



STUDENT HANDBOOK AND CATALOG

**Master of Arts in Psychology; Mental Health Track
Master of Arts in Counseling Psychology; Trauma Track**

MESSAGE FROM THE PROGRAM DIRECTOR

Congratulations and a warm welcome to the graduate programs in psychology! The decision to enroll in graduate studies is an important one and I am honored you have selected Fisher College to further your education.

The curriculum within the graduate programs were specifically tailored to provide students from a variety of backgrounds the opportunity to gain a greater understanding in the field of psychology. We use small student teams for social and experiential learning activities focused on the practice of applicable skills required for solving current challenges in realistic learning environments. This learning process is facilitated by knowledgeable and committed faculty who look forward to assisting you fulfill your academic, life, and professional goals.

The Master of Arts in Psychology; Mental Health Track program provides both breadth and depth to current issues in mental health, trauma, and human development. It is ideal for those who have an interest in pursuing employment in helping professions, government work, advocacy, or doctoral preparation. The Master of Arts in Counseling Psychology; Trauma Track educates and trains students to be trauma informed, ethical, multiculturally oriented, competent scholar practitioners. Successful completion of this degree prepares graduates for mental health counseling licensure in Massachusetts and in other states.

Please feel free to contact the department anytime with questions or concerns. I look forward to getting to know you and supporting you on your academic journey.

Sincerely,

A handwritten signature in blue ink that reads "Alicia Vitagliano, PhD, LMHC". The signature is fluid and cursive, with the first name being the most prominent.

Alicia Vitagliano, PhD, LMHC

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GRADUATE ACADEMIC POLICIES

Admissions Requirements

Candidates are not required to submit Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) scores. If a candidate wishes, they may submit them along with the Graduate School of Psychology Application. If interested in submitting scores, applicants are to supply the following documents to support their candidacy.

- GRE and/or MAT scores from the last five years are accepted. Fisher’s school code/reporting number is 3391.
- Official college transcripts from all accredited undergraduate and graduate institutions attended. Transcripts must be sent from the issuing school in a sealed envelope and contain the appropriate signatures and seals to be considered official. Successful completion of a graduate degree program is sufficient.
- **Undergraduate GPA requirements:**
 - Master of Arts in Psychology; Mental Health Track (non-licensure)
 - A cumulative GPA of 2.7 or higher is required for undergraduate degree programs.
 - Master of Arts in Counseling Psychology; Trauma Track (licensure)
 - A cumulative GPA of 3.0 or higher is required for undergraduate degree programs.
 - Students who do not meet the admissions criteria for the Master of Arts in Counseling Psychology; Trauma Track program will be invited to apply to the Master of Arts in Psychology; Mental Health Track program.
 - Students who successfully complete the Master of Arts in Psychology; Mental Health Track degree program may apply for admission and transfer to the Master of Arts in Counseling Psychology; Trauma Track program prior to degree conferral.
- **Resume:** Must be up-to-date and include educational and professional information. If any information changes after you have applied, please send the graduate admissions office an updated resume.
- **Foundation Coursework Requirement:** Completion of at least three psychology or human services courses, to include Introduction to Psychology or Introduction to Human Services, with grades of B- or better in each. If your undergraduate program did not include at least three psychology or human services courses, you must complete additional courses before you can be admitted to the program. The Program Director will assist in selecting additional appropriate coursework. Applicants may be eligible for provisional acceptance while completing foundation coursework.
- **Two letters of recommendation:** Applicants are required to submit two current (not more than 1 year old) letters of recommendation supporting their admission. Letters of recommendations should be from individuals with whom they have worked closely in a professional or academic setting.
 - One recommendation letter must be from a present or former supervisor.
 - For applicants presently enrolled in higher education or graduates within the past 2 academic years, the second recommendation should be from someone who can speak to your academic aptitude. Otherwise, a second letter of recommendation will be accepted from a present or former supervisor.
- **Interview Requirement:** For students applying directly to the Master of Arts in Counseling Psychology; Trauma Track program, an information session, and interview are required. Not all applicants will be granted an interview.
- There is no interview process for the Master of Arts in Psychology; Mental Health Track program.
- For students in the Master of Arts in Psychology; Mental Health Track program, who then wish to apply to the Master of Arts in Counseling Psychology; Trauma Track program, an application and interview with full-time faculty is required to admission to the licensure track program.
- **Essay:** A personal statement is required of all applicants. Applicants to the Master of Arts in Psychology; Mental Health Track program are to complete essay 1 and applicants to the Master of Arts in Counseling Psychology; Trauma Track program complete the essay 2. Please answer the following questions in a 750-1000 word essay.
 - 1) Describe a situation that has been difficult for you (e.g. interpersonally, academically, and/or emotionally) and note how you handled the situation. What (if anything) do you wish you had done differently? Has your view on the situation shifted over time? If it has, please explain in what ways.

- 2) In terms of clinical issues, are there certain populations that you hope to work with and those with whom you think you would work successfully? Conversely, are there certain clients with whom you might feel apprehensive about working with? Discuss how you might address those issues in a professional capacity.

Provisional Acceptance

Master of Arts in Psychology; Mental Health Track 30 credit program only

- Students who do not meet the requirements for admissions may be provisionally admitted to the Master of Arts in Psychology; Mental Health Track program. Students admitted provisionally may take no more than nine graduate credit hours toward the degree. After successful completion with a grade of B- or better, provisionally admitted students will be granted unconditional admission.
- Students who do not possess the undergraduate foundation course work requirements for admission may be provisionally admitted to the program. Students admitted provisionally are required to complete three psychology, or human service courses at the undergraduate level. The Program Director will assist in selecting additional appropriate coursework. Foundation coursework must be completed before or at the completion of nine graduate credits. Upon completion of required foundation coursework, with a grade of B- or higher, the provisionally admitted student will be granted unconditional admission.

Transfer Credit Policy

- Students may apply not more than nine applicable graduate credits transferred from another regionally accredited graduate program taken within 5 years with a minimum grade of B-. Official transcript required.
- The Master of Arts in Counseling Psychology; Trauma Track degree aligns with the guidelines set forth by the Massachusetts Board of Allied Mental Health which would should allow for ease in the case of credit transfer.

Graduate Degree Requirements

- Earn the number of credit hours and course requirements for the degree program.
- Earn at least 70% of the required coursework at Fisher College.
- Achieve a minimum cumulative GPA of 3.0.
- Meet all program requirements.

Grading System

GRADE	NUMERICAL VALUE	GRADE POINTS
A	93–100	4.0
A-	90–92	3.7
B+	87–89	3.3
B	83–86	3.0
B-	80–82	2.7
C+	76–79	2.3
C	70–75	2.0
F	0–69	0.0

INC= Incomplete

A grade of C or higher is considered passing.

A master's degree must be completed within five (5) years from the student's first registration date in that master's degree program. Requests for extensions of time limits must be petitioned by contacting the Assistant Dean of Graduate and Professional Studies.

Degree Conferral

Degrees are conferred after the completion of all academic program requirements. There are three conferral dates per year, August, December and July.

Participation in Commencement

Fisher College holds one commencement ceremony each year in June. Graduate students with three (3) or fewer classes remaining (including the classes they are in at the time of commencement) are eligible to walk at commencement if they are registered for their final classes.

Incomplete Grades

Rarely, for extenuating circumstances, during the last two weeks of a term, a student may petition for an incomplete (INC) if they cannot complete all coursework on time. In such cases, the student can request from the dean of the School of Graduate Studies that an incomplete be granted. If the request is approved, the student, the faculty member, and the Registrar will be notified of the decision in writing.

It is the student's responsibility to make arrangements with the faculty member to complete all course work and to submit it to him or her within 30 days of the end of the term in which it was granted. At the end of the 30-day period, if the course work has been submitted, the instructor will submit to the Registrar a Grade Change report with the received grade. If not, the Incomplete is converted to an 'F' grade and recorded on the student's transcript.

Attendance Policy

Students are expected to attend all classes and be active in online or blended components of their courses. Each faculty member will designate their specific attendance policy.

Repeating a Course

Any student who fails a required course must repeat and pass the course before a degree can be awarded.

- Courses in which a grade of F has been earned may be repeated one time only.
- The repeated course must be identical to the original and must be taken at Fisher College.
- Both the original and repeated grades will appear on the transcript. The repeated grade, whether higher or lower, is used to determine the cumulative grade-point average.
- If a student fails practicum or internship the student is required to have a meeting with the onsite practicum or internship supervisor (when possible), graduate school of psychology program director, faculty member teaching the practicum or internship course (if not one of the previously noted faculty members) and Assistant Dean of Graduate and Professional Studies to discuss the events leading to the failure of the course. If a student has violated the ethical codes of conduct set forth by the American Counseling Association (ACA), American Mental Health Counselors Association (AMHCA) or violated the code of conduct set forth by Fisher College, the student could be immediately dismissed from the program and the college.

- Students may withdraw from a 12-week term no later than two weeks prior to the end of the term. Students are expected to submit documentation to support their request to withdraw to the School of Graduate Studies dean.
- The last day to withdraw for each term will be published each year in the academic calendar.
- Students who withdraw from a required course are expected to repeat the course.

Leave of Absence Policy

Graduate students may have a medical, psychological, or personal situation that impacts their ability to successfully complete their studies. In these situations, students may apply for a leave of absence. A leave of absence will result in withdrawal from the current term's classes, but not withdrawal from the College. A leave of absence is granted for no less than one term and no more than one year. When ready to return, students must file the return request form and provide appropriate documentation to establish an ability to return to the College. The College LOA procedures are documented on the website.

Voluntary Withdrawal from the College

Students wishing to withdraw from the College must submit a written notice of withdrawal to the Assistant Dean of Graduate and Professional Studies. The withdrawal date is the last date the student attends class.

Administrative Withdrawal from the College

Students who discontinue attending classes for two weeks will be subject to administrative withdrawal from the college.

Re-Enrollment Following Voluntary Withdrawal from the College

In general, students may re-enroll after a voluntary withdrawal as long as they are in good academic and financial standing with the College. Students are subject to the College policies and program requirements in effect at the time of their re-enrollment. The College reserves the right to deny re-enrollment at its discretion.

Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is the term used to determine if a student is making acceptable progress toward a degree. A review of a student's progress is conducted three times a year after each academic term. A student's failure to meet Satisfactory Academic Progress standards, may result in academic dismissal.

- After the first term, students with a 2.7 or lower GPA will be placed on academic probation.
- After the 2nd term in the program students with a cumulative GPA of less than 3.0 will be dismissed from the program.

Students will have the opportunity to appeal a dismissal to the office of the Assistant Dean of Graduate and Professional Studies. Student's receiving financial aid are subject to financial aid regulations.

Re-Enrollment Following Academic Dismissal

Under certain circumstances, a student who has been academically dismissed may petition for re-enrollment to the Assistant Dean of Graduate and Professional Studies. Students petitioning for re-enrollment into a graduate program must present evidence of ability and willingness to meet the College's standards of academic performance. All requests for re-admission will be given careful consideration. Re-admitted students may not be eligible for financial aid. Students re-enrolled are subject to the College policies and program requirements in effect at the time of their re-enrollment. The College reserves the right to deny re-enrollment at its discretion.

Advisory Regarding Internet Sites and Other Blogs: Fisher College does not as a matter of policy routinely monitor Internet sites (e.g., Facebook, Twitter, Instagram, blogs, etc.). However, if a student uses such sites and blogs to express sentiments or activities that are unlawful and/or violate the policies of the College, and such practice is brought to an administrator's

attention, then the College will review the sites and the material posted therein. After reviewing the material, the

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administrator will then address that practice with the student. For a student, the incident will be addressed by the student conduct process. Please be advised that posting personal and/or questionable material on sites and blogs might jeopardize personal safety and/or future career prospects.

Family Educational Rights and Privacy

Fisher College complies with the Family Educational Rights and Privacy Act (FERPA) regarding the access and release of student records and information. FERPA affords students certain rights with respect to their education records:

- A) The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar, Vice President for Academic Affairs, Site Coordinator, or other appropriate official written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- B) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.
- C) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Fisher College to comply with the requirements of FERPA.

Office Address:

Family Policy Compliance Office

U.S. Department of Education 600 Independence Avenue, SW Washington, DC 20202-4605

D) For the purpose of this Act, Fisher College defines all students as independent. A parent may be awarded the same rights as the student with regard to educational records and other confidential information only if the student signs a written consent to this effect, or if the parent supplies proof of dependency, as defined in section 152 of the Internal Revenue Code of 1954, which requires receipt of a certified copy of the parent's most recent federal income tax form.

The College does not release confidential information to outside parties without the student's written authorization except as required or permitted by law. Students must provide the College with a signed letter before any confidential information will be released.

The following information should be included in the request:

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- Name
- Address
- Date of birth
- Student ID or SSN
- Attendance dates
- Academic major
- Address to which information should be sent
- Signature

The following items, however, are considered “directory information” and may be released at the discretion of the College upon request.

- Name
- Address
- Telephone number
- E-mail address
- Dates of enrollment
- Academic major
- Full- or part-time status
- Year of study
- Date of graduation or withdrawal
- Degrees, certificates, or awards earned
- Participation in officially recognized sports or activities
- Most recent educational institution attended by the student
- Weight and height of members of the athletic teams

Under the provisions of FERPA, currently enrolled students have the right to withhold disclosure of directory information, except as authorized by law. To withhold disclosure, students should submit written notification to the College Registrar or DAPS Site Coordinator within 30 days of the student’s initial semester or term at Fisher, and thereafter by September 30 of each subsequent academic year. Forms for this purpose are available in the Office of the Registrar and at each DAPS location. A new form for non-disclosure must be completed each academic year. Fisher College assumes that failure by any student to request the withholding of directory information indicates approval for disclosure.

Fire Safety (Boston Campus)

Fisher College properties are equipped with a modern, sophisticated fire and smoke alarm system. Fire drills are held regularly in the Residence Halls and classrooms to ensure the safety of students in case of emergency. All students must evacuate the premises each time the alarm sounds. Any student who does not is subject to a fine and/ or dismissal from the College. Students are disciplined immediately if they activate an alarm or use the fire extinguisher unnecessarily. Anyone found to have intentionally set off a false alarm will be fined \$500 (the cost of resetting the alarm) and may be suspended and/ or dismissed from the College. This act might also lead to criminal prosecution. (See the Student Code of Conduct for details.)

College Property

Fisher College takes pride in the fine buildings and equipment provided for its students at all locations and asks student cooperation in keeping the classrooms and equipment in excellent condition. Please report any noticed waste, damage, destruction, or theft to College personnel. Additionally, anyone responsible for damage may be subject to disciplinary action and restitution.

Attending class or a college event under the influence of alcohol or drugs is forbidden. Massachusetts state law prohibits the possession and consumption of alcoholic beverages by anyone under 21 years of age. At Fisher College, no students regardless of age may possess, consume, or transport alcohol onto the Fisher College campus. Students, as adults, are expected to obey the law and take personal responsibility for their conduct. Any student who uses alcohol will be held accountable for his or her behavior, including such acts as disorderly conduct, public disturbance, exposure of himself or herself or others to personal injury, and damage to property. Under Massachusetts and federal laws, possession of dangerous drugs and narcotics, including marijuana, is regarded as a misdemeanor or felony. If a student has a problem with alcohol or drugs, the College will try to help, but will not interfere with the legal prosecution of any member of the community who is apprehended for possessing or using drugs.

Each student must be aware of his/her responsibility for upholding these laws. Infractions should be reported to the College administration. The College takes drug/alcohol abuse very seriously; therefore, any infraction makes a student liable to immediate dismissal from Fisher College. The College reserves the right to examine any student’s residence hall room, locker, or belongings if it has a reasonable belief that illegal or illicit activity is taking place. The College also reserves the right to immediately dismiss a student from housing or from the College if he or she is found in violation of the Alcohol and Drug Policy.

Smoking & Tobacco

Fisher College has established a no-smoking policy throughout the college. No smoking is allowed in the common areas, which include: corridors, classrooms, auditoriums, or residence halls. There is a smoking area located behind building 116 Beacon Street. This policy results from the College’s compliance with the Massachusetts Clear Air Act. If a student is smoking on the Beacon Street side, the student will be required to move to the designated smoking area. Chewing tobacco is also not to be consumed in any College building. Failure to abide by the Smoking & Tobacco Policy will result in disciplinary action. The College also offers educational programs regarding the hazards of smoking and tobacco use. Students seeking to learn more about these hazards or interested in quitting smoking or tobacco use may contact the Health Services Office and/or Counseling Services.

Enrollment Status and Financial Aid Eligibility

To be considered full-time, a student must be enrolled in 12 or more credits. Financial Aid eligibility will be determined based on the division in which the student is seeking the undergraduate degree. Students who choose to cross-enroll in each of the Colleges’ divisions will not have a combined enrollment threshold reported to the National Student Loan Data System (NSLDS).

Tuition and Fees

Estimated costs for 2019-2020 Academic Year

Tuition Per Credit Hour*	\$740
Total Estimate Program Tuition	\$22,200
On campus room and board (Counseling Psychology program only)	\$16,244

ACADEMIC INFORMATION

Fisher College Policy on Credit Hours

Fisher College adheres to the United States Department of Education definition of the credit hour. As such, each credit hour reasonably approximates one and ¼ hour of class time or faculty instruction and two hours and ½ out-of-class student work each week, for approximately 12 weeks. Students are informed via their syllabus of the classroom and out-of-class requirements for each class.

Credit hour chart for 12-week semester:

Students are expected to attend classes each week and spend a minimum of the following hours outside of class in support of this course:

Graduate 12-Week, 3-credit course contact hours

Class Format	Classroom Instruction	Online Instruction	Homework/ Out-of-Class	Total Hours per Week	Total Hours per Term
Classroom	3.75	0	7.5	11.25	135
Blended*	2	1.75	7.5	11.25	135
Online ***	0	3.75	7.5	11.25	135

Note: In all cases, a 3-credit Graduate course (12-weeks) will have 3.75 hours per week of instructional time either in person or online. Direct instructional time can include, but is not limited to, Blackboard lectures, videos, PowerPoint presentations, podcasts, Collaborate sessions, and instructor guided discussion boards, quizzes and exams, and student presentations. Out of class work can include, but is not limited to, reading, studying, attending co-curricular programming, preparing projects or presentations, writing papers, and other homework. This time commitment is in accordance with the United States Department of Education policy on credits.

*For blended classes, approximately ½ of the in-class time is replaced with Blackboard based lessons and activities.

**For online classes, all in-class time is replaced with Blackboard based lessons and activities.

CREDITS	HOURS OF INSTRUCTION	OUT-OF-CLASS
1	15	30
3	45	90
4	60	120

2019-2020 Academic Calendar

Fall 2019 - 12 weeks

Tuesday	September 3	Classes Begin
Saturday	September 7	Add/Drop Period Ends
Friday	October 11	Mid-Term Warning Grades Due
Monday	October 14	Columbus Day- No Classes
Monday	November 4	Winter Registration Opens
Friday	November 8	Last Day to Withdraw From Classes
Monday	November 11	Veterans Day Observed- No Classes
Wednesday	November 20	Final Grades Open
Friday	November 22	Last Day of Classes
Sunday	November 24	Final Grades Due

Winter 2020 - 12 weeks

Monday	January 6	Classes Begin
Saturday	January 11	Add/Drop Period Ends
Monday	January 20	Martin Luther King Day- No Classes
Friday	February 14	Mid-Term Warning Grades Due
Monday	February 17	Presidents' Day- No Classes
Friday	March 6	Last Day to Withdraw From Classes
Monday	March 9	Spring Registration Opens
Wednesday	March 25	Final Grades Open
Friday	March 27	Last Day of Classes
Sunday	March 29	Final Grades Due

Spring 2020 - 12 week

Monday	April 6	Classes Begin
Monday	April 6	Summer Registration Opens
Saturday	April 11	Add/Drop Period Ends
Monday	April 20	Patriots Day- No Classes
Friday	May 15	Mid-Term Warning Grades Due
Friday	June 5	Last Day to Withdraw From Classes
Monday	June 8	Fall Registration Opens
Wednesday	June 24	Final Grades Open
Friday	June 26	Last Day of Classes
Friday	June 26	Commencement
Sunday	June 28	Final Grades Due

Program Information

General

Master of Arts in Psychology; Mental Health Track

The Master of Arts in Psychology; Mental Health track at Fisher College is designed to provide students with a graduate level foundation in psychology and mental health that will prepare them for employment in a variety of helping professions, government work, advocacy, or doctoral preparation. The uniqueness of this one-year program is that it is designed for those who have minimal experience in psychology or human services and those who have achieved a degree in those areas. The Master of Arts in Psychology; Mental Health track offers graduate students the opportunity to learn about the mental health field all while working directly with faculty to clarify their individual interest in psychology.

This program is not intended to prepare students for clinical licensure or private practice. It is designed for students who do not intend to go into counseling but are interested in ancillary fields or organizations or in pursuing a doctorate.

Master of Arts in Counseling Psychology; Trauma Track

The Master of Arts in Counseling Psychology; Trauma Track is intended to provide students with a graduate level foundation in psychology and counseling, preparing them for employment in a variety of helping professions. The program prepares graduates for mental health counseling licensure in Massachusetts and in other states. In addition to core courses in counseling techniques, psychopathology, career counseling, human development, and psychological assessment, students will be exposed to specialty areas of how to counsel those who have experienced physical, emotional, and sexual trauma, people and families impacted by chronic illness, and those embarking on end of life concerns.

Students will learn how to diagnose mental health disorders based on the criteria set forth in the most recent version of the Diagnostic and Statistical Manual and conduct various assessments including but not limited to: safety evaluations, psychosocial, strength based, motivational interviewing, psychological trauma (physical, sexual and emotional) screenings, and the mental status exam. They will also learn counseling techniques in class and at their practicum and internship locations.

Students will only be eligible to receive one degree. Individuals in the Master of Arts in Psychology; Mental Health Track program, will have the option, if they qualify, to apply to the Master of Arts in Counseling Psychology; Trauma Track program prior to the conferral of their Master of Arts in Psychology; Mental Health Track degree.

Dress Code

When at practicum and internship placements, students are required to dress in a professional manner. Business casual attire in conjunction with an overall neat and well-groomed appearance is expected. Students must wear their issued Fisher College identification card while at clinical placements.

Ethics Codes

Students in the Master of Arts in Counseling Psychology, Trauma Track program are expected to become familiar with and adhere to the current ethical and professional guidelines for behavior as established by the American Counseling Association (ACA) Code of Ethics and the American Mental Health Counselors Association (AMHCA) Code of Ethics. The ethical codes are located on the websites of each association. Students will be provided with a copy of the most current ethical codes and are expected to adhere to both from the point of entry into the program through graduation.

Punctuality and Time Management

Punctuality is expected for all graduate students in psychology. Arriving on time for classes, practicum, and internship is imperative. For those in clinical field placements, ending sessions promptly is also expected.

Licensure

The Master of Arts in Counseling Psychology; Trauma Track program prepares graduates for mental health counseling licensure in Massachusetts and in other states. The Fisher College Master of Arts in Counseling Psychology; Trauma Track program does

not guarantee licensure, rather it provides the opportunity for students to meet the pre-masters educational requirements. Students enrolled in this program are responsible for procuring licensure requirements in the state(s) where they intend to practice after graduation. While it is impossible to know exactly where relocation may take place, students who are considering a move out of state are responsible for obtaining the licensure requirements in that state and consult with their academic advisor and/or program director. Specific state licensing requirements can be accessed from the National Board for Certified Counselors (NBCC) **Statement of Liability**

Criminal Offender Record Information (CORI) and Sexual Offender Record Information (SORI) Checks

CORI and SORI checks are part of a general background check for the clinical placement of students in the Master of Arts in Counseling Psychology; Trauma Track program. These checks will be conducted prior to students beginning Practicum and Internships according to the policy and procedures set forth by the College. For further information on this process can be obtained by contacting the Fisher College Human Resources department.

Health Insurance and Immunization Requirements

Any graduate student enrolled in 9 or more credits will receive a charge for Health Insurance (per MA law), which they can waive with appropriate health insurance coverage. All MA in Counseling Psychology students are required to have specific health immunizations for the program. This is MA state law for anyone who is in a program that will require patient interaction. Students are not permitted to begin their practicum or internships if immunization and health forms are incomplete or not up to date.

Malpractice Insurance

All students enrolled in the Master of Arts in Counseling Psychology; Trauma Track program are required to have their own liability (malpractice) insurance. Students are not permitted to begin a clinical placement until proof of individual insurance is provided to the college. Individual liability insurance can be obtained from the American Counseling Association (www.counseling.org) or Massachusetts Mental Health Counselors Association, (www.mamhca.org).

Fisher College has a school-wide policy, which provides additional coverage of students when enrolled in course related clinical placements. The school policy does not extend beyond the agreed upon timeframe of the placement or work done which extends beyond the scope of the course.

<https://www.nbcc.org/licensure>.

Pre-Master's Degree Clinical Field Experience Requirements

There is no practicum or internship requirement for students pursuing the Master of Arts in Psychology; Mental Health Track degree. All students enrolled in the Master of Arts in Counseling Psychology; Trauma Track program are required to enroll in the following courses: Practicum, Internship I and Internship II. Fisher College will adhere to the Massachusetts Board of Allied Mental Health and Human Services Professionals (262 CMR 2.00) specific standards and requirements guidelines located at <https://www.mass.gov/files/documents/2017/09/28/262cmr2.pdf>. Students will meet or exceed the minimum requirements as noted in the application for independent clinical licensure as a Massachusetts Licensed Mental Health Counselor.

The Massachusetts Board of Allied Mental Health and Human Services Professionals defines the Practicum as a distinctly defined, pre-Internship, supervised curricular experience that totals a minimum of 100 clock hours. A practicum provides for the development of clinical Mental Health Counseling and group work skills under supervision. A practicum may take place on the academic campus or in a Clinical Field Experience Site.

(1) Eligible applicants must demonstrate the completion of a pre-Master's degree Practicum that includes Supervised Clinical Field Experience and Direct Client Contact Experience. The Practicum must take place over a minimum period of at least seven weeks on the academic campus or in a Clinical Field Experience Site. The Practicum must include:

(a) 40 Contact Hours of Direct Client Contact Experience in Clinical Field Experience Sites conforming to the Mental Health Counseling scope of practice as defined under 262 CMR 2.02 or peer role plays and laboratory experience in individual, group, couple and family interactions;

(b) 25 Supervisory Contact Hours of supervision; of which:

1. a minimum of ten Supervisory Contact Hours must be Individual Supervision;
2. a minimum of five Supervisory Contact Hours must be Group Supervision with no more than ten supervisees in a group;
3. the remaining ten Supervisory Contact Hours may be Individual or Group Supervision.

(2) An internship is a distinctly defined, post-Practicum, supervised curricular experience that totals a minimum of 600 clock hours. An internship enables the supervisee to enhance clinical Mental Health Counseling skills and integrate professional knowledge and skills appropriate to the supervisee's initial professional placement. An internship provides an opportunity for the individual to perform all the activities that a regularly employed staff member in the setting would be expected to perform.

Eligible applicants must demonstrate the completion of a pre-Master's degree Internship which includes Supervised Clinical Field Experience and Direct Client Contact Experience. Where the Internship is conducted in the intern's place of employment, the Internship site must provide additional activities and supervision clearly delineated from the intern's usual work activities.

The Internship must include:

(a) 240 Contact Hours of Direct Client Contact Experience in Clinical Field Experience Sites conforming to the Mental Health Counseling scope of practice defined under 262 CMR 2.02;

(b) 45 Supervisory Contact Hours of supervision; of which:

1. a minimum of 15 Supervisory Contact Hours must be Individual Supervision;
2. a minimum of 15 Supervisory Contact Hours must be Group Supervision, with no more than ten supervisees in a group;
3. the remaining 15 Supervisory Contact Hours may be either Individual Supervision or Group Supervision.

(3) Practicum and Internship supervisees in a Clinical Field Experience Site may see clients only when there is an Approved Supervisor or Contract Supervisor on site. In the temporary absence of either, a supervisee may see clients so long as an Emergency Contact is on site.

(4) Supervisors must conduct regular evaluations of the Practicum and Internship supervisee's performance throughout the experience including a formal evaluation upon completion of the experience. Such evaluations shall include but not be limited to direct observation and review of process notes.

Practicum and Internship Placement

Requests for clinical field placement with specific supervisors, locations, or particular populations for practicum and internships are taken under consideration but cannot be guaranteed by Fisher College. Practicum and internship students must be prepared to provide their own transportation to clinical settings.

Practicum and Internship Agreements

Prior to the start of clinical practicum and internship assignments, students and supervisors will complete the Pre-Master's Practicum Agreement and Pre-Master's Internship Agreement form. The purpose of these forms is to clearly outline the following:

- location of field placement
- dates of the clinical placement
- notation of onsite hours per week
- level of placement (practicum, internship I, or internship II)
- identification of primary and secondary supervisors, their contact information, and licensure
- outline projected activities and responsibilities of the student
- review the responsibilities of site supervisors

The original copy of this signed agreement must be on file with the Program Director before the student may begin clinical work at the site. The student will receive a copy for their records, and it is the student's responsibility to give a signed copy to their

site supervisor. This agreement is for the entire practicum or internship period unless the student's responsibilities change significantly, in which case a new agreement would be required.

Evaluation of Clinical Student Competencies

The Evaluation of Clinical Student Competencies form is designed to provide feedback on counseling-related skills and behaviors from both clinical site supervisors and class instructors. Students must score at least a 3 on all sections of their evaluations. Ratings by on-site supervisors are considered by faculty in their final evaluations of clinical students each semester. Students who attain ratings of 1 or 2 on any section of the clinical evaluation will be required to complete a supplemental learning experience related to the identified deficit(s). These experiences will be tailored to the individuals' specific deficit(s). If clinical ratings have not improved by the next semester of clinical placement, the student will be placed on a formal individualized remediation plan. If a student were to obtain ratings of 1 or 2 in her or his last semester of required clinical placement, it is likely that the supplemental learning experience would include additional supervised clinical experience so that the deficit may be appropriately evaluated. The supervisee/student, clinical supervisor and Fisher College faculty all receive signed copies of this form. The original will be turned in to the faculty instructor and the program director for placement in the student's academic file.

Professional Organizations and Websites

All students in the psychology programs at Fisher College are strongly encouraged to consider student membership in one or more professional organizations at the state, regional, national, and/or international level. The opportunities these organizations provide include but are not limited to the opportunity to attend conventions, learn about new developments in the field, access published research, network with other professionals, enroll for low cost professional insurance, learn about employment openings, and post resumes.

The following organizations are popular ones for psychology students:

American Counseling Organization (ACA) www.counseling.org

American Mental Health Counselors Association (AMHCA) www.amhca.org

American Psychological Association (APA) www.apa.org

Association for Psychological Science (APS) www.psychologicalscience.org

International Association of Addictions and Offender Counseling (IAAOC) www.iaaoc.org

International Honors Society in Psychology (Psi Chi) www.psi.org

Massachusetts Mental Health Counselors Association (MAMCA) www.mamhca.org

National Board for Certified Counselors, Inc. (NBCC) <http://www.nbcc.org>

COURSES

PS501 - Counseling Theories

This course provides an exploration of counseling theories, including, but not limited to: client-centered, family systems, psychoanalytic, existential, cognitive/behavioral, and multicultural. Students are encouraged to begin developing a personal style and approach to counseling and to deepen their self-awareness of their own motivations, needs, strengths, and limitations as counselors. Issues of cultural diversity, through a counseling framework, will be applied. Students will connect theory and practice by applying counseling techniques through practical applications using role-plays and case studies.

PS502 – Psychopathology

This course explores the categories of psychopathology, using definitions presented in the DSM-V. Students will be exposed to the process of diagnosis, and will be encouraged to explore the strengths and limitations of our current diagnostic system. Treatments of psychopathology will be explored.

PS503 - Counseling Techniques

Students will develop a range of advanced counseling skills through experiential exercises, role-playing and/or actual counseling sessions. In addition to reviewing and practicing basic counseling skills, students will work on case conceptualizations, skill building, diagnostic interviewing, treatment compliance, and developing treatment plans for a variety of presenting problems. Simultaneously, students will be exploring the impact of their own biases and values while exploring their own personal counseling styles.

PS504 – Group Therapy

This course is designed to be a combination of group theory and process. Students will learn the dynamics of group therapy and will participate in a group therapy session. The course will review the current theories and models of group therapy, highlighting the different stages of groups, problem behaviors, and ethical issues related to group work. A live group therapy experience is required.

PS505 - Advanced Human Development

This course will explore human development across the life span, focusing on cognitive, biological, and emotional development. Specific developmental periods such as childhood, adolescence, and stages of adulthood will be examined. Developmental psychopathology will also be explored.

PS506 – Professional Orientation, Ethical and Legal Issues in Counseling

This course will examine issues in mental health practice with a particular emphasis on the complex relationship among legal, moral, and ethical principles. Students will be presented with professional dilemmas, ethical theories, case studies, and past and recent legal decisions impacting the counseling professions. The course will serve as an integrative professional development course by exploring relevant professional issues, controversies within current mental health practice, and all standards formulated by professional organizations, specifically the American Psychological Association and the American Counseling Association.

PS507 – Practicum

The Practicum experience is intended to provide Psychological Counseling students with 100 hours of practical experience in a counseling setting. Practicum placements must be approved in advance by the Professor of record. The student will receive on-site supervision as well as meet for a weekly supervisory seminar with a Fisher faculty member. The experience of the Practicum will provide the student with an introduction to the counseling profession as well as ongoing opportunities for student interns to interact with client individuals, families, or communities.

Note: Prior to participating in the practicum, students may be required to have a background check done. Based on the results of the background check, the College reserves the right to preclude students from participating in the practicum.

PS508 – Crisis Intervention and Disaster Mental Health

This course focuses on crises, emergencies, and identifying a model of crisis intervention for dealing with individuals in distress, specifically related to community-wide disasters and Individual crises. A major focus will be disaster mental health, and how the field of crisis intervention has evolved more recently to include responses to personal or community disasters. These crises may include suicide, homicide, sexual assault, school shootings, natural disasters, and terrorist events. Students will gain knowledge and skills useful in assessing, intervening, and referring individuals who are experiencing a variety of crises. Students will become proficient at identifying the client's mental state, moving the client away from crisis, and stabilizing his or her functioning.

PS509 - Career Counseling

This course introduces students to career counseling, including the history of career counseling and theories of career development. Students will explore career assessment tools and multicultural perspectives that relate to career counseling. Students will learn how career theory relates to practice in a variety of settings with diverse populations. The relationship

between career satisfaction and mental health will also be explored.

PS510 – Addictions

This course provides an overview of addictions, focusing primarily on alcohol, drugs, nicotine, and gambling. Students will explore the sociological, psychological, and biological bases of abuse and addiction, and the effects of substances on the brain and normal human functioning. The course will review the most commonly abused substances and the characteristics of individuals most likely to be at risk for abuse or addiction. Different theories of addiction will be analyzed, including the ongoing debate between the biological and social learning perspectives. Students will develop skills in assessment, diagnosis, treatment, and referral. Relevant government policy in the United States will be explored, focusing on social, cultural, historical, economic, and political contexts of addiction.

PS511 - Research and Evaluation

This course helps students understand and conceptualize research based on critical analyses of the current literature. Peer-reviewed articles will be used to illustrate applications of quantitative, qualitative, and mixed method approaches to research questions. Students will be asked to design their own research project and to understand the basic components of program evaluation.

PS515 - Social and Cultural Foundations

This course is designed to prepare counselors to work effectively with diverse clients. Diversity includes many aspects of identity, such as gender, race, ethnicity, sexual orientation, ability, religion and social class. Students will become familiar with their ethical responsibility to practice multicultural competence when working with all clients. This course will encourage self-awareness and personal reflection, as these are necessary components in understanding the role of power and privilege in society.

PS525 - Psychological Assess. & Techniques

This course provides students with an overview of current psychological assessment tools and techniques that may be used with a wide variety of clinical issues. Students will learn how to accurately interpret psychological assessments and understand their application to a variety of clinical issues. Many different assessment tools will be introduced, including intake assessments, cognitive tests, intelligence tests, personality tests, and assessments of self-harm.

PS612 - Counseling for Chronic Illness

This course will explore both mental and physical chronic illness. Students will focus primarily on psychological and sociological aspects of chronic illness, developing an understanding of how counselors will work with clients who are dealing with these issues. Additionally, the unique role of caregivers and other family members will be addressed. Students will also examine current systems and policies that support those with chronic illnesses.

PS620 – Psychopharmacology

This course introduces students to pharmacologic interventions used to treat various mental illnesses. Basic information in biological psychiatry and psychopharmacology will be presented. The primary focus of the course will be on the mechanisms of the brain, side effects, and indications for each medication.

PS621 - Death and Dying

This course introduces students to multiple theories regarding cognitive and affective reactions to death, dying, and grief. Students will learn how to work effectively with issues concerning death, dying, and grief. Personal assumptions, values, biases, attitudes, and reactions will be explored. Topics will include: traumatic events, disenfranchised grief, spirituality, and coping mechanisms, among others.

PS623 - Social Gerontology

This course provides an overview of the gerontology field with particular emphasis on the psychological, sociological, and biological aspects of aging. Topics will include: roles and relationships, ageism, chronic illness (physical and mental), end-of-life issues and diversity within the aging population, among other topics. Research on aging populations will be explored.

PS633 – Psychological Trauma Across the Lifespan

This course is an overview of the development of fashion from its origin to the twenty-first century. Emphasis is placed on the importance of values, customs, and timing in the recurrence of style. By examining fashion from socio-economic, religious, political, and aesthetic influences, students will learn how fashion can be viewed as a cultural marker of societies and how garments and accessories reflect the changing world in which we live in.

PS660 - Psychology Internship I

The Internship I experience is intended to provide Psychological Counseling students with 300 hours of advanced practical experience in a counseling setting. Internship placements must be approved in advance by the Professor of record. The student will receive on-site supervision as well as meet for a weekly supervisory seminar with a Fisher faculty member. The experience of the Internship will provide the student with additional clinical practice, as well as ongoing opportunities for student interns to interact with client individuals, families, or communities.

Note: Prior to participating in the Internship, students may be required to have a background check done. Based on the results of the background check, the College reserves the right to preclude students from participating in the internship.

PS661 - Psychology Internship II

The Internship II experience is an extension of Internship I. It will provide Psychological Counseling students with an additional 300 hours of advanced practical experience in a counseling setting. The setting may be the same or different from Internship I. Internship placements must be approved in advance by the Professor of record. The student will receive on-site supervision as well as meet for a weekly supervisory seminar with a Fisher faculty member. The experience of Internship II will provide the student with additional clinical practice, as well as ongoing opportunities for student interns to interact with client individuals, families, or communities.

Note: Prior to participating in the Internship, students may be required to have a background check done. Based on the results of the background check, the College reserves the right to preclude students from participating in the internship.

FACULTY

Alicia Vitagliano, PhD, LMHC

Program Director

Associate Professor of Psychology

avitagliano@fisher.edu

617-670-4464

Office location: 108-53



