

Counseling and Applied Educational Psychology (CAEP)

CAEP 1990. Elective. 1-4 Hours.

Offers elective credit for courses taken at other academic institutions. May be repeated without limit.

CAEP 2010. Counseling and Applied Educational Psychology in a Global Context. 4 Hours.

Explores education, college student development, school psychology, and counseling in a global context. Students explore these issues internationally as they are exposed to the current professional standards and practice of fields related to counseling and applied educational psychology. Also studies the impact of the culture of the international site on the profession. Taught abroad. May be repeated without limit.

CAEP 2020. International Perspectives on Student Development and Higher Education Administration. 4 Hours.

Offers students an opportunity to visit colleges and universities abroad and to observe college student development and higher education administration in a global context. Includes lectures conducted by a Northeastern and host-country faculty and administrators on the history of higher education in the international site, the administration of student affairs/services, student development, and other topics as they relate to universities and the community. May be repeated without limit.

CAEP 2899. Introduction to College Student Development and Student Affairs. 4 Hours.

Offers students an opportunity to obtain a basic understanding of the role of the student affairs professional and the theories of college student development that serve as a foundation for practice. Emphasizes the importance of cocurricular educational experiences of students attending institutions of higher education as well as leadership development, problem solving, and career exploration in student affairs.

CAEP 2990. Elective. 1-4 Hours.

Offers elective credit for courses taken at other academic institutions. May be repeated without limit.

CAEP 3480. Counseling Theories and Practice. 4 Hours.

Surveys major theoretical approaches to counseling. Provides training and practice in listening skills to aid in the development of facilitative responses. Combines didactic representations and experiential activities to assist in understanding and implementing a variety of counseling approaches. Requires prior completion of one introductory social science course.

CAEP 3485. Mental Health and Counseling. 4 Hours.

Explores those characteristics that constitute a mentally healthy person, factors in society that impact emotional health, the mind-body relationship, stress, and ways to achieve a higher level of emotional well-being. Offers students the opportunity to work in triads, small groups, and large group discussions. Role-play is utilized where appropriate. Requires prior completion of one introductory social science course.

CAEP 3899. Relationships in College. 4 Hours.

Explores the interpersonal interactions of traditional-age college students with their peers, faculty, roommates, romantic partners, and family. Investigates the implications of relationships on the college student's well-being, growth, and development. Requires students to discuss and analyze the impact of technology on relationships and how it enhances or diminishes effective communication in college. Emphasizes the importance of cultivating relational skills that can be applied in students' postacademic lives.

CAEP 3990. Elective. 1-4 Hours.

Offers elective credit for courses taken at other academic institutions. May be repeated without limit.

CAEP 4525. Introduction to Professional Psychology. 4 Hours.

Offers students an opportunity to gain an understanding of the roles and functions psychologists have in different work settings and how psychological theory, techniques, and research can be applied in real-world situations. Studies the several different areas of professional psychology, including counseling psychology, school psychology, clinical psychology, early intervention, applied behavior analysis, and organizational psychology. Students also have an opportunity to learn how to prepare themselves for graduate school and how to put together an impressive application to graduate school programs. Intended for advanced undergraduate students who are majoring in psychology or human services or who have taken several courses in psychology and related areas.

CAEP 4990. Elective. 1-4 Hours.

Offers elective credit for courses taken at other academic institutions. May be repeated without limit.

CAEP 4991. Research. 4 Hours.

Offers an opportunity to conduct research under faculty supervision.

CAEP 4992. Directed Study. 1-4 Hours.

Offers independent work under the direction of members of the department on a chosen topic. Course content depends on instructor. May be repeated without limit.

CAEP 5150. Early Intervention: Family Systems. 3 Hours.

Introduces students to the theory and practice of family interventions with a diverse population including infants, toddlers, and preschoolers with special needs. Discusses family systems, developmental, coping, crisis, and ecological theories and practices. Teaches assessment and intervention skills. Integrates theories of exceptionality as they pertain to family systems into course material.

CAEP 5151. Early Intervention: Infant and Toddler Development, Risk, and Disability. 3 Hours.

Introduces students to the major theories of development and their implications for intervention. Presents and discusses infant/toddlers' development, risk, and disability in the areas of cognition, communication, motor skills, social/emotional development, and adaptive skills, and considers variation in development as a result of multiple factors. Is team-taught by professors drawn from school psychology, special education, speech-language pathology, counseling psychology, nursing, and physical therapy.

CAEP 5152. Early Intervention: Planning and Evaluating Services. 3 Hours.

Comprises a systematic, family-centered, team approach to service delivery. Cases are used as a focal point for learning how to plan and evaluate individualized family services and group service plans. Covers important aspects of teamwork and leadership in early intervention with respect to service and coordination. Addresses practical approaches to assessing needs for group programs, and evaluating the implementation and outcomes of programs. Also considers the impact of legal and financial issues on service coordination and approaches to service delivery.

CAEP 5200. Motivational Interviewing in a Healthcare Setting. 3 Hours.

Designed for clinicians working or who hope to work in interdisciplinary healthcare settings. In today's rapidly changing healthcare climate, positive health behavior change is a priority. Motivational interviewing (MI) is an important evidenced-based clinical approach useful to healthcare providers trying to help patients reduce smoking or substance use, achieve medication adherence, enhance medical therapy engagement, or manage chronic illnesses. Offers participants an opportunity to learn the foundations of MI as well as practice key MI techniques. The curriculum is based on research describing the conceptualization of MI, its principles, empirical evidence for MI, and methods of MI training.

CAEP 6200. Introduction to Counseling: Theory and Process in an Ecological Context. 3 Hours.

Provides an overview of counseling and psychology from the ecological perspective. Covers the history, theories, and process of counseling across forces within psychology and across individuals (children and adults), groups, and families. Includes an introduction to counseling skills.

CAEP 6201. Introduction to Assessment. 3 Hours.

Introduces testing and assessment in psychology and education including group achievement tests. Covers uses of tests in society, the politics and economics of tests, types of tests, test statistics, reliability, validity, item analysis, test construction, new movements in testing, and applications. Introduces descriptive statistics as a basis for understanding the statistical basis for establishing norms, scales, and for understanding approaches to scoring.

CAEP 6202. Research, Evaluation, and Data Analysis. 3 Hours.

Introduces topics in research and evaluation from a consumer perspective. Covers types of research studies and methodologies, philosophical bases for perspectives, research design, evaluation and outcomes assessment, data analysis techniques, clinical and qualitative approaches, and interpretation of research findings.

CAEP 6203. Understanding Culture and Diversity. 3 Hours.

Works from a broad definition of culture and diversity. In addition to traditional culture and ethnic classifications, examines disability, poverty, and gender as culturally defining factors. Also explores the dynamics of culture in social systems, with the perspective of valuing differences in society and sociocultural forces impinging on culture from the ecological perspective.

CAEP 6204. Assessment of Culturally and Linguistically Diverse Children. 3 Hours.

Studies psychoeducational assessment of English-language learners (ELL), including an ecological perspective of the challenges and strengths of ELLs in U.S. schools; research and theory on second language acquisition and its impact on classroom learning and test scores; measurement of language dominance and proficiency; foundations of bilingual education; IDEA (2004) nondiscriminatory evaluation criteria for special education eligibility; how to address IDEA exclusionary clauses in evaluating ELLs for eligibility for each special education criterion, especially specific learning disabilities and communication impairment; linguistic and cultural considerations in the selection of assessment tools (including cultural validity of tests); linguistic and cultural considerations in the evaluation of evidence for evidence-based intervention and the RTI model; and research and methods regarding assessment of ELLs.

CAEP 6205. Intervention for Culturally and Linguistically Diverse Children. 3 Hours.

Constitutes one of a sequence of courses that seek to foster bilingual school psychology competencies in providing culturally and linguistically sensitive assessment and intervention services to English-language-learner (ELL) children and adolescents. Concurrent with practicum in school settings with culturally and linguistically diverse (CLD) children. Offers students an opportunity to learn how to apply the ecological and multicultural perspectives—as well as the research, knowledge, and skills learned from previous courses—to their practice in schools and to learn and apply knowledge and skills for serving English-language learners with and without disabilities in counseling, consultation, schoolwide intervention, and prevention, including selecting culturally and linguistically sensitive evidence-based interventions for CLDs.

CAEP 6206. Learning Principles. 3 Hours.

Provides an overview of the theories of learning, cognition, and emotion. Introduces the major theories and relates them to applications and interventions in psychology and education.

CAEP 6215. Groups: Dynamics and Leadership. 3 Hours.

Presents an overview of the functions of supervision, consultation, prevention and psychoeducation programs, workshops, staff training, action research, social change, and working in professional and community associations using principles of advanced group development and dynamics.

CAEP 6218. Infant, Child, and Adolescent Development. 3 Hours.

Provides an overview of development from birth through late adolescence. Covers the major theories of human development from a culturally informed, gender-sensitive ecological orientation. Reviews stages and theories of development from an interdisciplinary perspective and related to implications for learning. Examines cognitive, language, social/emotional, play, and physical aspects of development.

CAEP 6220. Development Across the Life Span. 3 Hours.

Identifies and addresses culturally and gender-sensitive developmental issues throughout the life span, from the conventional stages of childhood through the end of life. Discusses ethnic, economic, gender, relational, and sexual identities, as well as health-medical and aging concerns.

CAEP 6222. Human Sexuality. 3 Hours.

Designed for the twenty-first century and the critical issues that have evolved in the field. Includes current information on issues in human sexuality (and acts as a forum for the discussion of current trends), which may include HIV/AIDS, abortion, ethics and morality in genetic engineering, sex education in the school and home, teen sexuality and pregnancy, personal behaviors, social aspects of acquaintance rape, early sexual experiences, divorce, and remarriage. Allows for the development of counseling skills needed to deal with various issues.

CAEP 6230. Health Issues in Counseling. 3 Hours.

Includes an in-depth exploration of issues relevant primarily to young adults as they begin to make decisions related to their own health behavior and well-being, as these have bearing on them personally, physically, and socially. Topics are timely and critical to the twenty-first century and include health behaviors in sexuality, self-esteem, high-risk behaviors, emotional well-being, alcohol and other drugs of choice including smoking, violence, eating disorders, and others as they become more prevalent as issues for the young adult. Requires students to practice in the clinical setting a minimum of twenty hours per week.

CAEP 6235. Vocational, Education, and Career Development. 3 Hours.

Focuses on the interactions of economic needs, work, class, education, and contemporary social trends as part of human development in a sociohistoric ecological context.

CAEP 6242. Psychopathology: Diagnosis and Treatment Planning. 3 Hours.

Identifies categories of human difficulty and abnormal behavior through current DSM terminology. Is based in a cultural and gender competent bio-psycho-social model over the life span. Discusses both preventive and individual interventions for each category. Also introduces treatment planning and treatment guidelines.

CAEP 6247. Child and Adolescent Psychopathology. 3 Hours.

Covers DSM-IV and major forms of psychopathology including the neuroses (obsessional states, hysteria, anxiety states, and phobias), the psychoses (schizophrenia, mania, depression, and paranoia), psychosomatic, sociopathy, conduct disorders, organic disorders, and mental retardation. Discusses the relationship between categories of special education disabilities (emotional impairment, autism, and so on) and DSM-IV.

CAEP 6250. Individual Interventions. 3 Hours.

Focuses on a variety of individually focused interventions: standard techniques used to achieve change goals as well as crisis intervention and prevention. Use of multimodal interventions (for instance, expressive, action) are joined with specific problems that individuals might face. Also addresses crisis intervention, solution-focused treatment planning, and promoting resiliency and activism.

CAEP 6260. Community Counseling Psychology. 3 Hours.

Addresses organizational and systems impact, stressors, and change efforts. Draws from the community, consultation, organizational, prevention, and social psychology literature. Considers understanding of health promotion in social and institutional contexts. Also explores crisis, coping, and social change.

CAEP 6262. Evaluation and Outcomes Assessment of Community, School, and Health-Related Programs. 3 Hours.

Covers theories and approaches to evaluation and outcomes assessment in community and school-based programs. Reviews evaluation questions, target audiences for evaluation and outcomes, the politics and economics of studying program effects, and qualitative approaches.

CAEP 6282. Ethics and Professional Development. 3 Hours.

Addresses professional development and mental health counseling issues. Also considers professional ethics from ACA, APA, and FTI, with emphasis on the professional functioning of counselors. Discusses current issues in the practice and control of mental health. Also addresses the role of professional organizations and state licensing.

CAEP 6283. Brief Therapies. 3 Hours.

Discusses brief forms of therapy and counseling. Addresses therapies with each of the theoretical four forces. Discusses advantages and disadvantages of brief therapy. Considers the fit of the therapy with the person or client system as well as the goals and context. Also explores empirical, ethical, pragmatic, and political viewpoints.

CAEP 6286. Family Counseling Interventions. 3 Hours.

Examines the role and social construction of families. Includes a brief overview of theoretical perspectives and especially considers the more recent implications of feminist and multicultural critiques. Discusses relationship building and specific interventions with families in terms of appropriate use of clinical, ethical, and gender/race-ethnic/class competencies.

CAEP 6287. Group Counseling. 3 Hours.

Covers group design, dynamics, and leadership as well as their application in a range of mental health group activities. Since the conventional theoretical orientations have been covered in the theory course (CAEP 6200), this course approaches group work through a broader perspective. For example, while expressive groups based in a humanistic tradition and insight gained through psychodynamic and cognitive traditions are in the course, such recent developments as adventure and psychoeducation group work are also included.

CAEP 6290. Reality Therapy. 3 Hours.

Deals with the theory and practice of choice theory and reality therapy. Emphasizes the principles of brief therapy, and provides opportunities to develop implementation plans to use on an individual, group, and systems basis. Utilizes a variety of methods including reading, demonstrations, role-playing, and media. Designed for educators and mental health professionals functioning in a variety of educational and healthcare settings.

CAEP 6300. Introduction to College Student Development. 3 Hours.

Covers various theories and models of college student development and the principles for translating theory into practice. Provides understanding of the demographics of college student populations, the integration of cognitive and affective education, and the creation of community on campus. Includes developmental theories and models pertaining to subdominant groups, such as women, African-Americans, Asian Americans, Latinos, Native Americans, international, gays and lesbians, and disabled persons.

CAEP 6301. Planning and Administering Student Affairs. 3 Hours.

Focuses on assessing developmental needs of college students and designing, delivering, and evaluating educational programs that address those needs. Emphasizes understanding diversity within student and staff populations. Surveys all of the services typically offered by student services departments and divisions. Involves guest lecturers who are department heads within the most important types of student services offices.

CAEP 6302. Law and Ethics in Higher Education. 3 Hours.

Provides an overview of the law as it applies to higher education administration. Emphasis is on those areas affecting the student affairs professional. Covers the current state of the law, as well as the appropriate skills and resources to stay current in an ever-changing field. Also studies the ethical standards of student affairs.

CAEP 6303. Financial Aspects of Higher Education. 3 Hours.

Seeks to provide students of higher education administration with information they need to better understand and participate more effectively in the funding, budgeting, and revenue/expenditure processes in higher education. Examines the role of strategic planning and resource allocation in public and private colleges/universities. Also examines various topics, issues, and current trends in the financial arena of higher education.

CAEP 6305. Special Topics in Higher Education. 3 Hours.

Offers various topics each term the course is offered. Topics are determined by significant events and changes in the field. Can be taken for up to six semester hours as long as topics are different. May be repeated without limit.

CAEP 6307. Contemporary Issues in Higher Education. 3 Hours.

Analyzes and addresses contemporary issues in higher education that arise in student affairs administration and higher education in real time. Offers students an opportunity to analyze, discuss, and synthesize materials from the course in a meaningful way through discussions, writings, and individual presentations.

CAEP 6324. Programmed Learning. 3 Hours.

Reviews the theoretical and experimental foundations of programmed instruction and errorless learning. Emphasizes the detailed analysis of stimulus control, its measurement, and ways to produce it. Current research on discrimination learning and stimulus equivalence are a major focus.

CAEP 6327. Behavior Assessment. 3 Hours.

Provides an in-depth review of observation and measurement techniques in applied behavior analysis. Introduces key elements of behavioral assessment including systematic assessment of preference, and assessment of behavior function through indirect methods, direct methods, and systematic manipulations.

CAEP 6328. Research and Design Methods. 3 Hours.

Reviews principles of operant learning, with an emphasis on basic laboratory research. Studies single-subject experimental design in-depth, emphasizing critical analysis of published research reports and the implementation of these methods in service settings. Requires a feasible experimental design project, with actual or hypothetical data, which must be written in the form of a scientific report.

CAEP 6329. Service Administration. 3 Hours.

Presents a comprehensive overview of general and specific services for individuals with developmental disabilities, from organizational and administrative points of view. Provides in-depth coverage of ethical principles in the design and implementation of behavior analysis services and applied research. Considers issues in staff training, performance management, and program evaluation.

CAEP 6331. Advanced Learning Seminar 1. 3 Hours.

Covers theoretical underpinnings of operant and respondent conditioning, with emphasis on relating principles of behavior to problems of reinforcement, motivation, comparative psychophysics, and physiological psychology.

CAEP 6332. Advanced Learning Seminar 2. 3 Hours.

Continues the review of theoretical underpinnings started in CAEP 6331. Includes an introduction to conceptual issues in behavior analysis, for example, verbal behavior and language development.

CAEP 6334. Applied Programming Seminar 1. 3 Hours.

Focuses on the systematic application of principles of behavior analysis to interventions in applied settings. Allows students to design, test, and evaluate instructional programs for remedial application to behavior problems and to test instructional theory. Emphasizes the relationship between behavioral assessment and behavioral intervention. Provides supervision through the weekly research and data seminar in collaboration with the student's project adviser. May be repeated without limit.

CAEP 6335. Applied Programming Seminar 2. 3 Hours.

Focuses on the practical issues surrounding development of an applied thesis research topic. Students develop their thesis topic and prepare a written proposal for their thesis research. Students present the initial thesis proposal and periodic updates during the weekly seminar. Thesis committee members are invited to attend their students' presentations to provide feedback and critique of the developing proposal. May be repeated without limit.

CAEP 6336. Systematic Inquiry 1. 3 Hours.

Requires each student to collect a comprehensive bibliography on a significant topic in applied behavioral research and complete a thorough written review, which typically serves as the introduction to the student's thesis. Emphasizes the integration and analysis of experimental findings and theoretical foundations of the research area, critical evaluation of current research, and the identification of potentially fruitful future research. Frequent presentation of current research by students helps develop their oral communication skills and prepares them for becoming contributing professionals in the field of behavior analysis. .

CAEP 6337. Systematic Inquiry 2. 3 Hours.

Requires each student to collect a comprehensive bibliography on a significant topic in applied behavioral research and complete a thorough written review, which typically serves as the introduction to the student's thesis. Emphasizes the integration and analysis of experimental findings and theoretical foundations of the research area, critical evaluation of current research, and the identification of potentially fruitful future research. Frequent presentation of current research by students helps develop their oral communication skills and prepares them for becoming contributing professionals in the field of behavior analysis.

CAEP 6338. Clinical Practice Supervision. 1-3 Hours.

Offers a seminar for supervision of a clinical experience in practicum, internship, or fieldwork. Meets on campus with instructor/supervisor and complements individual supervision at the practice site. May be repeated for up to 6 total credits.

CAEP 6345. Learning Problems: Educational, Biological, and Ecological Perspectives. 3 Hours.

Focuses on learning problems in relation to developmental tasks and curriculum frameworks including reading and writing. Examines the types and causes of learning problems and individual learning styles from constructivist, neuropsychological, and ecological perspectives. Reviews methods for assessment of physical, emotional, intellectual, and social development in childhood and adolescence. Emphasizes special education legislation and current service delivery programs.

CAEP 6347. Behavior Management. 3 Hours.

Covers theory, research, and practice pertaining to management of behavior in preschool, elementary, and high school classrooms. Presents development of practical behavioral interventions using a systematic problem-solving process (including functional behavioral assessment). Includes skills and techniques of preventing and remediating behavior problems.

CAEP 6350. Introduction to Cognitive Assessment. 3 Hours.

Introduces cognitive assessment and the relationship of cognitive theories to assessment. Also includes practice in administering and interpreting specific tests of cognitive functioning, such as the Wechsler Scales and the Woodcock-Johnson.

CAEP 6352. Personality Assessment. 3 Hours.

Administers and interprets projective tests, behavior rating scales, and personality tests. Offers advanced level of integrating results from different measures in report writing.

CAEP 6353. Curriculum-Based Assessment and Instruction. 3 Hours.

Presents curriculum frameworks (reading, mathematics), developmental sequences (language), socialization, and life skills as areas of learning breakdown. Focuses on procedures for evaluating a child's current level of understanding and performance in one of these areas, determining goals of intervention, formulation of individualized education programs (IEPs), development of instructional plans, and monitoring progress.

CAEP 6354. Social, Emotional, and Behavioral Assessment. 3 Hours.

Uses a problem-solving framework designed to help students to develop skills in identifying common school-based social, emotional, and behavioral problems and designing targeted assessment plans. Offers students an opportunity to gain experience in the administration, scoring, and interpretation of relevant measures designed to assess children's and adolescents' social, emotional, and behavioral functioning; in the synthesis of multisource/multimethod data; and in psychological report writing.

CAEP 6360. Consultation and Program Evaluation. 3 Hours.

Overviews different consultation theories including behavioral, psychodynamic, and systems perspectives. Offers a focus on skill development with respect to a broad-based and pragmatic approach to client-centered behavioral consultation. Uses computer networks and e-mail in client-centered and peer consultation. Offers evaluation of the implementation and outcomes of consultation and related service delivery programs.

CAEP 6365. Seminar in School Psychology. 3 Hours.

Covers the philosophical, historical, technical, and school administrative issues contributing to the professional identity of school psychologists. Emphasizes ethical standards, public policy, and legislation that impact school psychology.

CAEP 6371. Student Affairs/Services and College Student Development in Ghana. 3 Hours.

Examines the administration of student services/affairs and college student development in institutions of higher education in Ghana, West Africa. Explores issues of access, student development, and higher education administration in the context of Ghanaian culture and society. Offers students an opportunity to engage in a comparative analysis of Ghanaian colleges and universities with those of the United States. Also examines college-community collaborations as they relate to addressing the challenges of this developing African country.

CAEP 6375. Substance Use and Treatment. 3 Hours.

Covers use, abuse, and treatment of both legal and illegal psychoactive drug agents. Includes an introduction to psychotropic medications, overview of illicit substance use, differential substance abuse, interventions and treatment, and related social issues.

CAEP 6380. Seminar in Feminist Psychology. 3 Hours.

Looks at sex-gender socialization and role ascription in the development of women and men. Examines feminine and masculine gender role stereotypes and constructs in mental health theory, procedures, and practices. Introduces the variety of feminist standpoints and explores their impacts on the conceptualization of health and healing. Presents major points in feminist therapy and psychology. The student examines selected areas in-depth within this course.

CAEP 6390. History and Systems of Psychology. 3 Hours.

Examines the development of psychological theories in the context of western intellectual development. Attends to the underlying epistemological assumptions and historical and cultural forces on psychology. Also emphasizes some of the potential contributions to psychology of other world civilizations and to paradigmatic strengths and limits.

CAEP 6394. Advanced Multicultural Psychology. 3 Hours.

Provides critical analyses of "universalist" perspective counseling and development theory. Explores a variety of implications for culturally competent psychological work. Addresses process, procedures, and interventions as well as theory and inquiry. Focuses on individual and cultural differences in counseling and professional psychological services.

CAEP 6399. Clinical Skills in Counseling Psychology. 3 Hours.

Develops self-awareness, communication skills, and therapeutic and practice procedures.

CAEP 6400. Prepracticum in School Psychology. 1 Hour.

Requires a minimum of 75 hours of school-based experience. Designed to orient school psychology graduate students to the school psychology profession and the practicum. Offers students an opportunity to understand the role of the school psychologist and the school environment. Seeks to familiarize students with the range of different school psychological services and the range of students who receive services from school psychologists, including students from different cultures and students with and without disabilities. Emphasizes observational learning. Students must complete the entire prepracticum and submit the documentation of its successful completion prior to beginning the practicum experience.

CAEP 6401. Counseling Children and Adolescents in Schools 1. 3 Hours.

Constitutes the first semester of a two-semester integrated course sequence on child and adolescent counseling interventions. Seeks to give students a foundation in the selection, evaluation, and application of empirically supported counseling interventions for children and adolescents. Topics include individual and group counseling techniques as well as specific clinical issues related to school-age children, families, family-school collaboration, and systems.

CAEP 6402. Counseling Children and Adolescents in Schools 2. 3 Hours.

Constitutes the second semester of a two-semester integrated course sequence on child and adolescent counseling interventions. Seeks to give students a foundation in the selection, evaluation, and application of empirically supported counseling interventions for children and adolescents. Topics include individual counseling techniques as well as specific clinical issues related to school-age children, families, and systems.

CAEP 6962. Elective. 1-4 Hours.

Offers elective credit for courses taken at other academic institutions. May be repeated without limit.

CAEP 7701. Doctoral Seminar in Counseling Psychology. 1 Hour.

Seeks to advance the student's development as a counseling psychologist based on a scientist-practitioner and ecological model and to ensure that the student is informed regarding the historical and current developments of the discipline of counseling psychology. May be repeated up to three times.

CAEP 7710. Advanced Clinical Assessment. 3 Hours.

Covers contemporary cognitive and personality testing as used in a variety of practice settings. Covers such areas as pain management, risk assessment, and learning styles. PhD students only.

CAEP 7711. Measurement: Advanced Psychometric Principles. 3 Hours.

Offers students an opportunity to gain an understanding of classical and modern test theory as well as to develop the capability to use these theories to develop tests for their own purposes. Topics include test validity, item statistics useful in test construction, score scales and norms commonly used in educational testing, item bias and test bias, and ideas of fairness and equity in educational and psychological testing. Introduces factor analysis as well as the major extensions and alternatives to classical test theory, generalizability theory, and item response theory (latent trait theory).

CAEP 7712. Intermediate Statistical Data Analysis Techniques. 3 Hours.

Emphasizes the use of existing theories and models as a basis for the formation of questions and hypotheses and for designing research to address those questions and hypotheses. Covers the logic of design of research and hypothesis testing, regression, general linear model (GLM), statistical model building and testing, hierarchical regression, and analysis of covariance structures. Emphasizes consideration of power and effects. Requires students to do problems on the computer and/or by hand using data sets assigned in class. Requires prior completion of a course in basic statistics and a course in methods of research design or permission of instructor.

CAEP 7715. Advanced Research and Data Analyses 1. 3 Hours.

Offers the first course in a year-long, two-semester sequence. Studies the relationship between design and analysis in research in the behavioral sciences. Emphasizes the use of existing theories and models as a basis for the formation of questions and hypotheses and for designing research to address them. Covers the logic of design of research, objectivity, and ethical concerns, as well as the role of perspectives on epistemology, such as neopositivism, phenomenology, and pragmatism. Reviews descriptive statistics and correlation techniques to include simple regression and nonparametric methods. Requires students to do problems on the computer and/or by hand using data sets assigned in class. Utilizes SPSS, SAS, and other computer analysis packages including graphic methods of depicting data. Emphasis is on interpretation of the results of quantitative analyses. Emphasizes the analysis of research findings within an ecological context. Student does a research project from a data set and turns in a written report in APA format suitable for publication. Studies how to critique existing published investigations, taking a researcher's perspective. Requires previous graduate work in research methods and statistics. Restricted to PhD students.

CAEP 7716. Advanced Research and Data Analyses 2. 3 Hours.

Investigates techniques and models for exploring research questions and testing hypotheses developed in the first semester. Explores structural and advanced correlational models using linear and nonlinear approaches, multivariate data analysis, psychometric statistical theory and techniques, and qualitative inquiry. Requires considerable hands-on experience with real data sets. Explores qualitative and methodological approaches to ecological analysis of systems and contexts. Requires students to do problems on the computer and/or by hand using data sets assigned in class. Utilizes SPSS and other computer analysis packages including graphic methods of depicting data. Also covers specialized applications (text analysis software, survey design and scoring software, or specialized graphing programs). Students do projects, prepare reports of an analysis from the data set, and turn in a written report in APA format suitable for publication.

CAEP 7720. Advanced Clinical Interventions. 3 Hours.

Considers assessment and intervention from an ecological/systems perspective on a case-by-case basis. Uses individual, group, family, organizational, and community modalities. Emphasizes case conceptualization as a framework for treatment planning and evaluation. Emphasis is on impact of social systems and sociocultural factors. Restricted to PhD students with previous work in group and family counseling.

CAEP 7732. Legal and Ethical Issues in Community and Educational Settings. 3 Hours.

Designed to provide a systematic orientation to the ethical and professional issues faced by mental health practitioners in their teaching, research, and practice in a seminar setting. Addresses APA ethical guidelines, legal aspects of psychological practice including licensing, confidentiality in practice and research, historical perspective, supervision and training issues, and current topics of professional concern in counseling and school psychology practice. Considers relevant court decisions affecting psychological practice with children, adults, and family.

CAEP 7741. Advanced Fieldwork 1. 1,2 Hour.

Offers students training in clinical settings to develop clinical skills in assessment, consultation, and interventions under supervision. Provides support and evaluation of the advanced fieldwork placement that second-year students are involved in throughout the year. Offers a seminar format, which is led by a faculty supervisor who is the official liaison between Northeastern University and the advanced fieldwork sites. The major objectives are an examination and support of clinical work within various assessment and treatment modalities; and an examination of systems issues within placement sites, which include but are not limited to administrative and supervisory issues. Students submit tapes and detailed process notes of sessions, videotape role-playing, and critique the tapes and videos, offering one another feedback in terms of each student's previously stated goals. Group discussion of clinical/systems issues focus on critical analysis and provision of a supportive atmosphere to explore treatment and systems issues. Requires students to practice in the clinical setting a minimum of twenty hours per week. May be repeated once for up to 2 total credits.

CAEP 7742. Advanced Fieldwork 2. 1,2 Hour.

Continues CAEP 7741. Provides students the opportunity, under supervision in a clinical setting, to develop clinical skills in assessment, consultation, and interventions. Designed to provide support and evaluation of the advanced fieldwork placement for second-year students. Uses a seminar format led by a faculty supervisor who is the official liaison between Northeastern University and the advanced fieldwork sites. Seeks to examine and support clinical work and examine systems issues within placement sites, which include but are not limited to administrative and supervisory issues. Students submit tapes and process notes of sessions, videotape role-playing, and critique the tapes and videos in terms of each student's previously stated goals. Focuses group discussion on critical analysis and provision of a supportive atmosphere to explore treatment and systems issues. Requires students to practice in the clinical setting a minimum of twenty hours per week. May be repeated once for up to 2 total credits.

CAEP 7743. Advanced Fieldwork 3. 1,2 Hour.

Continues CAEP 7742. May be taken by students who elect to do additional fieldwork to develop better, or deeper, skills or new skill areas. Requires students to practice in the clinical setting a minimum of twenty hours per week. May be repeated once for up to 2 total credits.

CAEP 7744. Advanced Fieldwork 4. 1,2 Hour.

Continues CAEP 7743. Requires students to practice in the clinical setting a minimum of twenty hours per week. May be repeated once for up to 2 total credits.

CAEP 7750. Biological Bases of Behavior. 3 Hours.

Lays the foundations for an understanding of brain-behavior relations, with an emphasis on implications for the clinician. Topics include basic neuroanatomy, the development of the nervous system over the life span, and hormonal and neuropharmacological aspects of behavioral regulation. Reviews perceptual and motor systems, cognition, emotions, and motivational states from the perspective of their biological underpinnings. Underscores the unfolding of these processes within a psychosocial and cultural context.

CAEP 7755. Cognitive and Affective Bases of Behavior. 3 Hours.

Provides students with an in-depth treatment of the theories of the cognitive and affective bases of behavior and their applications. Reviews the impact of thinking, emotions, affect, and temperament on behavior in the context of the ecological model. Restricted to PhD students.

CAEP 7756. Social Psychology in an Organizational and Ecological Context. 3 Hours.

Conducted as a seminar designed to meet the needs of doctoral students in school and counseling psychology for a course that spans theory and principles of social psychology from early work in the field-in such topics as social pressure, field theory, cognitive dissonance, and attitude formation-to more modern work in expectations, attitudes, and organizational behavior. Surveys basic concerns in social psychology, and considers material related to application in schools, communities, and organizations in which mental health is practiced. For example, in the study of group dynamics, stresses applications to group learning, administrative leadership, and organization theory. Also covers research paradigms, social change, social influence, system consultation, and community issues as they relate to social psychological considerations. Restricted to PhD students.

CAEP 7758. Doctoral Seminar in Contemporary Theories of Psychotherapy. 3 Hours.

Offers a critical examination from an ecological/systems perspective of conceptual developmental and clinical elements of contemporary psychotherapy theories. Emphasis is on object relations, social constructionist, and constructivist theories of personality and therapeutic change. Includes selected theoretical and research readings, lectures in student-led discussion. Evaluates critical issues and future directions of contemporary theoretical schools and considers varied approaches to case examples. The different theoretical approaches are examined through the lenses of gender, class, and cultural adequacy. Restricted to PhD students.

CAEP 7771. Research Team Experience 1. 1 Hour.

Offers the first in a sequence of six semester-long courses designed to give students practical experience in research as part of their doctoral training. The rationale is that to become a researcher requires active research experience. This sequence offers students an opportunity to participate in various stages of ongoing research leading up to and including the design of their own research projects. At each stage, the students are given additional responsibility for conceptualization, design, implementation, analysis, and interpretation of research. Students are encouraged to tie their research to other aspects of their training as appropriate. A faculty mentor provides direct supervision to the students. Restricted to PhD students.

CAEP 7772. Research Team Experience 2. 1 Hour.

Offers the second in a sequence of six semester-long courses designed to give students practical experience in research as part of their doctoral training. The rationale is that to become a researcher requires active research experience. This sequence offers students an opportunity to participate in various stages of ongoing research leading up to and including the design of their own research projects. At each stage, the students are given additional responsibility for conceptualization, design, implementation, analysis, and interpretation of research. Students are encouraged to tie their research to other aspects of their training as appropriate. A faculty mentor provides direct supervision to the students. Restricted to PhD students.

CAEP 7773. Research Team Experience 3. 1 Hour.

Offers the third in a sequence of six semester-long courses designed to give students practical experience in research as part of their doctoral training. The rationale is that to become a researcher requires active research experience. This sequence offers students an opportunity to participate in various stages of ongoing research leading up to and including the design of their own research projects. At each stage, the students are given additional responsibility for conceptualization, design, implementation, analysis, and interpretation of research. Students are encouraged to tie their research to other aspects of their training as appropriate. A faculty mentor provides direct supervision to the students. Restricted to PhD students.

CAEP 7774. Research Team Experience 4. 1 Hour.

Offers the fourth in a sequence of six semester-long courses designed to give students practical experience in research as part of their doctoral training. The rationale is that to become a researcher requires active research experience. This sequence offers students an opportunity to participate in various stages of ongoing research leading up to and including the design of their own research projects. At each stage, the students are given additional responsibility for conceptualization, design, implementation, analysis, and interpretation of research. Students are encouraged to tie their research to other aspects of their training as appropriate. A faculty mentor provides direct supervision to the students. Restricted to PhD students.

CAEP 7777. Doctoral Seminar: Program Planning and Evaluation. 3 Hours.

Offers students an opportunity to develop knowledge and skills in program planning and evaluation with a specific focus on promoting the health of children and adolescents. Focuses on program planning and evaluation within the coordinated school health model and the importance of planning, implementing, and evaluating programs within a community-based participatory research (CBPR) framework. Emphasizes the importance of programs that incorporate the intersection of family, school, and community systems. Builds upon the systematic, problem-solving approach to practice woven throughout the curriculum. Emphasizes participatory and context-sensitive approaches to planning and evaluating programs. Seeks to prepare psychologists to plan and evaluate programs systematically in their future work settings.

CAEP 7778. Doctoral Seminar: Leadership, Consultation, and Supervision. 3 Hours.

Seeks to provide both knowledge and skills necessary to engage in leadership, consultation, and clinical supervision activities with respect to groups and organizations in a doctoral-level course. Focuses on the nexus of knowledge and skills that pertain to leadership, consultation, and clinical supervision, which can be considered “indirect” approaches to improving service delivery. They help set the organizational, problem-solving, and interpersonal conditions for others to actualize their potential to (a) provide services to children, families, and adults; (b) develop and implement applied research programs; and (c) successfully collaborate across family, school, and community systems. Considers the empirical basis for leadership, consultation, and clinical supervision within a multicultural and ecological context.

CAEP 7798. Doctoral Internship 1. 1-3 Hours.

Required of all doctoral students in counseling/school psychology PhD programs. Requires a minimum of forty hours per week for twelve months or twenty hours per week for twenty-four months in an accredited (or equivalent by permission) mental health training setting. In addition to internship site supervision and training seminars, interns attend, in person or online, a university-based seminar and complete case assignments. Restricted to PhD students. May be repeated up to two times for up to 3 total credits.

CAEP 7799. Doctoral Internship 2. 2 Hours.

Continues CAEP 7798. Restricted to PhD students.

CAEP 7962. Elective. 1-4 Hours.

Offers elective credit for courses taken at other academic institutions. May be repeated without limit.

CAEP 7976. Directed Study. 1-4 Hours.

Allows students to pursue topics of individual interest beyond the scope of formal course work under the direction of faculty. May be repeated without limit.

CAEP 8401. Practicum in Counseling Psychology. 3 Hours.

Includes forty hours of client contact plus supervision. Focuses on developing individual and group skills within mental health and human service agencies.

CAEP 8402. College Student Development Practicum 1. 3 Hours.

Offers the first course in a two-semester sequence that involves placement in a field setting from September to June. The student performs three hundred hours of fieldwork over the course of the academic year. Also requires attendance at a weekly practicum seminar.

CAEP 8403. College Student Development Practicum 2. 3 Hours.

Offers the second course in a two-semester sequence that involves placement in a field setting from September to June. The student performs three hundred hours of fieldwork over the course of the academic year. Also requires attendance at a weekly practicum seminar.

CAEP 8415. Practicum in School Psychology 1. 2 Hours.

Offers supervised school-based field experience coupled with seminar class. Requires passing score on the communication and literacy tests of the Massachusetts Tests for Educator Licensure (MTEL).

CAEP 8416. Practicum in School Psychology 2. 2 Hours.

Offers supervised school-based field experience coupled with seminar class.

CAEP 8417. Intensive Practicum in Applied Behavior Analysis 1. 2 Hours.

Offers students supervised experience that is required in order to sit for the BACB exam. Focuses on offering students an opportunity to acquire new behavior analytic skills related to the BACB Task List. Asks students to demonstrate the necessary skills to be a competent behavior analyst in applied settings. Covers preference assessments, task analysis and other skill acquisition programs, and other teaching strategies.

CAEP 8418. Intensive Practicum in Applied Behavior Analysis 2. 2 Hours.

Continues the work of CAEP 8417 with the primary focus on offering students an opportunity to acquire new behavior analytic skills related to the BACB Task List. Covers functional assessment, behavior reduction programs, conditioned reinforcement, data analysis, and clinical decision making.

CAEP 8425. Early Intervention Practicum 1. 2 Hours.

Provides students from school psychology, special education, speech-language pathology and audiology, physical therapy, nursing, and related fields with supervised field work experience in team-oriented interventions for infants and toddlers with disabilities or at risk for developmental delays and their families from linguistically and culturally diverse backgrounds. The practicum class sessions are conceptualized as the linchpin training experience between what the theory addresses in didactic courses and the student’s fieldwork. Students are expected to master early intervention and team participation core competencies to work effectively with infants and toddlers and their families, interdisciplinary team members, and administrative personnel.

CAEP 8426. Early Intervention Practicum 2. 2 Hours.

Provides students from school psychology, special education, speech-language pathology and audiology, physical therapy, nursing, and related fields with supervised field work experience in team-oriented interventions for infants and toddlers with disabilities or at risk for developmental delays and their families from linguistically and culturally diverse backgrounds. The practicum class sessions are conceptualized as the linchpin training experience between what the theory addresses in didactic courses and the student’s fieldwork. Students are expected to master early intervention and team participation core competencies to work effectively with infants and toddlers and their families, interdisciplinary team members, and administrative personnel.

CAEP 8501. Internship in School Psychology 1. 3 Hours.

Offers supervised school-based field experience coupled with seminar class.

CAEP 8502. Internship in School Psychology 2. 3 Hours.

Offers supervised school-based field experience coupled with seminar class.

CAEP 8510. Internship in Counseling Psychology 1. 3 Hours.

Provides twenty hours per week in a field setting and a two-hour seminar on campus. In addition to providing supervising seminar, addresses practices, procedures, ethics, and policies in professional practice.

CAEP 8511. Internship in Counseling Psychology 2. 3 Hours.

Provides twenty hours per week in a field setting and a two-hour seminar on campus. In addition to providing supervising seminar, addresses practices, procedures, ethics, and policies in professional practice.

CAEP 8553. Advanced Counseling Practicum. 1,2 Hour.

Offers an elective course for doctoral students in the counseling psychology doctoral program who are completing additional years of supervised practical experience (minimum of 20 hours per week for 600 hours) as part of the training for the PhD degree and in clinical preparation for the APPIC/APA internship match process. Offers students training in clinical settings. Includes a seminar to offer students an opportunity to develop clinical skills in assessment, consultation, and interventions under supervision. Provides support and evaluation of the advanced fieldwork placement in which doctoral students are involved throughout the year. Led by a faculty supervisor who is the official liaison between Northeastern University and the advanced fieldwork sites. May be repeated up to five times for up to 6 total credits.

CAEP 9990. Dissertation. 0 Hours.

Offers dissertation supervision by individual members of the department. Restricted to PhD students. May be repeated once.

CAEP 9996. Dissertation Continuation. 0 Hours.

Supports the continued development of the dissertation. May be repeated without limit.