfully completed.

2. Clinical Training

Intensive clinical training is a core component of the Ph.D. program. Students complete a minimum of two years of advanced practicum training in a variety of mental health settings throughout the Greater Boston area, followed by a one-year, full-time predoctoral internship approved by the program.

Clinical training is designed to prepare students for competent, ethical, and culturally responsive practice as health service psychologists. Training emphasizes the integration of scientific knowledge, clinical skills, and professional identity through supervised experiences with diverse populations and service settings.

Throughout their practicum and internship experiences, students are expected to demonstrate progressive competence in the following profession-wide competency areas:

1.) Students will demonstrate the following competencies regarding *Ethical Standards*:
   - Be knowledgeable of and act in accordance with each of the following:

    - the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
    - relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
    - relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas
- Conduct self in an ethical manner in all professional activities.

2.) Students will demonstrate the following competencies regarding *Individual and Cultural Diversity:*
- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves
- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service
- The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively within areas of individual and cultural diversity not previously encountered in the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews may conflict with their own.
- Demonstrate the requisite knowledge base and ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in their professional work.

3) Students will demonstrate the following *Communication and Interpersonal Skills:*
- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

4) Students will demonstrate the following *Intervention Skills:*
- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables
- Demonstrate the ability to apply the relevant research literature to clinical decision making
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking
- Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

5) Students will demonstrate the following *Assessment Skills:*
   - Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology
   - Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural)
   - Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process
   - Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient
   - Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective
   - Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

6) Students will demonstrate knowledge of *Supervision Models and Practices.*

7) Students will demonstrate the following *Consultation and Interprofessional/Interdisciplinary Skills:*

   - Demonstrate knowledge and respect for the roles and perspectives of other professions
   - Demonstrates knowledge of consultation models and practices.

Students are evaluated on these competencies throughout their practicum and internship experiences using standardized evaluation procedures.

a. Advanced Practicum

Entry into Advanced Practicum requires successful completion of CAEP 7758 Doctoral Seminar in Contemporary Theories of Psychotherapy. Advanced Practicum typically occurs in the second and third years of doctoral study and consists of at least 600 hours of clinical work under the supervision of a doctoral-level psychologist. Students are expected to be at their site for at least 20 hours each week, with approximately half of that time engaged in direct service delivery. Students are also required to register and attend the Advanced Practicum seminar and obtain a written evaluation of their performance at their practicum site completed by their supervisor (see sample electronic form in Appendix C2).

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

See Section II for a complete description of the procedure for choosing and obtaining Advanced Practicum placements.

b. Pre-Doctoral Internship

The pre-doctoral internship consists of a one-year, full-time, or a two-year half-time placement in an APA-approved or Association of Psychology Postdoctoral Internship Centers (APPIC) approved setting. All non-APA/non-APPIC sites require approval by the DCT and the program faculty.

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

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

Students are advised to access the APPIC Application for Psychology Internships (APPI) online through the APPIC website (https://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 Practicum, 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 students who continue to engage with research teams beyond their first year tend to achieve more progress towards their research goals, including their dissertation.

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

Dissertations may result from ongoing research with faculty and fellow students or may consist of a separate topic or area. The earlier a student begins to think about the dissertation and to explore

a topic, the greater the likelihood the process will proceed in a timely manner. It must be emphasized, however, that dissertations do not develop in a vacuum; they are the result of intensive immersion in a topic of interest. Students are encouraged to explore topics of interest as they address various requirements in their courses so that they will become increasingly familiar with a particular body of literature. Some dissertations may evolve from participation in a faculty member's program of research. They may also evolve from the student's own interests or from projects being conducted outside the university or at an Advanced Practicum site.

C. Other Program Requirements

The requirements of the program also include:

1. Annual evaluation of students
2. Residency requirements
3. Adherence to time limits
4. Incomplete grade resolution
5. Completion of all comprehensive exams within the first three years of the program
6. Participation in research teams during the first year (two consecutive semesters)
7. Attendance at the Department of Applied Psychology Dialogue Series during the first two years of study (with one allowed absence during the academic year). The schedule and topics will be released at the start of each semester.

1. Annual Evaluations of Students

Annual evaluations are used to track students' progress and professional development and include both academic and non-intellective factors. The non-intellective factors include, but are not restricted to ethical behavior, professional behavior in general, the ability to handle conflict in a professional manner, compassion, empathy, cooperative behavior, demonstration of multicultural competencies, the ability to respond constructively to feedback, and tolerance for divergent views. Students need to be deemed acceptable in all these areas to be retained in the program.

Evaluations take place during the spring term of each year the student is in the program. The student's self-evaluation form (see Appendix C1) must be completed digitally via the E*Value system by *March 30* of the spring semester. The core faculty meets to discuss each student's progress, providing a context for input from all faculty members who have had contact with the student during the year. In addition, each student meets with his/her/their advisor to discuss the student's performance and progress in the program. Students are to initiate these meetings, contacting their advisor after April 1st to set up a meeting. At the end of the process, the advisor completes a summary of performance in all domains (also within E*Value) based on the faculty input and the student's self-evaluation. The evaluation is stored digitally, and a copy is placed in the student's file. Students may view their evaluation digitally any time after their advisor completes it and should discuss with their advisor if they disagree with any aspects or have any further questions.

2. Residency Requirements

Our doctoral curriculum typically requires four to five years of full-time graduate study, including the 12-month pre-doctoral internship. Each of these years involves course work pertaining to theory, research, and practice in Counseling Psychology. Students are expected to maintain full-

time status while in the program. Per university policy, full-time status is defined as taking a minimum of 8 semester hours per semester, unless the student holds a stipended graduate assistantship (in which case the minimum is reduced to 6 semester hours). This requirement applies only to the academic year (i.e., fall and spring) and not summer sessions. Students enrolled in Dissertation or Continuation are considered full-time. International students must consult with the Office of Global Services on all matters regarding the maintenance of full-time status. The program requires a minimum of three full-time academic years. Also, students must complete at least two consecutive years of course work as a full-time student in residence (typically the first two years).

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 like the one listed above is used for students who need to interrupt their program for one or more terms (see Leave Request Form, Appendix B2). As part of any written request, students must present a timetable and plan for the completion of their program prior to being granted an extension or leave of absence.

4. Incomplete Grade Resolution

An incomplete (I) grade may be reported by the instructor when a student has failed to complete a major component of a required course and must be agreed upon *prior* to the end of the term. Incompletes are *not* routinely granted. Only the course instructor can make the decision to grant an incomplete grade to a student. The student must complete an Incomplete Grade Contract, including timeline for completion, sign the agreement, and obtain the instructor's signature; leave a copy with the instructor, who will seek approval from the academic dean's office before sending it to the Bouvé Office of Graduate Student Services. Students should keep a copy of his/her/their record. Any exception to this policy must be recommended by the college's Academic Standing Committee (ASC) and must be forwarded in writing by the ASC to the Registrar for implementation. The agreed-upon course work must be completed within **one month** from the end of the term in which the course was offered. All "Incomplete" grades must be resolved prior to a student submitting the pre-doctoral internship application, except for students registered for Dissertation Continuation.

5. Comprehensive Examinations

The comprehensive examination is designed to evaluate students' ability to integrate and apply the knowledge and competencies developed throughout the doctoral program. Students are required to successfully complete two qualifying examinations:

- Research Examination
- Intervention & Assessment Examination

Ethical and legal considerations are integrated throughout both examinations and are evaluated within the context of research and clinical decision making.

The **Research Examination** focuses on research design, methodology, statistical reasoning, scientific interpretation, and research ethics. Students complete one extended written analysis of a published empirical research article that evaluates the study's research questions, methodology, results, conclusions, and ethical considerations. Students may take the Research Examination as early as the end of their first year after completing the required research coursework.

The **Intervention & Assessment Examination** evaluates students' ability to integrate assessment, diagnosis, case conceptualization, and intervention planning. Students respond to a series of short-answer questions addressing a range of clinical topics, with ethical and legal issues incorporated throughout. Students are eligible to complete this examination after beginning a formal advanced practicum experience.

Students are expected to complete both comprehensive examinations within the first three years of the program. Successful completion of both examinations admits students to doctoral candidacy and is required before the dissertation proposal hearing and application for predoctoral internship.

Comprehensive examinations are typically offered once each fall and once each spring semester. Students must notify the Program Director and the faculty Comprehensive Examination Coordinator of their intent to sit for an examination in advance of the scheduled exam date. Students who need to withdraw their intent to sit for an examination should do so no later than two weeks before the scheduled examination.

The examinations are graded anonymously using standardized scoring rubrics developed by the program faculty to promote consistency, transparency, and fairness in evaluation. Each examination is reviewed independently by three faculty members and graded on a pass/fail basis. A student must receive passing evaluations from at least two of the three reviewers to pass the examination. Students are typically notified of examination results within approximately one month.

Students requiring disability-related testing accommodations must arrange these accommodations through Disability Access Services (DAS) well in advance of the examination. Students whose primary language is not English receive an additional 90 minutes to complete the examination. In addition, students repeating a qualifying examination are eligible to elect an additional 90 minutes for that repeat examination. Students considering additional testing time should consult with their advisor before the examination.

Students have two opportunities to pass each comprehensive examination. Students who do not pass an examination on the first attempt will develop a written remediation plan with their advisor

and designated faculty mentor. The remediation plan will outline required activities, timelines, and methods for monitoring progress prior to retaking the examination. Completion of a remediation plan does not guarantee a passing score on the second attempt. Failure to pass a comprehensive examination on the second attempt will result in dismissal from the doctoral program.

Students should refer to Appendix A4 for detailed information regarding the format, content, and preparation guidelines for each qualifying examination.

The Comprehensive Exam Completion Form is intended to be completed once a student successfully passes their comprehensive/qualifying exam. The student must start the process of receiving signatures for this form and it must be signed off by the following: exam committee chair/coordinator, exam committee members, and the Office of Graduate Student Services.

6. Participation in Research Teams

All doctoral students are required to participate on a faculty-led research team for two consecutive academic semesters during their first year in the program. This requirement provides students with opportunities to develop foundational research competencies, engage in collaborative scholarship, and gain experience with the research process, which may include study design, participant recruitment, data collection, data management, analysis, manuscript preparation, and dissemination of findings.

Students are strongly encouraged to remain actively involved in research teams throughout their doctoral training. Ongoing participation supports the development of advanced research skills, fosters mentorship and professional collaboration, and contributes to scholarly productivity, including conference presentations, publications, and grant development.

7. Attendance at Department of Applied Psychology Dialogue Series

Attendance at the monthly Department of Applied Psychology Dialogue Series is required for all first- and second-year students, with one excused absence permitted per academic year. Advanced students are expected to attend whenever possible. The schedule and topics for the Dialogue Series will be distributed at the beginning of each semester.

V. ACADEMIC POLICIES

In addition to the following policies, students are encouraged to review the policies presented in Bouvé College of Health Sciences *Graduate Policies and Procedures* (https://catalog.northeastern.edu/graduate/health-sciences/) and the University-wide *Graduate Policies and Procedures* (https://catalog.northeastern.edu/graduate/academic-policies-procedures/). International students can find helpful information regarding Curricular Practical Training (CPT) and Optional Practical Training (OPT) as well as other e-forms, information, and resources at the Office of Global Services (https://international.northeastern.edu/ogs/).

A. Grading Policy of B or Better

Students in the Ph.D. in Counseling Psychology Program are required to earn a grade of B or higher in all courses for which a letter grade is assigned. Students who earn a grade below a B must repeat the course and may be placed on academic probation in accordance with program policies.

B. Transfer of Credit and Course Waivers

1. Transfer of Credit

A maximum of nine semester credits of graduate coursework completed at another accredited institution may be accepted as transfer credit upon admission to the program. Transfer credit must be approved by the Program Director and the student's advisor, in consultation with the faculty member who regularly teaches the comparable Northeastern course.

To be eligible for transfer, coursework must:

- Have been completed for graduate credit at an accredited institution;
- Have earned a grade of B (3.0) or higher;
- Not have been applied toward another completed degree; and
- Be comparable in content and rigor to the corresponding Northeastern course.

Transfer credits appear on the student's transcript but are not included in the Northeastern GPA and may not be used to satisfy the minimum GPA required for degree completion. Credit will not be awarded in excess of the equivalent Northeastern course. If there is no direct course equivalent, elective credit may be granted. Students should be aware that courses completed on quarter systems or other academic calendars may transfer as fewer semester credits.

2. Course Waivers/Substitutions

Students may request a waiver or substitution for a required doctoral course based on equivalent graduate coursework completed at another institution. Requests are reviewed individually and must comply with Bouvé College of Health Sciences Graduate Policies and Procedures.

Requests for course waivers or substitutions require:

- Submission of the course syllabus to the student's advisor and the Program Director for review by the faculty member who regularly teaches the comparable course;
- Approval of the Graduate Petition to Transfer Credit and, when applicable, the Course Substitution Form completed by the Program Director, with all required signatures;

- Submission of an official transcript documenting successful completion of the course.

Approval of a course waiver or substitution is not automatic and is granted only when the prior coursework is determined to be substantially equivalent in content, scope, and rigor to the required Northeastern course.

Current forms are available on the Northeastern Registrar's and Bouvé College Graduate Student Services websites.

C. Grading System

Graduate courses are graded according to the following grading scale:

Grade	Grade Points
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	2.000
C−	1.667
F	0.000 unsatisfactory performance

In addition to letter grades, the following designations may appear on a student's transcript:

Designation	Description
I	Incomplete
IP	In Progress
L	Audit (no academic credit)
S	Satisfactory (without quality points)
U	Unsatisfactory (without quality points)
W	Withdrawal in accordance with University policy

D. Academic Standing

Students must maintain a minimum cumulative GPA of 3.000 to remain in good academic standing. A student whose cumulative GPA falls below 3.000 may be placed on academic probation and must be approved by the program faculty to continue in the program. Students should refer to the Bouvé College of Health Sciences Graduate Policies and Procedures for additional information regarding academic probation.

No student may remain on academic probation for more than two consecutive semesters. Failure to return to good academic standing within this period will result in dismissal from the program. The faculty reviews each student's academic progress at the end of every semester to determine

academic standing and eligibility to continue in the program. Students on academic probation are not eligible to take the qualifying examinations or begin the predoctoral internship.

Students placed on academic probation may be required to repeat coursework, complete additional practicum experiences, or engage in other remediation activities, as determined by the program faculty. An individualized remediation plan will be developed to address identified areas of concern and support the student's return to good academic standing. See the Academic Probation Contract here.

Students must also demonstrate satisfactory clinical performance throughout their practicum and internship training. Satisfactory evaluations from both the practicum site supervisor and the university supervisor are required. Students who do not meet clinical expectations may be required to extend their supervised clinical training, complete additional remediation, or may be dismissed from the program. To successfully complete the Advanced Practicum sequence, students must achieve Intermediate or Advanced ratings on all items of the Advanced Practicum Student Evaluation by the conclusion of the second Advanced Practicum (see Appendix C3). Students must also successfully complete all practicum and internship seminar requirements to receive credit for their clinical training. The program faculty retains final authority regarding students' academic standing, clinical performance, and continuation in the program.

E. Transfer Students

Students transferring from another doctoral program should submit official transcripts and course syllabi for review by the program. Graduate coursework that meets the academic requirements of the Ph.D. in Counseling Psychology Program may be accepted for transfer in accordance with program and university policies. Students will be required to complete any remaining coursework necessary to satisfy program requirements.

Students who have previously completed doctoral qualifying or comprehensive examinations should submit documentation of those examinations for faculty review. The program faculty will determine whether the examinations demonstrate competency comparable to the Counseling Psychology Program's comprehensive examination requirements, including discipline-specific knowledge and profession-wide competencies. Additional examination requirements may be assigned if needed.

Students seeking to transfer supervised practicum hours must submit documentation of their clinical training to the Director of Clinical Training (DCT) for review. The DCT will determine whether prior practicum experiences satisfy program training requirements and whether additional supervised clinical training is required.

Questions regarding the transfer process should be directed to the Program Director.

VI. UNIVERSITY POLICIES

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

A. Student Appeals and Grievances

1. Policy

Northeastern University affirms that it is essential to provide an appeals mechanism to students who believe that they have been erroneously, capriciously, or otherwise unfairly treated. Please see the complete Academic Affair Appeals policy at Bouvé College of Health Sciences < Northeastern University

2. Procedures

Please refer to the following university policies for information regarding academic appeals and grievance procedures:

- Bouvé College of Health Sciences Academic Policies and Procedures
- Academic Catalogue Graduate Appeals Policy

The faculty of the Department of Applied Psychology are committed to resolving disputes and grievances, whenever possible, through open communication, collegiality, and professionalism. Students who wish to formally document a grievance or initiate an appeal may do so confidentially by submitting the Department of Applied Psychology Intention to Appeal Application.

Grievance and appeal records are maintained in a secure, password-protected digital location in accordance with university policies governing confidentiality and record retention.

B. Standards of Behavior

The faculty of the Department of Applied Psychology are committed to fostering a learning environment grounded in ethical conduct, professionalism, respect, and integrity. Students are expected to uphold the highest standards of ethical and professional behavior in all academic, research, clinical, and university-related activities.

Students are responsible for familiarizing themselves with and adhering to the policies outlined in the **Northeastern University Graduate Student Handbook**, including the **University Regulations and Code of Student Conduct**, as well as any additional policies and expectations established by the department, Bouvé College of Health Sciences, and the university.

1. Academic Honesty and the Use of Artificial Intelligence (AI)

A necessary prerequisite to achieving the educational mission of Northeastern University is maintaining the highest standards of academic integrity. Students are expected to adhere to the Northeastern University Academic Integrity Policy. Failure to comply with these standards may result in disciplinary action, up to and including dismissal from the program.

Students must submit only work that is substantially their own and must appropriately acknowledge the contributions of others. Students may not assist others in presenting work that is not their own.

The use of generative artificial intelligence (AI) tools (e.g., ChatGPT, Claude, Gemini, Copilot) is permitted only when explicitly authorized by the course instructor or as specified in the course syllabus or assignment instructions. When AI tools are used, students are expected to disclose their use in accordance with the instructor's requirements and remain fully responsible for the accuracy, originality, and integrity of all submitted work. Submitting AI-generated content as one's own without authorization or required disclosure constitutes a violation of the University's Academic Integrity Policy.

Students should also recognize that AI presents important ethical and professional considerations beyond the classroom. During clinical training, students should not use AI tools to assist with clinical documentation, case conceptualization, treatment planning, supervision preparation, or other clinical activities unless explicitly authorized by both the clinical training site and the university clinical supervisor. The use of AI in clinical settings may pose significant risks to client privacy, confidentiality, and professional responsibility. Students are expected to comply with all applicable laws, ethical codes, university policies, and site-specific requirements regarding the handling of protected or confidential information.

Similarly, the use of AI in research, data analysis, coding, statistical analyses, literature reviews, manuscript preparation, or other scholarly activities should occur only with the knowledge and approval of the faculty research supervisor or principal investigator. Students remain responsible for understanding the methods they employ, verifying the accuracy of AI-assisted work, and ensuring that all analyses, interpretations, and written products meet accepted scientific and ethical standards. Reliance on AI tools to perform work on a student's behalf without appropriate oversight, understanding, or disclosure is inconsistent with the expectations of graduate training.

As AI technologies continue to evolve, students are expected to exercise sound professional judgment and seek guidance from faculty, supervisors, and research mentors whenever there is uncertainty regarding the appropriate use of these tools.

2. Ethics

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

C. Course/Instructor Evaluations and Procedures

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

1. Course Materials

At the beginning of each course, instructors will provide students with a syllabus that clearly outlines the course objectives, requirements, assignments, grading policies, and expectations. Instructors are also responsible for ensuring that required textbooks and other course materials are available prior to the start of the course.

2. Course Evaluations

The Department values student feedback as an important component of maintaining and improving the quality of instruction. Students are expected to complete the University's end-of-course instructor evaluations for each course they take. Evaluations are completed anonymously online, and information about accessing the evaluation system will be sent to students' Northeastern email accounts.

To encourage honest and constructive feedback, instructors do not have access to evaluation results until final grades have been submitted to the Registrar. Students are encouraged to provide thoughtful, specific, and professional feedback that recognizes both the strengths of the course and opportunities for improvement. Student evaluations are an important component of faculty development and are also considered in annual reviews, promotion and tenure decisions, and the evaluation and reappointment of part-time instructors.

3. Canvas TM

Northeastern University uses Canvas as its learning management system to support course instruction and communication. Students are automatically enrolled in the Canvas site for each course in which they are registered. Course instructors will provide information about how Canvas will be used in their courses, including access to course materials, assignments, announcements, discussions, and grades.

Canvas uses students' Northeastern University email accounts (ending in @northeastern.edu) for course-related communications. Students are responsible for checking both Canvas and their Northeastern email regularly to ensure they receive important course and university announcements.

4. Experiential Learning

Many courses in the Department of Applied Psychology incorporate experiential learning activities, such as role-plays, skills practice, demonstrations, and group discussions, to facilitate the development of professional competencies.

Personal self-disclosure, defined as the sharing of one's personal experiences, history, or beliefs, is always voluntary. Neither the content of a student's self-disclosure nor a student's decision not to self-disclose will be used as a basis for grading or evaluation. Students may request an equivalent alternative assignment for any course requirement that involves personal self-disclosure.

Although personal self-disclosure is voluntary, active participation in experiential learning activities is an essential component of professional training. Students are expected to engage fully in classroom exercises, demonstrations, and skills practice and will be evaluated on their demonstration of the knowledge, skills, and professional competencies being taught—not on the disclosure of personal information.

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 University's Residential Life

For information regarding alternative housing possibilities, contact Northeastern University's Off-Campus Engagement and Support. 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 a variety of financial assistance programs for graduate students. Information about federal financial aid, loans, scholarships, and other funding opportunities is available through Student Financial Services at: https://studentfinance.northeastern.edu/.

Students seeking federal financial aid, including federal student loans, must complete the Free Application for Federal Student Aid (FAFSA) and any additional documentation required by the University. Information regarding eligibility, application procedures, and deadlines is available through Student Financial Services.

In addition to university-administered financial aid, the Bouvé College of Health Sciences offers graduate assistantships and other funding opportunities. The Department of Applied Psychology provides Stipended Graduate Assistantships (SGAs), which typically involve working with assigned faculty for approximately 20 hours per week and include a stipend and tuition support. Students should refer to their SGA award letter for the specific terms and conditions of their appointment.

Students who wish to accept employment outside the University while holding an SGA must discuss the appropriateness of the additional employment with their advisor and SGA supervisor and obtain approval through the Bouvé College procedures. When required, students must complete the appropriate SGA Overload Form before beginning outside employment.

The Program Director will distribute information about additional funding opportunities—including scholarships, fellowships, travel awards, and research funding—as they become available through the program listserv.

Students are also encouraged to pursue external funding for dissertation research and other scholarly activities in consultation with their advisor. Information about Northeastern University's Dissertation Completion Fellowship is available at: https://graduate.northeastern.edu/financial-support/fellowships/

Information about National Institutes of Health (NIH) research training and fellowship opportunities is available at: https://grants.nih.gov/training

Students interested in applying for internal or external fellowships and research grants are encouraged to work closely with their advisor during the application process.

C. Counseling Availability

Northeastern University Health and Counseling Services (UHCS) provides medical and mental health services to eligible students. Students who are enrolled in the Northeastern Student Health Plan or who have paid the Student Health Fee may access services offered through UHCS. Information about available services, eligibility, appointments, and hours is available at https://uhcs.northeastern.edu/.

In addition, Northeastern offers Find@Northeastern, a confidential, 24/7 mental health support service available to all students. Students can speak with a licensed mental health professional, receive immediate support, obtain referrals, and access a variety of resources, including free counseling sessions, telehealth counseling, SilverCloud self-guided programs, and Headspace.

For immediate support, students may contact:

- U.S.: +1 (877) 233-9477
- International: +1 (781) 457-7777

Additional information is available through Find@Northeastern

Students also have access to the William James College INTERFACE Referral Service, a free and confidential mental health referral helpline that connects individuals with licensed mental health providers based on location, insurance, and clinical needs. The service is available Monday through Friday, 9:00 a.m.–5:00 p.m. (ET) at 1-888-244-6843. Some participating clinicians offer reduced-fee or pro bono services for graduate students and psychologists in training. Additional information is available at https://interface.williamjames.edu/.

D. Disability Resources

Northeastern University is committed to providing equal access to educational opportunities for students with disabilities through Disability Access Services (DAS). DAS works with students to determine reasonable accommodations and provides services that support students' academic success. Students seeking accommodations are encouraged to register with DAS as early as possible. Information about eligibility, documentation requirements, available accommodations, and the registration process is available at: https://disabilityaccessservices.sites.northeastern.edu/

The Department of Applied Psychology is committed to working collaboratively with students and Disability Access Services to implement approved accommodations and support students' successful participation in the program.

E. Harassment, Discrimination, and Title IX

Northeastern University is committed to providing an inclusive educational and work environment free from discrimination, harassment, and retaliation. The University prohibits discrimination and harassment based on any protected characteristic and maintains policies and procedures to address reports of discrimination, harassment, and related misconduct.

Students with questions or concerns regarding discrimination, harassment, or retaliation are encouraged to contact the Office for University Equity and Compliance (OUEC). Students may seek guidance, report concerns, or request information about available resources without fear of retaliation.

Office for University Equity and Compliance (OUEC)
125 Richards Hall
Phone: 617-373-4644
Email: ouec@northeastern.edu
Website: https://ouec.northeastern.edu

Northeastern University's Title IX Policy prohibits sex discrimination, sexual harassment, sexual assault, dating and domestic violence, stalking, and other forms of sexual misconduct. The policy applies to all members of the University community.

Consistent with University policy, all faculty and staff, including Stipended Graduate Assistants (SGAs), are considered Responsible Employees and are required to promptly report information they receive regarding possible violations of the University's Title IX Policy to the Title IX Coordinator. The Title IX Coordinator, within the Office for University Equity and Compliance, oversees the University's response to reports of sex discrimination and sexual misconduct and ensures compliance with applicable federal and state laws.

Additional information about the University's policies, reporting options, supportive resources, and Title IX procedures is available through the Office for University Equity and Compliance at https://ouec.northeastern.edu.

F. Safety

The Northeastern University Police Department (NUPD) provides comprehensive public safety services to help maintain a safe and secure campus environment. NUPD offers police, emergency response, crime prevention, fire safety, emergency medical, parking, and community safety services to students, faculty, staff, and visitors.

NUPD promotes campus safety through educational programs, crime prevention initiatives, and personal safety resources. Students are encouraged to participate in safety programs, including self-defense training, and to familiarize themselves with campus safety procedures and available resources.

NUPD also provides a variety of transportation and escort services, including the Safety Escort Service and the RedEye Shuttle, to help students travel safely on and around campus. Information about these services, including hours of operation and eligibility, is available at: https://nupd.northeastern.edu/our-services/safety-escort-services/

For immediate assistance or to request a safety escort, students may contact NUPD at 617-373-2121.

Additional information about campus safety, emergency preparedness, crime prevention, sexual assault, dating and domestic violence, stalking, and other safety resources is available on the NUPD website:

https://nupd.northeastern.edu/

G. Equal Opportunity Policy

Northeastern University is accredited by the New England Commission of Higher Education (NECHE) and is committed to providing an educational and employment environment free from discrimination and harassment. The University is an equal opportunity, affirmative action institution and does not discriminate in its programs, activities, admissions, or employment on the basis of any characteristic protected by applicable law.

Information regarding the University's nondiscrimination policies, grievance procedures, and reporting options is available through the Office for University Equity and Compliance (OUEC):

Office for University Equity and Compliance
125 Richards Hall
Phone: 617-373-2133
Website: https://ouec.northeastern.edu/

Questions regarding the University's equal opportunity and nondiscrimination policies should be directed to the Office for University Equity and Compliance.

H. Record Keeping

The faculty maintains student records digitally in a secure electronic file. These student files contain program plans, advising notes, transcripts, annual evaluations, and documentation of completion of program milestones (e.g., comprehensive exams, dissertation proposal completion forms, etc.). Faculty have access to student files. When hard copy records are obtained, they are stored in a locked filing cabinet in the department's main office. Hard-copy versions of student

records, when obtained, are retained for three years. Electronic student files are retained on a secure, password-protected Northeastern server for a minimum of 10 years. **Students are strongly encouraged to maintain records of all of their academic and clinical activities as these documents will be critical in future professional endeavors, especially when applying for licensure.**

VIII. CLINICAL TRAINING

All Advanced Practicum and predoctoral internship experiences are covered by Northeastern University's professional liability insurance **only** when students are registered for the appropriate practicum or internship course and a current affiliation agreement exists between the clinical training site and the University. Enrollment in the appropriate clinical training course is therefore required whenever students are completing supervised clinical activities that will count toward doctoral training requirements. Students should be aware that conduct that violates University policies or professional standards may not be covered by the University's liability insurance.

The program uses **E*Value,** an online clinical management system, to manage practicum and internship applications, site information, evaluations, and clinical training records. Students receive training on the use of E*Value during the Advanced Practicum Seminar. Additional instructional materials are available on the Canvas sites for the Advanced Practicum/Internship courses.

Students will receive E*Value login information from the Department during their first semester. Students who have not received login credentials by mid-fall should contact the Director of Clinical Training (DCT). Additional information about the E*Value platform is available at: http://www.medhub.com

Many clinical training sites require students to complete criminal background checks, drug screenings, immunization verification, and other health or onboarding requirements before beginning clinical training. While some sites provide these services at no cost, others require students to complete the requirements through Northeastern University at the student's expense. Students should allow at least four weeks to complete these requirements and should notify the DCT as soon as they become aware that a site requires additional screening or documentation.

A. Advanced Practicum

Advanced Practicum is a required component of the doctoral program and provides students with supervised clinical training in professional psychology. Students complete a minimum of two years of Advanced Practicum in approved training sites and are expected to obtain broad experiences in both psychological intervention and assessment. Whenever possible, students are encouraged to obtain experience across a variety of settings (e.g., inpatient and outpatient) and populations to support their professional development and future career goals.

When selecting practicum sites, students should consider factors such as the quality of supervision and training, the diversity of clients served, opportunities for evidence-based assessment and intervention, the site's commitment to culturally responsive practice and social responsibility, and the extent to which the experience complements the student's prior training and professional goals.

The **Massachusetts Practicum Training Collaborative (MPTC)** assists students in identifying and applying for practicum placements throughout Massachusetts and neighboring states. Information about MPTC is available at: https://massptc.org

Students typically begin exploring practicum opportunities during the fall of their first year after consulting with the **Director of Clinical Training (DCT)** and reviewing approved training sites available through E*Value and MPTC. Students are encouraged to review prior student evaluations of practicum sites and supervisors within E*Value and to discuss potential placements with the DCT and more advanced students.

Before beginning any practicum experience, students must obtain program approval, submit the appropriate scheduling request in E*Value, and ensure that a current affiliation agreement has been executed between Northeastern University and the training site. Because establishing affiliation agreements can require several weeks or months, students should submit their E*Value scheduling request as soon as a practicum placement has been confirmed.

Approved practicum sites include hospitals, academic medical centers, community mental health centers, college counseling centers, schools, and other qualified clinical settings. Private practices are generally not approved. Students may complete practicum training at their place of employment only when the practicum experience is clearly distinguishable from their employment responsibilities, includes at least 10 hours per week of new unpaid clinical activities, and provides appropriate doctoral-level supervision.

Practicum sites must provide at least two hours of individual supervision each week by a licensed doctoral-level psychologist, in addition to any supervision provided by other qualified professionals. Students are expected to complete a minimum of 20 hours per week at their practicum site, although some sites may require additional hours. Students are expected to follow the site's policies regarding schedules, holidays, and training requirements.
Students considering applying practicum hours toward Massachusetts psychologist licensure are encouraged to review the requirements of the **Massachusetts Board of Registration of Psychologists**: https://www.mass.gov/orgs/board-of-registration-of-psychologists

Students are also required to participate in the accompanying Advanced Practicum Seminar, where they present clinical cases, participate in peer consultation, and discuss professional and ethical issues. At the end of each semester, practicum supervisors complete a student evaluation through E*Value (see Appendix C3), and students complete an evaluation of their practicum site and supervisor (see Appendix C2). Student evaluations of sites and supervisors remain confidential and are not shared with training sites. Completion of both evaluations is required before semester grades can be submitted. Final grades are based on both the site supervisor's evaluation and the student's performance in the Advanced Practicum Seminar.

Students who continue their practicum beyond the academic semester, including summer training, must maintain continuous registration in the appropriate practicum continuation course (e.g., CAEP 6999) and participate in required university supervision during the continuation period. Students beginning or completing practicum experiences during the summer should consult with the Program Director, DCT, and advisor regarding appropriate course registration (e.g., CAEP 6338 or other supervisory coursework) before beginning clinical training.

ADVANCED PRACTICUM SEQUENCE

Advanced Practicum registration patterns vary by year in the program and time of year that the experience begins and ends. Please follow the course patterns below based on these factors:

1st Year of Advanced Practicum (4 credits required)				
Semester	Start: Summer Completion: Spring	Start: Fall Completion: Spring	Start: Fall Completion: Summer	Start: Summer Completion: Summer
Full Summer or Summer 2	CAEP 7741 1 credit	N/A	N/A	CAEP 7741 1 credit
Fall	CAEP 7741 1 credit	CAEP 7741 2 credits	CAEP 7741 2 credits	CAEP 7741 1 credit
Spring	CAEP 7742 2 credits	CAEP 7742 2 credits	CAEP 7742 1 credit	CAEP 7742 1 credit
Summer 1 or Full Summer	N/A	N/A	CAEP 7742 1 credit	CAEP 7742 1 credit

2nd Year of Advanced Practicum (4 credits required)				
Semester	Start: Summer Completion: Spring	Start: Fall Completion: Spring	Start: Fall Completion: Summer	Start: Summer Completion: Summer
Full Summer or Summer 2	CAEP 7743 1 credit	N/A	N/A	CAEP 7743 1 credit
Fall	CAEP 7743 1 credit	CAEP 7743 2 credits	CAEP 7743 2 credits	CAEP 7743 1 credit
Spring	CAEP 7744 2 credits	CAEP 7744 2 credits	CAEP 7744 1 credit	CAEP 7744 1 credit
Summer 1 or Full Summer	N/A	N/A	CAEP 7744 1 credit	CAEP 7744 1 credit

Optional Extra Advanced Practicum Year*				
Semester	Start: Summer Completion: Spring	Start: Fall Completion: Spring	Start: Fall Completion: Summer	Start: Summer Completion: Summer
Full Summer or Summer 2	CAEP 8553 1 credit	N/A	N/A	CAEP 8553 1 credit

Fall	CAEP 8553 1 credit	CAEP 8553 1 credit	CAEP 8553 1 credit	CAEP 8553 1 credit
Spring	CAEP 8553 1 credit	CAEP 8553 1 credit	CAEP 8553 1 credit	CAEP 8553 1 credit
Summer 1 or Full Summer	N/A	N/A	CAEP 8553 1 credit	CAEP 8553 1 credit

*A third year of Advanced Practicum is optional, although typically recommended, for most students to be competitive for the internship match process.

If students complete a *stand-alone, summer only* Advanced Practicum that they will not continue into the academic year, they must register for a supervisory course as well during the summer (CAEP 6338-1-3 credits).

B. Dress Code

Students are expected to maintain a professional appearance that is appropriate to their clinical training setting and consistent with the policies of their practicum or internship site. Students should consult with their site supervisor regarding specific dress code expectations prior to beginning clinical work.

C. Internship

INTERNSHIP SEQUENCE

Internship registration patterns vary by the time of year that the internship experience begins and ends. Please follow the course patterns below based on these factors:

Semester	**July/August Start (start date occurs before Fall semester begins)**	**Fall Start (start date occurs at beginning of Fall semester)**
Summer 2	CAEP 7798 (0.5 credits)	N/A
Fall	CAEP 7798 (1 credit)	CAEP 7798 (1 credit)
Spring	CAEP 7798 (1 credit)	CAEP 7798 (1 credits)
Summer 1	CAEP 7798 (0.5 credits)	CAEP 7798 (0.5 credits)
Summer 2	N/A	CAEP 7798 (0.5 credits)

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

a. Pre-Doctoral Internship Search

Completion of a full-time, one-year predoctoral internship is a required component of the Ph.D. in Counseling Psychology Program. Students typically apply for internship during the fall of their fourth year through the **Association of Psychology Postdoctoral and Internship Centers (APPIC) Match.** The internship search is an intensive process that should begin well in advance of the application year. Current information regarding the APPIC Match and application

procedures is available at https://www.appic.org/. Students are strongly encouraged to subscribe to the APPIC Match News listserv to receive updates regarding application procedures and deadlines: https://www.appic.org/E-Mail-Lists/Choose-a-news-list/Match-News.

Internship Readiness

The Director of Clinical Training (DCT) may certify a student as ready to apply for internship only when all of the following conditions have been met:

- Successful completion of both qualifying examinations by September of the internship application semester.
- Completion of all required coursework (except Advanced Practicum, Dissertation, and Dissertation Continuation) by the end of the fall semester of the application year.
- Successful dissertation proposal by November 1 of the internship application year.
- Submission of a letter of readiness from the student's advisor to the DCT and Program Director by the end of the preceding spring semester confirming the student's readiness to apply and a feasible dissertation timeline.

Students who do not satisfy these requirements may be required to withdraw internship applications that have already been submitted. Students should therefore register for the APPIC Match only if they are confident they will meet all eligibility requirements.

Clinical Hours Documentation

Students should begin maintaining detailed records of supervised clinical hours during their first Advanced Practicum experience. Students are encouraged to use **Time2Track** (https://time2track.com) or another approved clinical hour tracking system throughout their doctoral training. The Department has historically attempted to cover the cost of the subscription while students are enrolled in the program. Students should also become familiar with the **APPIC Application for Psychology Internship (AAPI)** requirements early in the application process.

Internship Preparation Timeline

Spring (Prior to the Application Year)
Students are required to attend the internship preparation meeting conducted by the DCT, typically during the Doctoral Seminar. During the spring semester, students should:

- Meet individually with the DCT to discuss internship goals and readiness.
- Begin reviewing internship sites through the APPIC directory.
- Speak with advanced students about their internship experiences.
- Begin considering potential clinical references.
- Review APPIC policies and procedures.

Students should consider a variety of factors when selecting internship sites, including the populations served, clinical training opportunities, theoretical orientation, research opportunities, supervision model, geographic preferences, and the extent to which the site supports their long-term professional goals. Students should also recognize that broadening the geographic area in which they apply may increase the likelihood of successfully matching.

Summer
The summer prior to the application year should be devoted to preparing application materials. Students should:

- Update their curriculum vitae.
- Request graduate transcripts.
- Confirm letters of recommendation.
- Draft internship essays.
- Prepare any required case summaries or psychological reports.
- Continue refining their list of internship sites.

The following will be needed:

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

available over the summer to give students feedback on essays and specific application materials. Essays are perhaps the most significant components of the application.

During the summer, the latest APPIC directory of pre-doctoral internship sites is available via APPIC's website. Students should consult that directory as well as the OneDrive folder with internship applicant materials, which contains a collection of information about different sites and past interns' and applicants' reports and descriptions. Once a student is cleared to apply for internship, they will be given access to this OneDrive folder. 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 discussions. Students should investigate a wide variety of sites and later narrow their focus. Students should familiarize themselves with the APPIC guidelines so they will know what to look for when considering sites that are non-APA/non-APPIC approved.

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

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

Fall

Students must register with both APPIC (to complete the AAPI application) and the National Matching Service (NMS) (to participate in the APPIC Match). Registration deadlines are established annually by APPIC and the NMS (typically before December), and students are responsible for completing registration by the published deadlines. Instructions are available on the APPIC website and are distributed through the APPIC Match News listserv.

Students are expected to apply broadly to internship sites that are consistent with their training goals. Historically, students apply to approximately 15–18 internship sites.

The program uses the following internal deadlines (subject to change by the DCT):

Date	**Materials Due**
June 30	Draft 1 of essays, CV, preliminary site list, references
August 15	Draft 2 of essays, CV, revised site list
September 15	Final essays and finalized site list
September 30	Complete internship application materials

Students are expected to meet all internal deadlines so the DCT has adequate time to review materials and prepare the required Letter of Readiness.

Preparation for Pre-Doctoral Internship Interviews

Internship interviews generally occur between December and January. Students are expected to participate in mock interviews organized by the DCT and should prepare to discuss:

- Clinical experiences and specific cases
- Theoretically informed case conceptualizations
- Evidence-based treatment planning and interventions
- Assessment reports and experience
- Strengths and challenges encountered during training
- Theoretical orientation and relevant training
- Research interests
- Professional goals

Students should thoroughly review each internship site's training materials before interviewing and should prepare thoughtful questions for faculty and current interns. It is helpful to bring extra copies of all materials to the interview. Students should also review these application materials prior to interviews, as interviewers frequently ask questions about submitted materials. Please remember to complete an interview form and post to OneDrive folder after each interview for future internship applicant cohorts.

Following interviews, students are encouraged to send a thank you letter (digital or mailed), 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.

The APPIC Match

Following interviews, students submit their rank-order list through the National Matching Service (NMS). Instructions on how to submit your rankings and receive your Match results are sent from NMS to all registered applicants. Students should rank internship sites according to their genuine preferences and should rank only those sites where they would be willing to complete internship training. A successful APPIC Match constitutes a binding commitment. In ordering the list, consider only your particular preferences, not whether the site is likely to choose you. You will still be matched at the most-preferred site that is going to accept you.

Students who do not match during Phase I should contact the DCT immediately to develop a strategy for Phase II of the Match. Current APPIC Match dates and procedures are available on the APPIC website.

Winter

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 Deadline for submission of Rank Order Lists for Phase I of the Match
3rd Friday in February. Results of Phase I of the Match will be released to applicants and training directors

PHASE II:

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

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

Student Rights and Responsibilities

Throughout the internship application process, students are expected to adhere to the **APA Ethical Principles of Psychologists and Code of Conduct**, APPIC policies, and all program requirements. Students with concerns regarding internship recruitment or internship training should consult with the DCT, who can assist students in resolving concerns and, when appropriate, facilitate consultation with APPIC or the American Psychological Association.

IX. THE DISSERTATION

The dissertation is the culminating scholarly experience of the doctoral program and demonstrates the student's ability to conduct independent, original research that contributes to the scientific and professional literature in counseling psychology. Working closely with a faculty dissertation chair and committee, students identify a significant research question, critically review the relevant literature, design and conduct an empirical study, analyze and interpret the findings, and communicate the results in a scholarly written dissertation and oral defense.

Dissertations may employ quantitative, qualitative, or mixed-methods approaches, depending on the research question and the methodological approach most appropriate to addressing it. Students are encouraged to consult closely with their dissertation chair throughout the planning, implementation, and writing process.

Students must successfully complete both a dissertation proposal hearing and a final dissertation defense before the doctoral degree can be awarded. The dissertation must conform to the formatting and submission requirements of Northeastern University and the Bouvé College of Health Sciences.

Students should refer to Appendices E1 and E2 for the Dissertation Checklist and timeline. Students are responsible for maintaining this record, including it with their annual review materials when applicable, and submitting the completed checklist to the Program Director upon completion of the dissertation.

1. Overview of the Dissertation Process

a. Getting Started

Students are strongly encouraged to begin planning for the dissertation early in the doctoral program. Preparation should include exploring potential research topics, reading the relevant literature, discussing ideas with faculty mentors, and identifying potential dissertation chairs and committee members.

Students should work with their advisor and other faculty members to identify a dissertation chair whose expertise aligns with their research interests. Although the advisor typically serves as the dissertation chair, students may change advisors or dissertation chairs if doing so better supports their scholarly development. Such changes are not viewed negatively by the program. Because faculty members are not obligated to supervise dissertations, students should obtain the faculty member's agreement before making a change.

In consultation with the dissertation chair, students will identify additional committee members whose expertise complements the proposed research. Once the committee has been established, students must complete and submit the Dissertation Committee Form (Appendix E3) before proceeding with the dissertation.

The dissertation chair and committee members work collaboratively with the student to refine the research question, develop the study design, and provide guidance throughout the dissertation process. Students are responsible for keeping all committee members informed of substantive changes to the dissertation that result from discussions with individual committee members. Following major committee meetings (e.g., proposal approval and final defense), the dissertation chair is encouraged to provide the committee and student with a written summary of decisions and next steps to ensure a shared understanding of expectations.

Students should plan the dissertation timeline with important professional milestones in mind, including internship and postdoctoral applications. External deadlines are not, by themselves, grounds for expediting proposal approval or altering dissertation expectations. Students are therefore encouraged to establish a realistic timeline, monitor their progress regularly, and develop a plan with their dissertation chair if delays occur. Whenever possible, students should aim to complete and defend the dissertation before beginning their predoctoral internship.

b. Dissertation Committee

The dissertation committee consists of a minimum of three members. The dissertation chair must be a core faculty member in the Counseling Psychology Ph.D. Program. At least one additional committee member must be a faculty member from one of the Department of Applied Psychology doctoral programs (Counseling Psychology or School Psychology). Remaining committee members may be faculty within the department, elsewhere at Northeastern University, or external to the University.

In consultation with the dissertation chair, students should identify committee members whose expertise complements the proposed research. Before inviting a faculty member to serve, students are encouraged to provide a brief description (1–2 pages) of the proposed dissertation topic and

indicate that they are exploring potential committee membership. If a faculty member is not ultimately selected, students should thank them for their time and consideration.

External committee members are often invited because of specialized expertise relevant to the dissertation topic. All committee members must hold an earned doctoral degree (or other terminal degree appropriate to their profession) and must be approved by the dissertation chair. When selecting committee members, students and chairs should consider both the expertise each member brings to the project and their availability to participate in the proposal hearing and final dissertation defense.

The dissertation chair has primary responsibility for overseeing the quality and progress of the dissertation. Committee members are expected to provide substantive scholarly feedback and participate actively throughout the dissertation process. All committee members must agree that the dissertation meets the standards required for awarding the doctoral degree. If disagreements arise, every effort should be made to resolve them within the committee. If resolution is not possible, the dissertation chair will consult with the program faculty to determine an appropriate course of action.

During the academic year, committee members are encouraged to provide feedback on dissertation drafts within approximately two weeks, except under exceptional circumstances. Students are responsible for maintaining regular communication with their dissertation chair and committee regarding progress, anticipated review timelines, and faculty availability. Because faculty availability may be limited during summer months, sabbaticals, or other leaves, students should plan proposal hearings and dissertation defenses accordingly.

Once the dissertation committee has been finalized, students must complete the Department of Establishment of Dissertation Committee Form.

c. Dissertation Proposal Hearing

Students are eligible to propose their dissertation after successfully completing both qualifying examinations and all required coursework (with the exception of Advanced Practicum, Dissertation, Dissertation Continuation, and Internship). Once the dissertation chair determines that the written proposal is ready for review, the student should work with the committee to schedule the proposal hearing.

The final proposal must be distributed to all committee members at least 20 calendar days before the proposal hearing and submitted to the Department of Applied Psychology administrative staff at least 14 calendar days before the hearing so that it is available for review by faculty and students. The dissertation chair (or, with the chair's approval, the student) is responsible for coordinating the hearing with the Department's administrative staff, including reserving a room or virtual meeting space and distributing the announcement. Proposal hearings may be held in person or virtually and are open to the University community. All committee members are expected to attend.

During the proposal hearing, the student presents the proposed research and responds to questions from the committee and audience. Following the presentation, the committee will determine one of the following outcomes:

- Approved with no revisions;

- Approved pending revisions, with revisions designated as either minor or major; or
- Not approved, requiring additional revisions and a subsequent proposal hearing.

If the proposal is approved, students submit the Dissertation Proposal Approval Form. When revisions are required, final approval will be granted after the dissertation chair (and, when appropriate, the committee) determines that the required revisions have been satisfactorily completed.

Following proposal approval, students must obtain Institutional Review Board (IRB) approval, when applicable, before beginning any research involving human participants. Data collection or other research activities requiring IRB approval may not begin until IRB approval has been received. Throughout the dissertation process, students are expected to work closely with their dissertation chair and committee, maintain regular communication regarding project progress, and keep committee members informed of substantive changes to the proposed research.

d. Human Subjects Research (Institutional Review Board)

Students conducting research involving human participants or identifiable human data (including many secondary data analyses) must obtain approval from Northeastern University's Institutional Review Board (IRB) before beginning any research activities, including participant recruitment or data collection. Students should also determine whether approval is required from the institution or organization where the research will be conducted.

Students may begin preparing their IRB application before the dissertation proposal hearing; however, the IRB application should not be submitted until the dissertation proposal has been approved by the dissertation committee. Because the IRB review process may require several weeks, students are encouraged to prepare application materials early and allow at least 30 business days for review before the anticipated start of data collection.

The Office of Human Research Protection (HRP) provides guidance, forms, and resources to assist students in meeting federal, state, and University requirements for the ethical conduct of research involving human participants. Information, submission forms, and guidance are available at: https://research.northeastern.edu/research-compliance/hsrp/

Students with questions regarding the IRB process should consult their dissertation chair or contact the Office of Human Research Protection for assistance.

e. Potential Funding

Students are encouraged to explore funding opportunities to support their dissertation research. Many internal and external funding sources have specific eligibility requirements and application deadlines and require a well-developed research proposal. Students should work closely with their dissertation chair to identify appropriate funding opportunities and prepare competitive applications.

Northeastern University offers several funding opportunities for doctoral students, including the Dissertation Completion Fellowship. Information about graduate fellowships and dissertation funding opportunities is available at:

https://graduate.northeastern.edu/admissions-aid/tuition-financial-aid/scholarships/fellowship-opportunities/

Students are also encouraged to explore dissertation funding opportunities offered by federal agencies, private foundations, and professional organizations relevant to their area of research.

f. Final Dissertation Defense

As the dissertation nears completion, students should work closely with their dissertation chair to determine the preferred process for reviewing drafts. Some chairs prefer to review individual chapters as they are completed, while others prefer to review a complete draft. Students should discuss expectations with both the dissertation chair and committee members early in the writing process.

Once the dissertation chair and committee determine that the dissertation is ready for defense, the student will schedule the final dissertation defense. The final dissertation must be distributed to all committee members **at least 20 calendar days** before the defense and submitted to the Department of Applied Psychology administrative staff **at least 14 calendar days** before the scheduled defense so that it is available for review by faculty and students. The dissertation chair (or, with the chair's approval, the student) is responsible for coordinating the defense with the Department's administrative staff, including reserving a room or virtual meeting space and distributing the announcement. Students are responsible for bringing the **Departmental Dissertation Defense Approval Record** (Appendix E5) to the defense.

The dissertation defense is open to the University community. Defenses may be held in person or virtually. If held in person, the defense must take place on the Northeastern University campus. All committee members are expected to participate, either in person or through approved electronic means.

During the defense, the student presents the dissertation and responds to questions from the committee and audience. Following the presentation, the committee meets privately to deliberate and determine one of the following outcomes:

- Approved with no revisions;
- Approved pending revisions; or
- Not approved.

Minor revisions following the defense are common and should be completed promptly. The dissertation chair is responsible for verifying that all required revisions have been satisfactorily completed before final approval is granted.

Students intending to graduate in a given semester should schedule their dissertation defense well in advance of the deadlines established by the Bouvé College of Health Sciences. In general, students are encouraged to defend at least three to four weeks before the semester grade submission deadline to allow sufficient time for revisions, final approvals, and dissertation

submission. All degree requirements, including the predoctoral internship, must be completed before the doctoral degree can be awarded.

Following final committee approval, the Dissertation Defense Approval Record is signed by the committee, the Department Chair, and the Dean (or designee) of the Bouvé College of Health Sciences. Students must also complete all University requirements for electronic dissertation submission, including meeting with the appropriate Bouvé representative and submitting the final approved dissertation to ProQuest Dissertation Publishing by the published University deadline. Students planning to graduate should notify their dissertation chair, who will work with the Program Director and Graduate School to verify that all degree requirements have been satisfied.

Although not required, it is customary for students to provide a final copy of the approved dissertation to each member of their dissertation committee, according to each faculty member's preference.

2. Dissertation Preparation

a. General Formatting Requirements

All dissertations must conform to the formatting and submission requirements established by Northeastern University, the Bouvé College of Health Sciences, and **ProQuest Dissertation Publishing**. Students should consult the most current University guidelines before preparing the final dissertation for submission.

All dissertations in the Counseling Psychology Ph.D. Program must follow the **Publication Manual of the American Psychological Association (7th ed.)** for writing style, citations, references, tables, figures, and other formatting requirements.

Information regarding dissertation formatting and electronic submission is available through ProQuest Dissertation Publishing:

https://about.proquest.com/en/dissertations/

Students are encouraged to work closely with their dissertation chair throughout the writing process and consult additional resources on dissertation writing as needed.

b. Dissertation Title Page

A sample dissertation title page is provided in Appendix E6. Students should ensure that the final dissertation conforms to the current Northeastern University formatting requirements for title pages.

c. Abstract

An abstract is required for all dissertations. The abstract should provide a concise summary of the study, including the purpose, methods, principal findings, and conclusions. Students should follow Northeastern University and ProQuest formatting requirements for abstracts.

d. Dissertation Structure

Students should consult with their dissertation chair and committee to determine whether the dissertation will follow the **Traditional Dissertation Format** or the **Journal Article Dissertation Format.** Both formats are considered equivalent scholarly products and must demonstrate the student's ability to conduct independent, original research.

Traditional Dissertation Format (5 chapter)

The traditional dissertation consists of five chapters:

1. Introduction
2. Literature Review
3. Method
4. Results
5. Discussion

Dissertation Proposal

The proposal consists of the first three chapters (Introduction, Literature Review, and Method). Once approved by the dissertation committee, these chapters serve as the approved plan for the study. Any substantive changes after proposal approval require committee approval.

Final Dissertation

The completed dissertation consists of:

- Chapter 1 – Introduction
- Chapter 2 – Literature Review
- Chapter 3 – Method
- Chapter 4 – Results
- Chapter 5 – Discussion
- References
- Appendices

The contents of these sections typically include the following:

Chapter 1: 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 2: This **Literature Review** 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 subheadings to guide the reader.

Chapter 3: This **Method** 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 to be used, the standardization and psychometric properties (reliability and validity) should be included.
- **Materials**: This section lists and describes all materials that will be used, such as equipment, computers, software, digital apps, etc.
- **Study Design**: The design of the study is described here (e.g., group design with pre- and post-test assessments, correlation, observational, descriptive, single-case study, focus groups, etc.).
- **Procedures**: This section describes what will happen when, with what, and by whom. Note in this section that IRB approval was obtained for the study.
- **Data Analytic Plan**: This section describes how the data will be analyzed including details about specific data analytic procedures and statistical software used for analyses.

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

Chapter 4: Here the **Results** of the study are presented. It is important to walk the reader through the results, using headings liberally to aid the reader. For example, in an empirical study, all details of how the raw observations were converted into analyzable data, how the data were analyzed (e.g., the statistical manipulations used), and what the findings are should be included. The main findings, such as the major tests of hypotheses, should be presented first. All findings should be included.

Chapter 5: The **Discussion** chapter should summarize the major findings, interpret the results within the context of the existing literature, discuss strengths and limitations, identify implications for research and practice, and provide recommendations for future research.

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.

Journal Article Dissertation Structure (2 chapters)

The journal article dissertation format is designed to:

- prepare students to write for publication;
- facilitate submission of dissertation findings to peer-reviewed journals; and
- demonstrate scholarly expertise through both a comprehensive literature review and an empirical research manuscript.

The journal-format dissertation consists of **two publishable manuscripts**.

Dissertation Proposal

The proposal consists of two chapters.

Chapter 1 – Literature Review

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 of less than 100 words; (c) literature review and discussion of implications; (d) References; and (e) if applicable, tables and figures. It is expected that appropriate sections and section headings will be created for this chapter.

Chapter 2 – Empirical Study Proposal

This chapter presents the proposed research study and includes:

- Abstract
- Introduction
- Method
- References
- Tables/Figures (if applicable)

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.

Final Dissertation

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 those references now cited in text; the two sets of references from Chapter 1 and Chapter 2 should be merged.
    - New tables or figures may be added as appropriate, after the References section.
    - Chapter 2 is suggested to be not more than 40 pages (all inclusive).
- **Appendices** as described previously, plus any new appendices since the proposal defense.

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

e. Dissertation Manuscript Formatting

All dissertations must comply with the formatting requirements established by Northeastern University, the Bouvé College of Health Sciences, and ProQuest Dissertation Publishing. Current submission requirements are available at:

https://support.proquest.com/s/article/Preparing-Your-Manuscript-for-Submission

Dissertations should follow APA (7th ed.) formatting.

a. Page order

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

b. Typeface

Use a font approved by the APA Publication Manual (7th ed.) that is no smaller than 12-point. The same typeface should be used throughout the manuscript except where technical requirements (e.g., tables or equations) necessitate otherwise.

c. Pagination

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

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

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

d. Margins

All margins of each page should not be less than one inch (or 2.54 centimeters). The bottom margin is measured from the bottom of the last line of footnotes or text. These margins are to be observed throughout the dissertation (text, appendices, graphs, tables, illustrations, etc.).

The following site contains many of the important aspects to be aware of in developing and finalizing the dissertation: https://www.etdadmin.com/main/home?siteId=251

f. Dissertation Submission and Graduate Requirements

Upon successful completion of the Disseration Defense, students complete the Dissertation Defense Completion Form.

- Upon successful defense of the dissertation students need to submit an electronic copy of the dissertation to ProQuest at least 5 workdays prior to the grade deadline, following the directions outlined at: http://etdadmin.com/northeasternbouve. More information can be found here: https://library.northeastern.edu/research_instruction/theses-dissertations/

- Upon submitting your dissertation/thesis to ProQuest, please email a copy of the signed dissertation/thesis approval form for the final signature to Bouvé Office of Graduate Student Services @BouveOGSS@northeastern.edu.

- Students must fill out the Bouvé PhD Exit Survey to provide us with your feedback regarding your experience as a Bouvé PhD student. Your feedback will help us evaluate our services and improve the experience of future Bouvé PhD students. Here is the link to our survey: https://neu.co1.qualtrics.com/jfe/form/SV_7PNcUpHOYY0KBcF.

- Please complete the online Survey of Earned Doctorates (SED) questionnaire and attach a copy of your SED's "Certificate of Completion" to your reply as it will be used as a part of the clearance process in your degree audit. Instructions for submission of the survey will be sent to students prior to the end of their last term, but it is completed by visiting https://sed-ncses.org/GradDateRouter.aspx. "The Survey of Earned Doctorates (SED) is an annual census conducted since 1957 of all individuals receiving a research doctorate from an accredited U.S. institution in a given academic year. The SED is sponsored by six federal agencies: the National Science Foundation, National Institutes of Health, U.S. Department of Education, National Institute of Food and Agriculture, National Endowment for the Humanities, and National Aeronautics and Space Administration. The SED collects information on the doctoral recipient's educational history, demographic characteristics, and post-graduation plans. Results are used to assess characteristics of the doctoral population and trends in doctoral education and degrees." For more information, visit http://www.nsf.gov/statistics/srvydoctorates/#sd.

When all documentation is ready, students need to complete the PhD Exit form: PhD Exit Process

X. COMMENCEMENT

To graduate, several specific procedures must be followed. Please refer to the Bouvé College of Health Sciences, Graduate Division, Academic Catalog for complete details about graduation policies: Graduation Policies < Northeastern University

Students must apply to graduate through the student hub ***following instructions received by the Registrar at the end of September. Students must check their degree audit prior to applying to graduate.*** Any audit discrepancies should be addressed with the academic advisor and the Office of Student Services (BouveOGSS@northeastern.edu).

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

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

XI. APPENDICES

A1 Pre-requisite/Co-requisite Courses for Post-Masters Ph.D. Counseling Psychology Program
A2 Program of Study
A3 Model Program
A4 Comprehensive Exam Guidelines
B1 Change of Advisor Form***
B2 Leave Request Form***
B3 Directed Study Form
B4 Advanced Standing Form
B5 Graduate Course Substitution
C1 Doctoral Student Annual Evaluation Form/Funding Application
C2 Advanced Practicum Student Evaluation of Site
C3 Advanced Practicum Site Evaluation of Student
D1 Internship Evaluation Form
E1 Dissertation Proposal Checklist
E2 Dissertation Defense Checklist
E3 Applied Psychology (AP) Dissertation Form
E4 Dissertation Proposal Approval Form
E5 Department Dissertation Defense Approval Record
E6 Sample Dissertation Title Page

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

***ALL BOUVÉ COLLEGE FORMS CAN NOW BE FOUND AS THIS LINK: https://northeastern.sharepoint.com/sites/BouveCurrentStudentResources/SitePages/Bouv%C3%A9-Student-Forms.aspx?csf=1&web=1&e=HyKfCO&CID=e24446a1-d0cc-6000-359d-cdd722058a19&cidOR=SPO

Appendix A1

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

REQUIRED PREREQUISITE COURSE **Needed/Met**

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

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

*Students may achieve proficiency in the **Vocational, Educational & Career Development** through a ***vocational psychology self-study and proficiency exam*** offered by our department. Students may select this option in consultation with their advisor.

Appendix A2

PROGRAM OF STUDY

I. PROFESSIONAL CORE		**CREDITS**	**N, T, W***
Legal and Ethical Issues in Community & Educational Settings	CAEP 7732	3	_____
Doctoral Seminar in Counseling Psychology	CAEP 7701	3	_____
II. BASIC CORE			
Biological Bases of Behavior	CAEP 7750	3	_____

Cognitive and Affective Bases of Behavior	CAEP 7755	3	_____
Social Psychology in an Organizational and Ecological Context	CAEP 7756	3	_____
History and Systems of Psychology	CAEP 6390	3	_____
Advanced Multicultural Psychology	CAEP 6394	3	_____
III. CLINICAL CORE			
Introduction to Cognitive Assessment	CAEP 6350	3	_____
Personality Assessment	CAEP 6352	3	_____
Doctoral Seminar in Leadership, Consultation, and Supervision	CAEP 7778	3	_____
Advanced Clinical Assessment	CAEP 7710	3	_____
Doctoral Seminar in Contemporary Theories of Psychotherapy	CAEP 7758	3	_____
Advanced Clinical Interventions	CAEP 7720	3	_____
Advanced Practicum I	CAEP 7741	2	_____
Advanced Practicum II	CAEP 7742	2	_____
Advanced Practicum III	CAEP 7743	2	_____
Advanced Practicum IV	CAEP 7744	2	_____
Doctoral Internship I- II	CAEP 7798/99	3	_____
IV. RESEARCH CORE			
Measurement: Advanced Psychometric Principles	CAEP 7711	3	_____
Intermediate Statistical and Data Analysis Techniques	CAEP 7712	3	_____
Advanced Research and Data Analyses 2	CAEP 7716	3	_____
Dissertation	CAEP 9990	0	_____
Dissertation	CAEP 999[1]	0	_____
Dissertation Continuation **(If applicable/Not required)**	CAEP 9996	0	_____
V. ELECTIVE (3 credits total)			
Elective	_____	_	_____
Total		**62 credits**	

Commented [OS1]: I think this is 7720

Commented [OS2]: I think this is supposed to be 7711

Appendix A3

[1] Updated University regulation requires registration of CAEP 9990 and CAEP 9991in order to meet residency requirements. Program of study change official October 2018. See regulation here: http://catalog.northeastern.edu/graduate/generalhttp://catalog.northeastern.edu/graduate/general-admission-transfer-credit/regulations-phd-programs/admission-transfer-credit/regulations-phd-programs/

COUNSELING PSYCHOLOGY PhD MODEL PROGRAM

(Projected enrollment 5 per semester)

Year 1: Fall (12-13 credits)	**Year 1: Spring (12-13 credits)**
CAEP 6352: Personality Assessment (3) CAEP 7701: Doctoral Seminar in Counseling Psychology (0-1) CAEP 7712: Intermediate Statistical Data Analysis and Techniques (3) CAEP 6394: Advanced Multicultural Psychology (3-even) **(OR alternating odd years)** CAEP 7756: Social Psych in an Organizational and Ecological Context (3-odd) CAEP 7750: Biological Bases of Behavior (3-even) **(OR alternating odd years)** CAEP 6390: History and Systems (3-odd)	CAEP 7732: Legal and Ethical Issues in Community and Educational Settings (3) CAEP 6350 Introduction to Cognitive Assessment (3) CAEP 7716: Advanced Research and Data Analysis 2 (3) CAEP 7758: Doctoral Seminar in Contemporary Theories of Psychotherapy (3) CAEP 7701: Doctoral Seminar in Counseling Psychology (0-1)
Year 2: Fall (11-12 credits)	**Year 2: Spring (11-12 credits)**
CAEP 7711: Measurement: Advanced Psychometric Principles (3) CAEP 6394: Advanced Multicultural Psychology (3-even) **(OR alternating odd years)** CAEP 7756: Social Psych in an Organizational and Ecological Context (3-odd) CAEP 7750: Biological Bases of Behavior (3-even) **(OR alternating odd years)** CAEP 6390: History and Systems (3-odd) CAEP 7741: Advanced Practicum 1 (2) CAEP 7701: Doctoral Seminar in Counseling Psychology (0-1)	CAEP 6360: Consultation and Program Evaluation (3) CAEP 7710: Advanced Clinical Assessment (3) CAEP 7720: Advanced Clinical Interventions (3) CAEP 7742: Advanced practicum 2 (2) CAEP 7701: Doctoral Seminar in Counseling Psychology (0-1)
Year 3: Fall (8-9 credits)	**Year 3: Spring (2-3 credits)**
CAEP 7755: Cognitive and Affective Bases of Behavior (3) CAEP 7743: Advanced Practicum 3 (2) CAEP 7701: Doctoral Seminar in Counseling Psychology (0-1) Elective (3) CAEP 9990/9991 Dissertation (0) (Must take at least 2x)	CAEP 7744: Advanced practicum 4 (2) CAEP 7701: Doctoral Seminar in Counseling Psychology (0-1) CAEP 9990/9991 Dissertation (0) (Must take at least 2x)
Year 4: Fall (1-2 credits)	**Year 4: Spring (1-2 credits)**
CAEP 8553: Advanced Counseling Practicum (Elective) (1-2) **OR** CAEP 7798 Doctoral Internship 1 (1) **AND/OR** CAEP 9990/9991 Dissertation (0) (Must take at least 2x)	CAEP 8553: Advanced Counseling Practicum (Elective) (1-2) **OR** CAEP 7799 Doctoral Internship 2 (2) **AND/OR** CAEP 9990/9991 Dissertation (0) (Must take at least 2x)

Appendix A4

COMPREHENSIVE EXAM GUIDELINES

The following guidelines are intended to assist students in preparing for the Applied Psychology Program Qualifying Examinations. Additional preparatory materials will be provided through relevant coursework, and students are encouraged to discuss the examinations with their advisor.

The qualifying examination is designed to evaluate students' ability to integrate knowledge and apply core competencies expected of psychologists. Students are required to successfully complete two qualifying examinations:

- **Intervention & Assessment Examination**
- **Research Examination**

Ethical and legal considerations are integrated throughout both examinations and are evaluated within the context of clinical and research decision making.

Intervention & Assessment Examination

The Intervention & Assessment Examination evaluates students' ability to integrate assessment findings, case conceptualization, diagnosis, and intervention planning.

The examination consists of a series of short-answer questions based on one or more clinical cases. Students will be expected to:

- Conceptualize cases using appropriate theoretical frameworks;
- Formulate diagnostic hypotheses using current diagnostic standards;
- Interpret assessment findings and integrate relevant assessment data;
- Develop evidence-based treatment recommendations and intervention plans;
- Consider ethical, legal, cultural, and diversity factors as they relate to clinical decision making.

To prepare for this examination, students should review coursework in potl, assessment, intervention, psychotherapy theories, multicultural counseling, ethics, and related clinical training experiences. Students should be prepared to integrate knowledge across these areas rather than address them as separate domains.

Students are eligible to complete the Intervention & Assessment Examination after beginning a formal practicum experience.

Research Examination

The Research Examination evaluates students' ability to critically analyze empirical research and demonstrate competence in research design, methodology, statistical reasoning, and scientific inference.

Students will be provided with a published empirical research article and will prepare an extended written critique. The critique should demonstrate the student's ability to evaluate:

- The research question(s), aims, and hypotheses;
- Study design and methodology;
- Statistical analyses and interpretation of results;
- Conclusions and inferences drawn from the findings;
- Ethical considerations relevant to the conduct and interpretation of the research;
- Overall strengths, limitations, and significance of the study.

Students should approach the article by considering its overall coherence, methodological rigor, validity, contribution to the literature, and implications for future research and practice. Concrete examples from the article should be used to support evaluations.

Preparation for this examination should include coursework in research methods, statistics, psychometrics, and the critical evaluation of empirical literature.

Students may complete the Research Examination as early as the end of the first year of the doctoral program.

Evaluation

Both qualifying examinations are evaluated using standardized scoring rubrics developed by the faculty to promote consistency, transparency, and fairness in the evaluation process. Students must demonstrate competency across the domains assessed in each examination to successfully complete the qualifying examination requirement.

Appendix B1

CHANGE OF ADVISOR FORM

Change of Advisor Form

This form should be completed by a PhD student who would like to request a change in their current advisor. The form must be signed by the current advisor, new advisor, and program director. The student should also provide their reasoning for a change in advisor.

Student Name *

Start Date with New Advisor *

Current Advisor *

New Advisor *

New Advisor Signature *

Program Director Signature *

Reason for advisor change *

Select

Send me a copy of my responses

Submit

Powered by smartsheet

Privacy Notice | Report Abuse

Appendix B2

LEAVE REQUEST FORM

Northeastern University

Department of Applied Psychology
Counseling Psychology Doctoral Program

LEAVE REQUEST FORM

Student Name: **Date:**

Advisor:

Form Letter Submitted with timeline:

Reason for Leave Request:

Doc Faculty Team Action: Date: Accept:

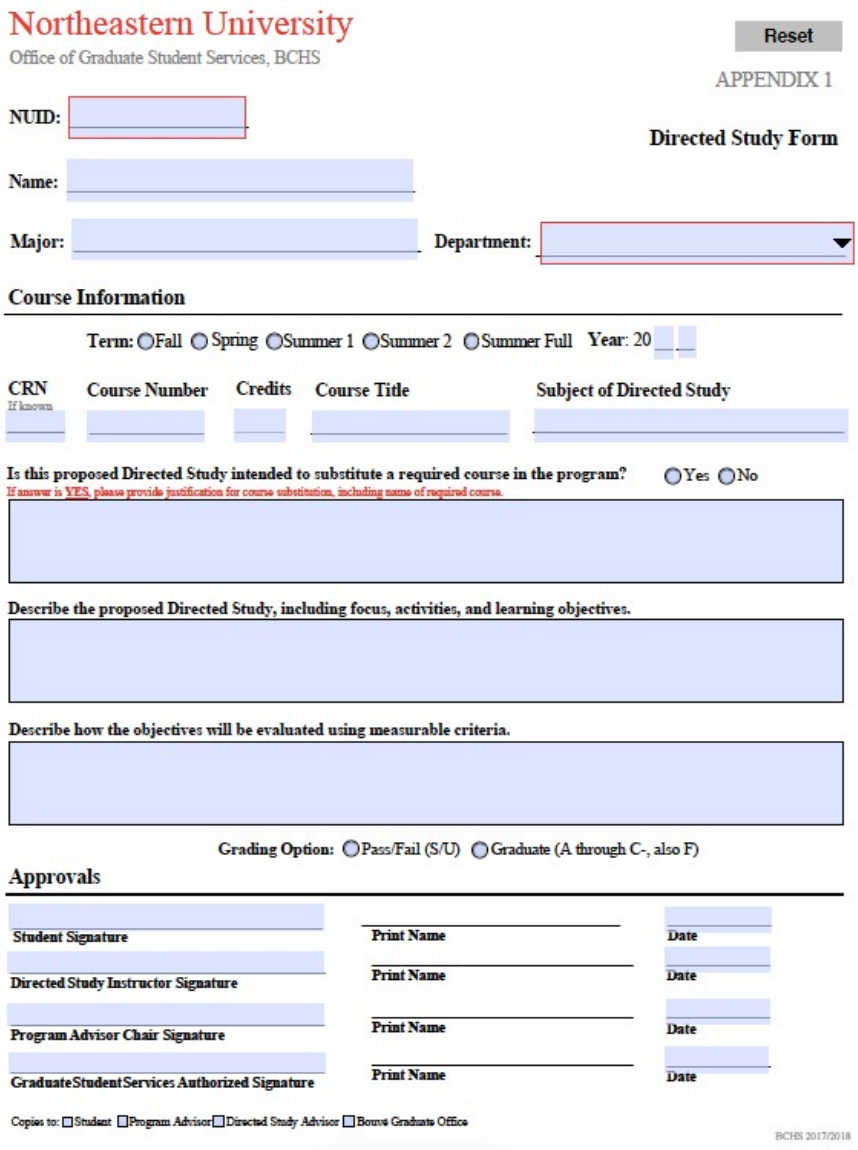
From_____ To _____

Reject: Reason:

Advisor Follow Up:

Appendix B3

DIRECTED STUDY FORM



Northeastern University

Office of Graduate Student Services, BCHS

Reset

APPENDIX 1

NUID:

Directed Study Form

Name:

Major: Department:

Course Information

Term: ◯Fall ◯Spring ◯Summer 1 ◯Summer 2 ◯Summer Full Year: 20 __

CRN (If known)	Course Number	Credits	Course Title	Subject of Directed Study

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

If answer is YES, please provide justification for course substitution, including name of required course.

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

Describe how the objectives will be evaluated using measurable criteria.

Grading Option: ◯Pass/Fail (S/U) ◯Graduate (A through C-, also F)

Approvals

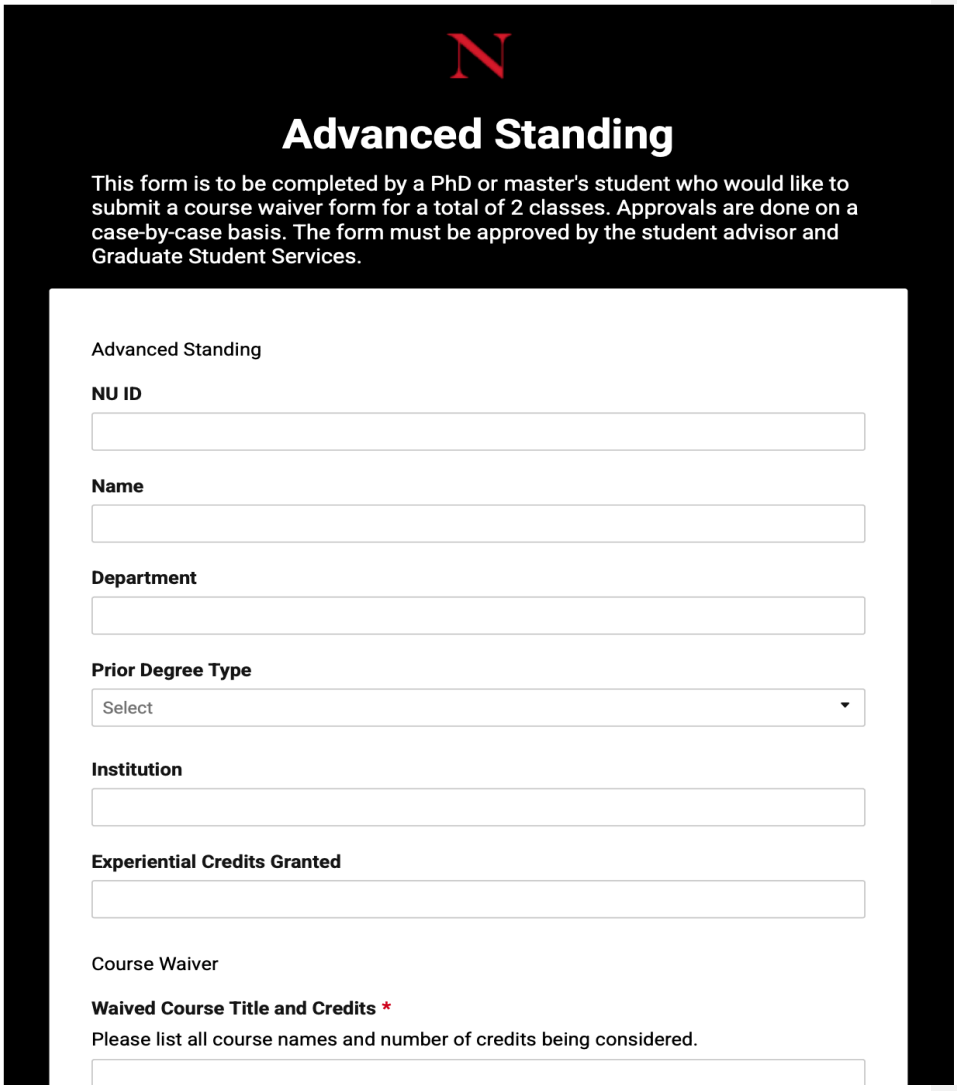
	Print Name	Date
Student Signature		
Directed Study Instructor Signature		
Program Advisor Chair Signature		
Graduate Student Services Authorized Signature		

Copies to: ☐Student ☐Program Advisor ☐Directed Study Advisor ☐Bouvé Graduate Office

BCHS 2017/2018

Appendix B4

ADVANCED STANDING FORM



Advanced Standing

This form is to be completed by a PhD or master's student who would like to submit a course waiver form for a total of 2 classes. Approvals are done on a case-by-case basis. The form must be approved by the student advisor and Graduate Student Services.

Advanced Standing

NU ID

Name

Department

Prior Degree Type

Select

Institution

Experiential Credits Granted

Course Waiver

Waived Course Title and Credits *

Please list all course names and number of credits being considered.

Justiifcation

1) Advanced Standing is granted on a case by case basis for students with a PhD or MD.
2) Students may be exempt from a maximum of 2 classes, not to exceed a total of 6 credits

Advisor Signature

Graduate Student Services Authorized Signature

☐ Send me a copy of my responses

Submit

Powered by smartsheet
Privacy Notice | Report Abuse

Appendix B5

GRADUATE COURSE SUBSTITUTION

Graduate Course Substitution

To be filled out by faculty or program administrators.

Substituting a course does NOT reduce the total number of a program's required credit hours.
Courses being substituted MUST be replaced by a course with an equivalent number of credit hours.
Replacement courses taken outside of Northeastern must be officially transferred via Graduate Petition to Transfer Credit form (see registrar.northeastern.edu).

Hi, Laurie. When you submit this form, the owner will see your name and email address.

* Required

1. Student NUID *

   Enter your answer

2. Student Name *

   Enter your answer

3. Program *

   Enter your answer

4. Course to be substituted and number of credits *

   Enter your answer

5. Replacement course and number of credits *

   Enter your answer

6. Additional notes

   Enter your answer

Appendix C1

DOCTORAL STUDENT ANNUAL SELF EVALUATION/FUNDING APPLICATION

(completed by student via E*Value)

THIS FORM IS A PREVIEW ONLY!

Advisor Name *(Question 1 of 46 - Mandatory)*

Armengol, Carmen
Edwards George, Jessica
Franko, Deb
Lee, Christina
Mohiyeddini, Changiz

Add -->

<-- Remove

Date of Entrance to the Program *(Question 2 of 46 - Mandatory)*

Years in program *(Question 3 of 46 - Mandatory)*

Dissertation Proposal Date (if applicable) *(Question 4 of 46)*

Dissertation Defense Date (if applicable): *(Question 5 of 46)*

Cumulative Ph.D. GPA *(Question 6 of 46 - Mandatory)*

Date of exit interview with program director (completed prior to graduation): *(Question 7 of 46 - Mandatory)*

The purpose of this self-evaluation is for you to reflect on your accomplishments this year as you progress through the doctoral program. Your advisor will use information from this annual self-evaluation, his/her knowledge regarding your progress in the program and information from other program faculty to evaluate your progress this year. Please note that when faculty review your progress your year in the program is considered (i.e., expectations for 1st year look different than

expectations for 4th year). Throughout this evaluation please note how you have integrated the *ecological model* into your progress if applicable. If a section does not apply to you, simply write "N/A." All questions identified with an asterisk are required only of those students applying for funding. If you are not applying for funding you may simply indicate "N/A" to the asterisk questions. You must complete each question to officially submit.

Are you interested in being considered for available funding opportunities? *(Question 8 of 46 - Mandatory)*

- ◯ I am interested in applying for funding
- ◯ I am NOT interested in applying for funding

If you are interested in being considered for funding opportunities, please indicate the options you wish to be considered for: *(Question 9 of 46)*

- ◯ Teaching Assistant/Research Assistant to Faculty (SGA)
- ◯ Tuition remission credits award (GSS credits)
- ◯ Teaching/Faculty of Record

1. 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, matching for internship, etc.). *(Question 10 of 46 - Mandatory)*

2. Coursework

Please list all of the courses taken this year and the grades you have received in these courses. If you have completed your coursework, please indicate this. You will be asked to attach official transcript at the end of this evaluation. *(Question 11 of 46 - Mandatory)*

Please list all of the outstanding "Incomplete" or "In progress" grades that you have on your transcript. Please list the course name, the semester when you enrolled in this course and the status of these outstanding grades, including a plan to rectify. *(Question 12 of 46 - Mandatory)*

3. Clinical Experience

Please identify the name of your current advanced fieldwork/internship site, your supervisor name(s) and the advanced fieldwork/internship courses that you have enrolled in this year, including credit hours per course. For students beginning in a new advanced fieldwork/internship in the upcoming fall, please indicate name of the anticipated site. *(Question 13 of 46 - Mandatory)*

Briefly describe your fieldwork/internship experience, including the populations you have served and the skills you gained this year (if applicable). For students beginning in a new advanced fieldwork/internship in the upcoming fall, please describe anticipated population and activities for the experience. *(Question 14 of 46 - Mandatory)*

4. Research/Scholarship

Please describe your research/scholarship activities this year. You may include: Participation on research team(s), Scientific presentations--Author or co-author of presentations, posters or workshops (include full citation), Scientific publications--Author or co-author of publications (include full citation and status of manuscript (i.e., in preparation, submitted, under review, in press, published), Involvement in grant supported research or grant application writing. Include how you integrate multicultural issues into your research. *(Question 15 of 46 - Mandatory)*

Please describe your attendance at the William James Lecture Series. *(Question 16 of 46 - Mandatory)*

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

(Question 17 of 46 - Mandatory)

Which research teams are you interested in working on as a RA to a faculty?* *(Question 18 of 46 - Mandatory)*

What are your goals for a research assistantship? Include how you plan to integrate multicultural issues into your research work.* *(Question 19 of 46 - Mandatory)*

How do you intend to balance your program related academic and clinical requirements with research assistantship responsibilities?* *(Question 20 of 46 - Mandatory)*

5. Teaching

Please describe any involvement you had in teaching this year (this can include paid or volunteer experience). Include presentations of psychological topics to lay or community audiences(s) and how you integrate multicultural issues into your teaching. *(Question 21 of 46 - Mandatory)*

Briefly describe your teaching philosophy. Include how you plan to integrate multicultural issues into your teaching.* *(Question 22 of 46 - Mandatory)*

What course(s) are you interested in teaching/assisting in teaching from available undergraduate and masters level courses (See catalog on registrars's website)? * *(Question 23 of 46 - Mandatory)*

How do you intend to balance your program related academic and clinical requirements with teaching responsibilities?* *(Question 24 of 46 - Mandatory)*

6. Professional Development

Please describe your professional development activities. *(Question 25 of 46 - Mandatory)*

List professional/research organizations/societies you belong to, leadership roles/activities in organizations/societies, conferences attended, etc. *(Question 26 of 46 - Mandatory)*

Please list dissertation proposal and defense hearings of your fellow students that you have attended this academic year. *(Question 27 of 46 - Mandatory)*

Describe your long-term professional goals. *(Question 28 of 46 - Mandatory)*

7. Multicultural Competence

Discuss how you have integrated multicultural issues into your doctoral work this year. *(Question 29 of 46 - Mandatory)*

8. Related Activities Outside Northeastern

Please describe any part-time involvement in the delivery of professional/work services inside and outside of Northeastern University. Include all work for compensation outside of SGA work (ex. Working for the business school). *(Question 30 of 46 - Mandatory)*

9. Program Competencies

Please self-reflect and rate yourself "Lacking," Emerging," or "Proficient" on the following 26 program competencies:

(Question 31 of 46 - Mandatory)

	Lacking	Emerging	Proficient
1A1: Students will demonstrate a thorough understanding of their roles as clinicians.	○	○	○
1A2: Students will demonstrate a thorough understanding of their roles as educators.	○	○	○
1A3: Students will demonstrate a thorough understanding of their roles as community change agents ethically serving diverse populations and advocating for social justice.	○	○	○
1A4: Students will demonstrate a thorough understanding of their roles as researcher	○	○	○

(Question 32 of 46 - Mandatory)

	Lacking	Emerging	Proficient
2A1: Students will understand the regulation of biological and emotional functions of the nervous system.	○	○	○
2B1: Students will understand the contribution of historical figures and the influence of historical developments on theories and systems of psychology.	○	○	○
2C1: Students will understand theories and research with respect to clinical efficacy. 2D1: Students will understand contemporary theories of human behavior from a lifespan developmental perspective.	○	○	○
2E1: Students will demonstrate a thorough understanding of current evidence- based practices in psychotherapy, psychological testing, and the scientific bases of clinical practice.	○	○	○
2E2: Students will develop the ability to select and apply evidence-based interventions and to assess progress and outcomes.	○	○	○
2F1: Students will demonstrate that they are familiar with outcome research for various intervention strategies.	○	○	○
2F2: Students will develop the ability to implement a wide range of developmental, preventive, remedial, and psychoeducational interventions, including psychotherapy, crisis management, consultation, and dealing with emergency psychological and/or psychiatric situations with people across sources of difference.	○	○	○

(Question 33 of 46 - Mandatory)

	Lacking	Emerging	Proficient
3A1: Students will demonstrate competency in research design and data analysis related to health and illness using quantitative, qualitative, and mixed methods models.	○	○	○
3A2: Students will be able to develop meaningful research questions, based upon theories and models in the scholarly research literature.	○	○	○
3A3: Students will be able to implement appropriate research design, methods, and statistical analyses consistent with the research questions.	○	○	○
3A4: Students will understand advantages and disadvantages of various research designs, modes of inquiry, data collection methods, statistical procedures, and measurement concepts.	○	○	○
3B1: Students will demonstrate the ability to report their research investigations appropriately, including knowledge of the socio-cultural contexts in the interpretation of the data.	○	○	○
3C1: Students will demonstrate the ability to evaluate and critically assess the methodology of empirical research and the validity of research conclusions within a multicultural/ecological perspective.	○	○	○
3C2: Students will participate on research teams that stress a multicultural/ecological			

perspective.	○	○	○
3C3: Students will successfully complete their dissertation proposals grounded within a multicultural/ecological perspective.	○	○	○

(Question 34 of 46 - Mandatory)

	Lacking	Emerging	Proficient
4A1: Students will become competent in understanding the codes of ethics, the ethical decision making process, and professional conduct of APA.	○	○	○
4B1: Students will demonstrate an understanding of the legal issues affecting practice and the resolution of ethical/legal conflicts that may occur.	○	○	○

(Question 35 of 46 - Mandatory)

	Lacking	Emerging	Proficient
5A1: Students will be able to integrate multiple worldviews and important historical and political positions in their clinical and research activities.	○	○	○
5A2: Students will be able to understand their own positions of privilege, related to race, gender, social class, ability, and/or sexual orientation and its effect on their work as professional psychologists.	○	○	○
5A3: Students will be able to integrate and actively advocate for the elimination of racism, sexism, class oppression, homophobia, ageism, and other forms of oppression.	○	○	○
5A4: Students will be able to conceptualize and advocate for social and economic justice as professional psychologists.	○	○	○

(Question 36 of 46 - Mandatory)

	Lacking	Emerging	Proficient
6A1: Students will develop an understanding of how health promotion research is conceptualized and undertaken by an interprofessional team.	○	○	○
6B1: Students will understand the unique challenges facing urban populations and work within settings that provide health promotion and prevention efforts with multicultural populations.	○	○	○

Please describe your ratings on the program competecies *(Question 37 of 46)*

10. 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? *(Question 38 of 46 - Mandatory)*

11. Attachments

Please attach the following documents:

Transcript: *(Question 39 of 46 - Mandatory)*

Recently updated CV: *(Question 40 of 46 - Mandatory)*

Compressed pdf of dissertation proposal: *(Question 41 of 46)*

Dissertation proposal final signature page: *(Question 42 of 46)*

Compressed pdf of final dissertation *(Question 43 of 46)*

Dissertation defense final signature page *(Question 44 of 46)*

Advanced fieldwork clinical hours log(s) for each completed year of AFW: *(Question 45 of 46)*

Change of advisor form(s): *(Question 46 of 46)*



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

Save For Later Submit

Appendix C2

ADVANCED PRACTICUM STUDENT EVALUATION OF SITE/SUPERVISOR FORM (completed by student about the supervisor/site via E*Value)

THIS FORM IS A PREVIEW ONLY!

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

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

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

(Question 4 of 4 - Mandatory)

	Yes	No
Would you recommend this supervisor to another student?	○	○

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

Save For Later Submit

Appendix C3

ADVANCED PRACTICUM STUDENT EVALUATION

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

Subject:
Evaluator:
Site:
Period:
Dates of Rotation:
Rotation: CAEP 7741 Advanced Fieldwork 1
Form: Evaluation of Student by Site Supervisor

Part I:

How often did you meet with the student for supervision? *(Question 1 of 36 - Mandatory)*

What form(s) did the supervision take? *(Question 2 of 36 - Mandatory)*

Selection	Option
	Individual
	Group
	Both Individual and Group

In which activities did you personally observe the student participate? *(Question 3 of 36 - Mandatory)*

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

Indicate number of direct observations conducted during the evaluation period *(Question 4 of 36 - Mandatory)*

Forms that the observation took: *(Question 5 of 36 - Mandatory)*

Selection Option
Live
Electronic
Both

Developing skills observed: *(Question 6 of 36 - Mandatory)*

Part II:
Please provide your estimate of the student's competency using the following ratings.
Novice
Novices have limited knowledge and understanding of: (a) how to analyze problems, and (b) intervention skills and the processes and techniques of implementing them. Novices do not yet recognize patterns and do not differentiate well between important and unimportant details; they do not have filled-in cognitive maps of how, for example, a given client may move from where he/she is to a place of better functioning.
Intermediate
Psychology students at the intermediate level of competence have gained enough experience through practice, supervision, and 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
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
No opportunity for supervisor to assess

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.

(Question 7 of 36 - Mandatory)

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

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

(Question 8 of 36 - Mandatory)

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

(Question 9 of 36 - Mandatory)

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

(Question 10 of 36 - Mandatory)

With support staff:	Novice	Intermediate	Advanced	No opportunity to perform/assess
Ability to be respectful of support staff roles and persons.	1.0	2.0	3.0	0

(Question 11 of 36 - Mandatory)

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

(Question 12 of 36 - Mandatory)

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

(Question 13 of 36 - Mandatory)

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

(Question 14 of 36 - Mandatory)

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

2. Skills in Application of Research
Counseling psychology practice is based on empirical evidence, research, knowledge derived from practice, and professional judgment.

(Question 15 of 36 - Mandatory)

	Novice	Intermediate	Advanced	No opportunity to perform/assess
Demonstrates the development of skills and habits in seeking and understanding theoretical and research knowledge relevant to the practice of psychology.	1.0	2.0	3.0	0
Shares research-based information both in oral and written form.	1.0	2.0	3.0	0

(Question 16 of 36 - Mandatory)

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

3. Psychological Assessment Skills

(Question 17 of 36 - Mandatory)

Number of assessments the student has conducted this semester:

Number of times student has made presentations of assessment reports:

(Question 18 of 36 - Mandatory)

	Novice	Intermediate	Advanced	No opportunity to perform/assess
Ability to utilize a systematic approach to gather data to inform decision making.	1.0	2.0	3.0	0
Knowledge of psychometric issues and bases of assessment methods, including recognition of the importance of using valid assessment tools.	1.0	2.0	3.0	0
Demonstrates skill in administering evaluation instruments to various populations.	1.0	2.0	3.0	0
Ability to score and interpret results from individual assessment instruments.	1.0	2.0	3.0	0
Ability to integrate assessment data from different sources for diagnostic purposes.	1.0	2.0	3.0	0
Ability to select, implement, score, and interpret group screening instruments.	1.0	2.0	3.0	0
Administers, scores, and interprets measures of academic performance and achievement.	1.0	2.0	3.0	0
Ability to integrate assessment results to develop appropriate academic, behavioral, and socio-emotional intervention recommendations.	1.0	2.0	3.0	0
Ability to understand strengths and limitations of current assessments and diagnostic approaches.	1.0	2.0	3.0	0
Ability to verbally communicate assessment results to diverse audiences (professionals, clients).	1.0	2.0	3.0	0
Ability to collect and use assessment results to monitor the impact of interventions on academic, social, behavioral and emotional functioning.	1.0	2.0	3.0	0

(Question 19 of 36 - Mandatory)

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

4. Intervention Skills
Intervention includes preventive, developmental, and remedial interventions

(Question 20 of 36 - Mandatory)

# of clients seen in individual counseling sessions:

# of counseling groups led:

(Question 21 of 36 - Mandatory)

	Novice	Intermediate	Advanced	No opportunity to perform/assess
Ability to formulate and conceptualize cases, including the ability to identify the problem in need of intervention.	1.0	2.0	3.0	0
Demonstrates knowledge of psychological intervention theory, research, and practice.	1.0	2.0	3.0	0
Demonstrates knowledge of the influence of context and systems of the client's behavior and intervention effectiveness.	1.0	2.0	3.0	0
Ability to plan and implement 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.	1.0	2.0	3.0	0
Ability to assess and monitor intervention progress and outcomes.	1.0	2.0	3.0	0

(Question 22 of 36 - Mandatory)

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

5. Consultation Skills/Professional Collaborations

(Question 23 of 36 - Mandatory)

# of consultative meetings with teachers:

# of consultative meetings with parents:

# of consultative meetings with others:

(Question 24 of 36 - Mandatory)

	Novice	Intermediate	Advanced	No opportunity to perform/assess

Demonstrates knowledge of the unique roles of other professionals.	1.0	2.0	3.0	0
Demonstrates an understanding of the consultant's role as an information provider to another professional who will ultimately be the intervention implementer.	1.0	2.0	3.0	0
Ability to dialogue with other professionals avoiding the use of psychological jargon.	1.0	2.0	3.0	0
Ability to develop collaborative relationships with families and professionals.	1.0	2.0	3.0	0
Ability to implement a systematic approach to data collection in a consultative role.	1.0	2.0	3.0	0
Ability to use data to develop goals and plans, and to evaluate interventions.	1.0	2.0	3.0	0
Ability to develop practical interventions for parents and for professionals to use.	1.0	2.0	3.0	0
Ability to develop intervention plans that contain proactive and preventive components.	1.0	2.0	3.0	0
Ability to work with others to develop school policies that help prevent problems.	1.0	2.0	3.0	0

(Question 25 of 36 - Mandatory)

	Yes	No	No opportunity to perform
Is the student currently performing at the expected level in Consultation Skills/Professional Collaborations? (if no, describe at the end of this evaluation).	2.0	1.0	0

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.

(Question 26 of 36 - Mandatory)

	Novice	Intermediate	Advanced	No opportunity to perform/assess
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).	1.0	2.0	3.0	0
Demonstrates knowledge about the nature and impact of diversity across home, school, and community settings.	1.0	2.0	3.0	0
Able to work effectively with diverse others in assessment, intervention, and consultation.	1.0	2.0	3.0	0
Demonstrates the ability to communicate effectively with culturally and linguistically diverse individuals, including children, parents, and other family, school, or community members.	1.0	2.0	3.0	0

(Question 27 of 36 - Mandatory)

	Yes	No
Is the student currently performing at the expected level in Diversity - Individual and Cultural Differences? (if no, describe at the end of this evaluation).	2.0	1.0

7. Communication and Information Technology

(Question 28 of 36 - Mandatory)

	Novice	Intermediate	Advanced	No opportunity to perform/assess

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

(Question 29 of 36 - Mandatory)

	Yes	No
Is the student currently performing at the expected level in Communication and Information Technology? (if no, describe at the end of this evaluation).	2.0	1.0

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.

(Question 30 of 36 - Mandatory)

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

(Question 31 of 36 - Mandatory)

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

9. Professional Development

(Question 32 of 36 - Mandatory)

	Novice	Intermediate	Advanced	No opportunity to perform/assess
Timeliness: Completes professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arrives promptly at meetings and appointments.	1.0	2.0	3.0	0
Organization and time management: Develops an organized, disciplined approach to writing and maintaining notes and records; Organizes one's day and manages time effectively.	1.0	2.0	3.0	0
Identifies personal distress, particularly as it relates to clinical work.	1.0	2.0	3.0	0
Seeks and uses resources that support healthy functioning when experiencing personal distress and using self-care strategies to promote performance.	1.0	2.0	3.0	0
Demonstrates an ability to initiate activities.	1.0	2.0	3.0	0

Carries out assigned duties.	1.0	2.0	3.0	0
Demonstrates flexibility and adaptability to novel and unexpected situations.	1.0	2.0	3.0	0
Demonstrates responsibility and accountability relative to one's level of training, and seeks consultation when needed.	1.0	2.0	3.0	0
Acknowledges and corrects errors.	1.0	2.0	3.0	0
Is motivated to improve.	1.0	2.0	3.0	0
Works carefully, does not make careless errors.	1.0	2.0	3.0	0
Is able to withstand adverse events and stressful experiences without getting overwhelmed.	1.0	2.0	3.0	0

(Question 33 of 36 - Mandatory)

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

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

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

Suggestions for improving the graduate student's proficiency: *(Question 36 of 36 - Mandatory)*

Appendix D1

INTERNSHIP STUDENT EVALUATION FORM

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

Subject:
Evaluator:
Site:
Period:
Dates of Rotation:
Rotation: CAEP 7798 Doctoral Internship 1
Form: Evaluation of Student by Site Supervisor

Part I:

How often did you meet with the student for supervision? *(Question 1 of 36 - Mandatory)*

What form(s) did the supervision take? *(Question 2 of 36 - Mandatory)*

Selection	Option
	Individual
	Group
	Both Individual and Group

In which activities did you personally observe the student participate? *(Question 3 of 36 - Mandatory)*

Indicate number of direct observations conducted during the evaluation period *(Question 4 of 36 - Mandatory)*

Forms that the observation took: *(Question 5 of 36 - Mandatory)*

Selection	Option
	Live

Electronic
Both

Developing skills observed: *(Question 6 of 36 - Mandatory)*

Part II:
Please provide your estimate of the student's competency using the following ratings.
Novice
Novices have limited knowledge and understanding of: (a) how to analyze problems, and (b) intervention skills and the processes and techniques of implementing them. Novices do not yet recognize patterns and do not differentiate well between important and unimportant details; they do not have filled-in cognitive maps of how, for example, a given client may move from where he/she is to a place of better functioning.
Intermediate
Psychology students at the intermediate level of competence have gained enough experience through practice, supervision, and 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
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
No opportunity for supervisor to assess

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 the internship. In particular, the internship seeks to enhance students' skills in forming relationships.

(Question 7 of 36 - Mandatory)

With clients/families:	Novice	Intermediate	Advanced	No opportunity to perform/assess
Ability to take a respectful, helpful professional approach.	1.0	2.0	3.0	0
Ability to demonstrate empathy by being aware of, understanding, and appreciating the feelings of others.	1.0	2.0	3.0	0
Ability to form a working alliance and gain trust of those being served.	1.0	2.0	3.0	0
Ability to deal with conflict and negotiate differences.	1.0	2.0	3.0	0
Ability to understand and maintain appropriate professional boundaries.	1.0	2.0	3.0	0

(Question 8 of 36 - Mandatory)

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

(Question 9 of 36 - Mandatory)

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

(Question 10 of 36 - Mandatory)

With support staff:	Novice	Intermediate	Advanced	No opportunity to perform/assess
Ability to be respectful of support staff roles and persons.	1.0	2.0	3.0	0

(Question 11 of 36 - Mandatory)

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

(Question 12 of 36 - Mandatory)

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

(Question 13 of 36 - Mandatory)

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

(Question 14 of 36 - Mandatory)

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

2. Skills in Application of Research
Counseling psychology practice is based on empirical evidence, research, knowledge derived from practice, and professional judgment.

(Question 15 of 36 - Mandatory)

	Novice	Intermediate	Advanced	No opportunity to perform/assess
Demonstrates the development of skills and habits in seeking and understanding theoretical and research knowledge relevant to the practice of psychology.	1.0	2.0	3.0	0
Shares research-based information both in oral and written form.	1.0	2.0	3.0	0

(Question 16 of 36 - Mandatory)

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

3. Psychological Assessment Skills

(Question 17 of 36 - Mandatory)

Number of assessments the student has conducted this semester:

Number of times student has made presentations of assessment reports:

(Question 18 of 36 - Mandatory)

	Novice	Intermediate	Advanced	No opportunity to perform/assess
Ability to utilize a systematic approach to gather data to inform decision making.	1.0	2.0	3.0	0
Knowledge of psychometric issues and bases of assessment methods, including recognition of the importance of using valid assessment tools.	1.0	2.0	3.0	0
Demonstrates skill in administering evaluation instruments to various populations.	1.0	2.0	3.0	0
Ability to score and interpret results from individual assessment instruments.	1.0	2.0	3.0	0
Ability to integrate assessment data from different sources for diagnostic purposes.	1.0	2.0	3.0	0
Ability to select, implement, score, and interpret group screening instruments.	1.0	2.0	3.0	0
Administers, scores, and interprets measures of academic performance and achievement.	1.0	2.0	3.0	0
Ability to integrate assessment results to develop appropriate academic, behavioral, and socio-emotional intervention recommendations.	1.0	2.0	3.0	0
Ability to understand strengths and limitations of current assessments and diagnostic approaches.	1.0	2.0	3.0	0
Ability to verbally communicate assessment results to diverse audiences (professionals, clients).	1.0	2.0	3.0	0
Ability to collect and use assessment results to monitor the impact of interventions on academic, social, behavioral and emotional functioning.	1.0	2.0	3.0	0

(Question 19 of 36 - Mandatory)

	No opportunity to

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

4. Intervention Skills
Intervention includes preventive, developmental, and remedial interventions

(Question 20 of 36 - Mandatory)

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

(Question 21 of 36 - Mandatory)

	Novice	Intermediate	Advanced	No opportunity to perform/assess
Ability to formulate and conceptualize cases, including the ability to identify the problem in need of intervention.	1.0	2.0	3.0	0
Demonstrates knowledge of psychological intervention theory, research, and practice.	1.0	2.0	3.0	0
Demonstrates knowledge of the influence of context and systems of the client's behavior and intervention effectiveness.	1.0	2.0	3.0	0
Ability to plan and implement 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 internship site.	1.0	2.0	3.0	0
Ability to assess and monitor intervention progress and outcomes.	1.0	2.0	3.0	0

(Question 22 of 36 - Mandatory)

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

5. Consultation Skills/Professional Collaborations

(Question 23 of 36 - Mandatory)

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

(Question 24 of 36 - Mandatory)

	Novice	Intermediate	Advanced	No opportunity to perform/assess
Demonstrates knowledge of the unique roles of other professionals.	1.0	2.0	3.0	0
Demonstrates an understanding of the consultant's role as an information provider to another professional who will ultimately be the intervention implementer.	1.0	2.0	3.0	0
Ability to dialogue with other professionals avoiding the use of psychological jargon.	1.0	2.0	3.0	0

Ability to develop collaborative relationships with families and professionals.	1.0	2.0	3.0	0
Ability to implement a systematic approach to data collection in a consultative role.	1.0	2.0	3.0	0
Ability to use data to develop goals and plans, and to evaluate interventions.	1.0	2.0	3.0	0
Ability to develop practical interventions for parents and for professionals to use.	1.0	2.0	3.0	0
Ability to develop intervention plans that contain proactive and preventive components.	1.0	2.0	3.0	0
Ability to work with others to develop school policies that help prevent problems.	1.0	2.0	3.0	0

(Question 25 of 36 - Mandatory)

	Yes	No	No opportunity to perform
Is the student currently performing at the expected level in Consultation Skills/Professional Collaborations? (if no, describe at the end of this evaluation).	2.0	1.0	0

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.

(Question 26 of 36 - Mandatory)

	Novice	Intermediate	Advanced	No opportunity to perform/assess
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).	1.0	2.0	3.0	0
Demonstrates knowledge about the nature and impact of diversity across home, school, and community settings.	1.0	2.0	3.0	0
Able to work effectively with diverse others in assessment, intervention, and consultation.	1.0	2.0	3.0	0
Demonstrates the ability to communicate effectively with culturally and linguistically diverse individuals, including children, parents, and other family, school, or community members.	1.0	2.0	3.0	0

(Question 27 of 36 - Mandatory)

	Yes	No
Is the student currently performing at the expected level in Diversity - Individual and Cultural Differences? (if no, describe at the end of this evaluation).	2.0	1.0

7. Communication and Information Technology

(Question 28 of 36 - Mandatory)

	Novice	Intermediate	Advanced	No opportunity to perform/assess
Demonstrates written communication skills by means of assessment and other reports.	1.0	2.0	3.0	0
Demonstrates oral communications skills by means of presentations, such as presentations of assessment reports at team meetings or in-service presentations.	1.0	2.0	3.0	0

Understands the purpose and structure of meetings and how to run them well.	1.0	2.0	3.0	0
Demonstrates appropriate use of e-mail and other communication or presentation media.	1.0	2.0	3.0	0
Critically evaluates information obtained from the Internet.	1.0	2.0	3.0	0
Uses software to analyze the results of assessments and interventions appropriately.	1.0	2.0	3.0	0

(Question 29 of 36 - Mandatory)

	Yes	No
Is the student currently performing at the expected level in Communication and Information Technology? (if no, describe at the end of this evaluation).	2.0	1.0

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.

(Question 30 of 36 - Mandatory)

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

(Question 31 of 36 - Mandatory)

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

9. Professional Development

(Question 32 of 36 - Mandatory)

	Novice	Intermediate	Advanced	No opportunity to perform/assess
Timeliness: Completes professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arrives promptly at meetings and appointments.	1.0	2.0	3.0	0
Organization and time management: Develops an organized, disciplined approach to writing and maintaining notes and records; Organizes one's day and manages time effectively.	1.0	2.0	3.0	0
Identifies personal distress, particularly as it relates to clinical work.	1.0	2.0	3.0	0
Seeks and uses resources that support healthy functioning when experiencing personal distress and using self-care strategies to promote performance.	1.0	2.0	3.0	0
Demonstrates an ability to initiate activities.	1.0	2.0	3.0	0
Carries out assigned duties.	1.0	2.0	3.0	0

Demonstrates flexibility and adaptability to novel and unexpected situations.	1.0	2.0	3.0	0
Demonstrates responsibility and accountability relative to one's level of training, and seeks consultation when needed.	1.0	2.0	3.0	0
Acknowledges and corrects errors.	1.0	2.0	3.0	0
Is motivated to improve.	1.0	2.0	3.0	0
Works carefully, does not make careless errors.	1.0	2.0	3.0	0
Is able to withstand adverse events and stressful experiences without getting overwhelmed.	1.0	2.0	3.0	0

(Question 33 of 36 - Mandatory)

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

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

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

Suggestions for improving the graduate student's proficiency: *(Question 36 of 36 - Mandatory)*

Appendix E1

DISSERTATION PROPOSAL CHECKLIST

Ph.D. in Counseling Psychology Program
Northeastern University
Bouvé College of Health Sciences
Department of Applied Psychology

Dissertation *Proposal* Checklist

Student:	
Chairperson:	
Committee Members:	

ITEMS REQUIRING ATTENTION		
1.	Agreed Upon Proposal Date:	
2.	Date Final Copy of Proposal Submitted to Committee (at least 20 days prior):	
3.	Final Copy of Proposal Placed in Office (at least 14 days prior):	
4.	Date Announcement Sent for Proposal Hearing (at least 14 days prior):	
5.	4 Copies of Dissertation Approval Form Signed:	

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

Appendix E2

DISSERTATION DEFENSE CHECKLIST

Ph.D. in Counseling Psychology Program
Northeastern University
Bouvé College of Health Sciences
Department of Applied Psychology

Dissertation *Defense* Checklist

Student:	
Chairperson:	
Committee Members:	

ITEMS REQUIRING ATTENTION		
1.	Agreed Upon Defense Date:	
2.	Date Final Copy of Dissertation Submitted to Committee (at least 20 days prior):	
3.	Final Copy of Dissertation Placed in Office (at least 14 days prior):	
4.	Date Announcement Sent for Dissertation Hearing (at least 14 days prior):	
5.	4 Copies of Dissertation Approval Form Signed:	

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

Appendix E3

APPLIED PSYCHOLOGY (AP) DISSERTATION FORM

Northeastern University
Department of Applied Psychology
Counseling Psychology Doctoral Program

DISSERTATION FORM

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

Student Name:

Date:

Research Topic:

Committee:

Chairperson:

(signature)

Committee Member:

(signature)

Committee Member:

(signature)

CV attached for outside university member: Yes ____ No ____

Tentative Timeline:

Proposal Hearing (anticipated date):

Defense Hearing (anticipated date):

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

Student (signature)

Appendix E4

DISSERTATION PROPOSAL APPROVAL FORM

Example only – use Bouve form located here

Northeastern University

Office of Graduate Student Services, BCHS

Reset

APPENDIX 4

NUID: _____ **Dissertation Proposal Approval Form**

Name: _____

Major: _____ **Department:** _____

Dissertation Title: _____

Approval for Dissertation Proposal Requirements for Doctor of Philosophy

Dissertation Committee Chair

Signature _____ Date _____

Printed Name _____

Dissertation Committee Members

Signature _____ Date _____

Printed Name _____

Signature _____ Date _____

Printed Name _____

Signature _____ Date _____

Printed Name _____

Signature _____ Date _____

Printed Name _____

Signature _____ Date _____

Printed Name _____

Office of Graduate Student Services, Bouvé College of Health Sciences

Signature _____ Date _____

Printed Name _____

Copies to: ☐ Bouvé Graduate Office ☐ Student ☐ Program Advisor

BCHS 2017/2018

Appendix E5

DEPARTMENT DISSERTATION DEFENSE APPROVAL RECORD

Northeastern University

Office of Graduate Student Services, BCHS

Reset

APPENDIX 5

NUID: _____ **Dissertation Approval Form**

Name: _____

Major: _____ **Department:** _____

Dissertation Title: _____

Approval for Dissertation Requirements for Doctor of Philosophy

Dissertation Committee Chair

Signature _____ Date _____

Printed Name _____

Dissertation Committee Members

Signature _____ Date _____

Printed Name _____

Signature _____ Date _____

Printed Name _____

Signature _____ Date _____

Printed Name _____

Signature _____ Date _____

Printed Name _____

Signature _____ Date _____

Printed Name _____

Office of Graduate Student Services, Bouvé College of Health Sciences

Signature _____ Date _____

Printed Name _____

Copies to: ☐ Student ☐ Program Advisor ☐ Bouvé Graduate Office

BCHS 2017/2018

Appendix E6

SAMPLE DISSERTATION TITLE PAGE

DISSERTATION TITLE IN FULL CAPITALS (CAPS)

A dissertation presented by
Student Name in Full

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

REFERENCES

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