

FISHER COLLEGE

**STUDENT
HANDBOOK
AND CATALOG**
ACADEMIC YEAR 2022-2023

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

MESSAGE FROM THE PROGRAM DIRECTOR

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

The curriculum within the graduate program is specifically designed to provide students from a variety of backgrounds the opportunity to prepare for a range of careers in the fields of psychology and counseling. Students will learn from knowledgeable and committed faculty who have a vast array of clinical and professional experiences allowing them to give real-world examples and bring the concepts and material to life. We provide an educational experience through which you will acquire the knowledge, skills, and dispositions to improve your own lives and in turn the lives of the people and communities you serve. We look forward to assisting you to 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 offers a general program or students may select one of two tracks; Trauma or Addictions Counseling. The program trains students to be ethical, multiculturally oriented, competent scholar practitioners. Successful completion of this degree prepares graduates for mental health counseling licensure in Massachusetts and in other states. We also offer a Certificate in Addictions that can be taken by post-baccalaureate or post graduate students.

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,

Marc Wilson

Marc Wilson, Ph. D
Professor and Program Director

TABLE OF CONTENTS

MESSAGE FROM THE PROGRAM DIRECTOR.....	2
GENERAL INFORMATION	5
Mission	5
Historical Background.....	5
College-Wide Learning Outcomes	5
Accreditation Status	5
Nonprofit Status	5
Graduate and Professional Studies Admissions Information.....	6
GRADUATE AND COLLEGE POLICIES	6
Admissions Requirements	6
International Applications	7
Transfer Credit Policy	7
Graduate Degree Requirements.....	7
Grading System.....	8
Time Limit for Degree Conferral	8
Degree Conferral	8
Participation in Commencement.....	8
Incomplete Grades	8
Attendance Policy.....	8
Repeating a Course.....	9
Course Withdrawal	9
Leave of Absence Policy.....	9
Voluntary Withdrawal from the College	9
Administrative Withdrawal from the College.....	9
Re-Enrollment Following Voluntary Withdrawal from the College	9
Satisfactory Academic Progress.....	9
Re-Enrollment Following Academic Dismissal	10
Advisory Regarding Internet Sites and Other Blogs	10
Financial Aid	10
Financial Information.....	11
Schedule of Charges	11
Veterans/Military Educational Resources	13

Family Educational Rights and Privacy	15
Fire Safety (Boston Campus)	17
Student Code of Conduct	17
College Property	17
Alcohol and Drug Policy.....	17
Smoking & Tobacco	18
Fisher College Policy on Credit Hours	18
Class and Homework Expectations	18
Credit Hour Chart for 12-week Semester	18
PROGRAM INFORMATION	19
General Degree.....	19
Professional and Legal Requirements	20
Pre-Master's Degree Clinical Field Experience Requirements	21
Professional Organizations and Websites	23
COURSES.....	24
FACULTY	28
ACADEMIC CALENDAR.....	29

GENERAL INFORMATION

Mission

Fisher College improves lives by providing students with the knowledge and skills necessary for a lifetime of intellectual and professional pursuits. Motto Ubique Fidelis: “Everywhere Faithful”

The graduate psychology program embodies this mission by providing students an educational experience through which they will acquire the knowledge, skills, and dispositions to improve their own lives and in turn the lives of the people and communities they serve. Towards this end, we have built an educational experience that is highly experiential, values inclusivity, and engenders a deep sense of community.

Graduates of the program will be fully prepared to begin and enhance their careers in the mental health professional and beyond.

Program Philosophy

The program takes a broad view of the fields of psychology and counseling, incorporating a diverse range of perspectives and approaches. The overarching theme of the program centers on promoting the development of a professional identity as a helper or counselor. This involves encouraging students’ understanding that being a helper or counselor is something that they are, not just something that they do. The program supports the development of this identity by creating a safe space for students to engage in a process of self-reflection to develop insight and awareness about their own personality, learn how to bring this personality into professional relationships, and experience their own vulnerability as they come to understand their personal strengths and growth areas.

To achieve this vision, our online courses make extensive use of synchronous and asynchronous video collaboration to allow students to connect on a more direct and immediate level with both their peers and their instructors and to facilitate a greater sense of community within the program. Several required courses in the 60-credit degree program are taught in-person on campus. The program creates an authentic learning environment in which students learn how to apply the theories and techniques through role-play simulations allowing them to experience the helping process from the perspectives of the helper and of the client.

Historical Background

For more than a century, Fisher College has met its founders’ call to move lives forward through education. Firmly established in the great collegiate center of Boston, Massachusetts, Fisher College provides opportunities for students of all ages and experiences. The hallmark General Information 3 of the Fisher story is its embrace of change. The College is keenly aware of developments in instruction and technology as well as the evolving role of higher education institutions. Fisher has continually responded by delivering pragmatic and focused programs. Reinforced by a unique student-centered philosophy, Fisher endures, and serves this and future generations.

College-Wide Learning Outcomes

Because of its commitment to academic excellence, the College requires that its graduates have demonstrated competencies in written and oral communication; computational skills; critical thinking and research skills; technological literacy; civic responsibility; and racial, ethnic, and cross-cultural understanding. Toward this end, each student is provided the opportunity to demonstrate the following competencies, abilities, and interests:

- Effective communication skills, including the abilities to speak and write cogently, and to conduct research demonstrating information literacy.

- The ability to understand and apply basic analytic-mathematical operations and to make logical inferences from quantitative data.
- Critical-thinking skills to organize and process information and to formulate effectively reasoned conclusions.
- Self-awareness and confidence, and the recognition of one's role and responsibility in an individual, social, civic, and moral context.
- An understanding of the multicultural values within a diverse American and global society sufficient to enable the student to interact collaboratively with others of a different culture.
- Learning skills necessary for lifelong personal and professional development.

Accreditation Status

Fisher College is accredited by the New England Commission on Higher Education (NECHE). In the Graduate and Professional Studies, the Health Information Technology program and the Health Information Management program are both accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The College's Business and Management programs are accredited with the International Accreditation Council for Business Education (IACBE).

Nonprofit Status

Founded in 1903, Fisher College is a nonprofit educational institution approved by The Department of Higher Education of the Commonwealth of Massachusetts.

Graduate and Professional Studies Admissions Information

Local Phone Number: 508-699-6200

Toll Free Number: 866-309-6539

For Graduate Programs: graduate@fisher.edu

GRADUATE AND COLLEGE 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 electronically or 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:**
 - An undergraduate degree with a cumulative GPA of 2.7 or higher is preferred. Applicants with less than a 2.7 GPA will be considered for admission on an individual basis.
- **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:** Relevant undergraduate coursework may be considered in the admission decision process although no specific undergraduate degree is required.
- **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.

- **Interview Requirement:** For students applying directly to the Master of Arts in Counseling Psychology 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, although applicants may request an informational interview.
- **Essay:** A personal statement is required of all applicants. We would like to know about you and your interest in working in the mental health field. Please address the following questions to the best of your ability. Please give careful thought to your answers. Consider these formal essays, paying attention to clarity of thought, grammar, and punctuation.
 1. Tell us about your interest in working in the mental health field. Is your career goal to become a licensed mental health counselor? (It's ok if you are not sure yet.) If yes, when did you first start thinking about becoming a counselor? With whom have you discussed this and what were their reactions? If you are not considering becoming a licensed counselor, please describe your career plans and how this degree will assist you in achieving that goal.
 2. With what types of client groups (children, teens, adults, couples, etc.) or client issues (depression, trauma, sexual dysfunction, eating disorders, etc.) have you thought about working? What types of settings are you interested in working (private practice, community mental health centers, hospitals, schools, prisons, etc.) (It's ok if you are not sure yet.)
 3. What personal experiences motivate you to want to help people?

International Applications

In addition to the general admissions requirements, international applicants must also meet the following minimum qualifications to be considered for unconditional admission to the program.

- Testing Requirements*
 - TOEFL internet-based test score: 80
 - TOEFL computer-based test score: 210
 - TOEFL paper-based test score: 550
 - IELTS band score: 6.5
- Official English translations of all required academic documents

A notarized, current bank statement verifying that the student has a minimum of \$51,000 U.S. dollars in a cash account available for his or her use. If the bank account is not in the student's name, then a notarized letter of support should accompany the notarized bank statement from the holder of the account. Most consulates around the world require the student is able to pay for his or her entire program of study.

**Required from candidates whose native language is not English and who have not earned a bachelor's or master's degree from a U.S., U.K., Canadian, Australian, or New Zealand college or university.*

Transfer Credit Policy

- Students may apply not more than nine applicable graduate credits transferred from another regionally accredited graduate program with a minimum grade of B- to the 30 credit degree, 15 credits for the 60 credit degree. Official transcript required.
- Course work must align with requirements of the program to be accepted.
- NOTE: Students who choose to switch or continue their students from one degree or certificate to another, may use all Fisher College credits earned for the subsequent degree or certificate as they apply.

Graduate Degree Completion 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 with no more than 1 course grade of C. Grades in the Field Experience courses must be no lower than B-.
- 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

**A grade of C or higher is considered passing.*

Time Limit for Degree Conferral

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, School of Graduate 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 for graduate students to participate in. Students in the program with no more than two classes remaining (not including classes currently in progress) are eligible to walk at commencement.

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 Assistant Dean, 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 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. Please consult course syllabi for specific course attendance policies.

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, School of Graduate 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.

Course Withdrawal

- 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 Assistant Dean, School of Graduate Studies.
- 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 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, School of Graduate 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 four times a year after each academic term. A student's failure to meet SAP standards may result in academic dismissal.

30 Credit Programs:

- Students achieving a **term** GPA of 2.7 or lower during any academic term will be placed on academic probation.
- Students with a cumulative GPA between 2.1 and 2.7 will be placed on academic probation.
- Students with a cumulative GPA of 2.0 or lower will be academically dismissed.
- Students who do not achieve the graduation GPA of 3.0 or higher after the completion of 15 credits will be academically dismissed.
- Students who fail a course have the opportunity to re-take that course one time. Subsequent failure of that course or failure of a second course will result in academic dismissal.

60 Credit Programs:

- Students achieving a **term** GPA of 2.7 or lower during any academic term will be placed on academic probation.
- Students with a cumulative GPA between 2.1 and 2.7 will be placed on academic probation.
- Students with a cumulative GPA of 2.0 or lower will be academically dismissed.
- Students who do not achieve the graduation GPA of 3.0 or higher after the completion of 30 credits will be academically dismissed.
- Students who fail a course have the opportunity to re-take that course one time. Subsequent failure of that course or failure of a second course will result in academic dismissal.

Re-Enrollment Following Academic Dismissal

Under certain circumstances, a student who has been academically dismissed may petition for re-enrollment to the Assistant Dean, School of Graduate 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. Students who are re-admitted after being academically dismissed must maintain a GPA of at least 3.0 each term.

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 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.

Financial Aid

Fisher College provides financial aid to eligible students, as determined through the Free Application for Federal Student Aid (FAFSA), which must be filed each year. To be eligible, a student must meet all of the required criteria and have demonstrated financial need.

Financial Aid Sources

For a full listing of available financial aid, please visit www.fisher.edu/financial-aid.

Policies and Procedures

For a listing of financial aid policies and procedures, please visit www.fisher.edu/admissions/financial-aid/policies-procedures.

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 a 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).

Financial Aid Disclosures

In accordance with federal regulations set forth by The Higher Education Act of 1965, certain student consumer information must be made available to all students at Fisher College. The Fisher College Bi-annual Right to Know Information Notification is distributed to enrolled students and employees after the 1st week of classes during both the Fall and Winter semesters (September and January terms). For a listing of financial aid disclosures and consumer information, please visit www.fisher.edu/disclosureconsumerinformation.

Financial Information

For the most up-to-date information regarding required fees and associated fees, please visit www.fisher.edu/bursar. All financial obligations must be met prior to registration for classes. Payment may be made by cash, check, money order, wire transfer, or credit card (MasterCard, American Express, Visa, or Discover). Tuition charges are payable in advance for the entire term, and may be made online through the Fisher College web page, <https://www.fisher.edu/student-life/bursar/make-a-payment>, unless alternative arrangements are made. The Board of Trustees reserves the right to adjust charges in accordance with changing costs of operation.

The student is responsible for a full term of education's charges. The only exception will be if a monthly payment plan was set up online with our outside agency prior to the beginning of each term. A student whose payments have not been made may not be allowed to attend classes, to use any College services, to take examinations, to participate in graduation, to have transcripts sent, or to receive grades or a degree. If the College refers a delinquent account to a collection agency, these costs, plus all expenses associated with the collection effort, will be due and payable. Please refer to the Fisher College website for details.

Schedule of Charges

Tuition and Fees

Estimated costs for 2022-2023 Academic Year:

Tuition Per Credit Hour*	\$773.33
Tuition for three-credit course	\$2,320
Tuition for 30 credit online program total	\$23,200
Tuition for Counseling Psychology 60 credit program	\$46,400

Optional Fees (60 credit program only)	
Room and Board	<p>\$17,340 *** Please note that a meal plan is included but dining hall service is only available according to the following schedule. This plan is based on a dollar amount, so allotted funds need to be used during the below dates. *** Limited supplemental meal plan is available for purchase beginning Monday May 15, 2023.</p> <p>Fall Term Dining begins on September 5, 2022 Dining is closed November 21, 2022 through November 27, 2022 Dining closes for Fall term on December 17, 2022</p> <p>Winter Term Dining begins on January 15, 2023 Dining is closed March 4, 2023 through March 12, 2023</p> <p>Spring Term Dining closes for Spring term on May 13, 2023</p>
Housing Deposit	\$550
Dorm Activity Fee	\$50

*College offers 30 and 60 credit programs

Refund Schedule

Students who terminate enrollment, including voluntary withdrawal, illness, suspension, or dismissal, may be eligible for a refund. Students with financial aid awards, however, may owe a balance repayment of federal and state grants and loans (see Financial Aid Refund Policy hereafter). If a student is entitled to a refund, refunds will be determined based on the refund schedule below. Financial Aid may be applied to all or part of the charges depending upon the date of withdrawal during the semester.

Graduate Studies Refund Schedule

Prior to Add/Drop 100%

After Add/Drop	0%
Class canceled	100%

Graduate Housing

Prior to Add/ Drop	100%
After Add/ Drop	0%

**The withdrawal date is the date the written notice is received by the Office of the Registrar. Refunds will be processed via Refund Request Forms or in the appropriate Refund section on the website. The student must submit his or her notice of withdrawal in writing to the Office of the Registrar.*

Student Accounts Placed with a Collections Agency

It is the policy of the College to work with the student to resolve an outstanding balance on a student account. If a student account remains delinquent, the Bursar's Office may place the student account with a third-party collections agency. The outstanding balance of the student account and all costs and fees associated with the collections effort will be due and payable by the student. Students placed with a third-party collections agency may not be allowed to enroll in College courses, attend classes, take examinations, receive grades or transcripts, attend graduation exercises, live in campus housing, or participate in College activities or sports.

Veterans/Military Educational Resources

Fisher College has been consistently recognized as a military-friendly institution, and G.I. Jobs named Fisher College as a Top Military-Friendly School since 2011. Students are given access to the right tools and resources, like live sessions and tutoring via webcam, to keep them connected and ensure their success.

Fisher College is a member of Service members Opportunity Colleges (SOC). Military and professional training as well as prior college course work, CLEP, DANTES, and DSST exams can qualify for college credits.

To learn more regarding veteran affairs at Fisher College including the topics listed below, please visit <https://www.fisher.edu/admissions/gps/military>.

- General information
- Veterans education
- Certification of enrollment
- Student responsibilities
- Student academic progress (SAP)
- Benefits
- Commendations and complaints

Post 9/11 GI Bill® Information

The Department of Veteran Affairs is now accepting and processing applications for the Post-9/11 GI Bill®, which went into effect August 1, 2009. This new GI Bill® is for individuals with at least 90 days of aggregate service on or after Sept. 10, 2001, or individuals discharged with a service-connected disability after 30 days. Individuals must have received an honorable discharge to be eligible.

The program benefits may include:

- Tuition and fees paid directly to the school, not to exceed the maximum in-state tuition and fees at a public institution of higher learning;
- A monthly housing allowance;
- An annual books and supplies stipend of \$1,000, paid proportionately based on enrollment, and;
- Other benefits such as college fund ("kicker") payments, a rural benefit payment, and/or a Yellow Ribbon benefit.

To be 100% eligible for the benefit, you must have served an aggregate of 36 months of active duty service, or have been discharged for a service-connected disability after 30 days of continuous service. (Active duty service time required by graduates of a Service Academy or ROTC does not count toward the 36 months needed for full time benefits).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

Servicemembers Opportunity College (SOC)

Fisher College has been designated as an institutional member of Servicemembers Opportunity Colleges (SOC), a group of more than 1800 colleges and universities providing voluntary postsecondary education to members of the military throughout the world. As an SOC member, Fisher College recognizes the unique nature of the military lifestyle and is committed to easing the transfer of relevant course credits, while crediting learning from appropriate military training and experiences. SOC has been developed jointly by educational representatives of each of the armed services, the Office of the Secretary of Defense, and a consortium of 12 leading national higher education associations.

Veterans Educational Assistance Program (VEAP)

Veterans and active duty military who qualify for Educational Assistance for Veterans (new GI Bill®), Chapters 106 and 30, or for the Educational Rehabilitation Program, Chapter 31, or for the VEAP Program, Chapter 32, may obtain information from the Office of the Registrar or the Office of Financial Aid.

Reserve Officers' Training Corps (ROTC)

While at Fisher College, students wishing to participate in the U.S. Army ROTC may join students from at least six other colleges participating through Boston University. The program is open to full-time students enrolled at the College. Students interested in taking Army ROTC classes should contact the Office of the Registrar. For information about ROTC scholarships, contact the Recruiting Officer in the Department of Military Science at Boston University at 617-353-4025 or 617-353-4026 or by visiting 128 Bay State Road. For information regarding ROTC at Fisher College, please contact the Office of Admissions at 617-236-8818.

Benefits

In accordance with Sec. 103 of The Veterans Benefits and Transition Act of 2018:

Fisher College permits any *covered individual** to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Fisher College **does not** penalize Chapter 31 or 33 students if/when the VA is late making payments. Fisher College **does not** have any policies in place that would do any of the following while waiting for VA payments:

- Prevent enrolling
- Assessing a late penalty fee
- Requiring alternative or additional sources of funding
- Denies access to school resources

In order to prevent outstanding student accounts, Chapter 31 or 33 students must:

- Submit a COE or Statement of Benefits by the first day of classes
- Submit a written request to be certified
- Provide any additional information needed for certification

For questions or concerns regarding your Veterans Benefits, please contact the Fisher College VA School Certifying Official (SCO), Collen Woods, at cwoods@fisher.edu or 617-670-4527.

A **covered individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill® benefits.*

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

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:

- 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 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 or the College website. 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.)

Student Code of Conduct

All students are responsible for reviewing and adhering to the Fisher College Code of Conduct which can be found on the College website: <https://www.fisher.edu/about/institutional-information>.

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.

Alcohol and Drug Policy

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.

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.

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

Class and Homework Expectations

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

Credit Hour Chart for 12-week Semester

Graduate 12 week – 3 credit course					
	Classroom Instruction	Online Instruction	Homework/Out-of-Class	Total Per Week	Total 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
----------	---	------	-----	-------	-----

*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.

PROGRAM INFORMATION

General Degree

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 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

The Master of Arts in Counseling Psychology 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 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 classes and at their practicum and internship locations.

This program is 20 courses and is taken in a hybrid format with some courses offered in person as part of the requirements. The program requires a minimum of 2 years of study to complete.

There are 14 course courses, 3 clinical courses, and 3 electives.

Students may choose to take the general program may take any available electives to fulfill their degree. Students who choose one of the following tracks will take the required electives as noted below:

Trauma Track:

PS621 Death and Dying

PS623 Social Gerontology

PS633 Psychological Trauma Across the Lifespan

Addictions Counseling Track

Students who complete this track will be eligible for the Licensed Alcohol and Drug Counseling I and II exams in Massachusetts and several other states.

PS535 Health and Wellness Practices for Recovery

PS540 Evidence based Practices for the Treatment of Addiction

PS625 Motivational Interviewing

Students 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 program prior to the conferral of their Master of Arts in Psychology; Mental Health Track degree.

Professional and Legal Requirements

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, 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 program prepares graduates for mental health counseling licensure in Massachusetts and in other states. The Fisher College Master of Arts in Counseling Psychology 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**.

Students who complete the Addictions Counseling track will have the opportunity to apply or the **Massachusetts Licensed Alcohol and Drug Counselor I (LADC I)**. After completion of this program graduates will also be academically eligible to sit for the International Certification & Reciprocity Consortium's (IC&RC) exam for Advanced Alcohol and Drug Abuse Counselors. With a passing score on the IC&RC exam and 2,000 hours of addiction counseling services, students can then apply for **Certified Alcoholism/Drug Abuse Counselor – Advanced II (CADAC-II)** certification.

Those who achieve the CADAC-II or CADAC-I will have reciprocity with approximately 45 states, the District of Columbia, Guam, all branches of the military, Indian Health Services, and the 15 international locations who recognize IC&RC certification.

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 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 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 program are required to enroll in the following courses: Practicum, Internship I and Internship II. Students must have completed or be concurrently enrolled in all required core courses before beginning the practicum and internship courses.

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. The Massachusetts Board of Allied Mental Health and Human Services Professions definition applies here. "A site providing pre- and post- Master's clinical field experience training that is a public or private Recognized Educational Institution or health or mental health institution regulated by the state, or other appropriate entity regulated by the state or otherwise exempt from regulation, that has integrated programs for the delivery of clinical Mental Health Counseling and has established provisions for appropriate supervision. A Clinical Field Experience Site does not include individual private practice or group private practice."

(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.psichi.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 must have completed or be concurrently enrolled in all required core courses and 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.

PS530 – Ethical and Legal Issues in Addictions Treatment

This course addresses the legal and ethical considerations when treating clients with addiction disorder(s). Students will examine and evaluate issues related to confidentiality, ethical standards of behavior, career development, mandated reporting, and clients' rights and responsibilities. Other relevant material pertaining to standards and scope of practice are covered.

PS535 - Health and Wellness Practices for Recovery

Students will explore best practices for assisting clients in their recovery journey. This includes helping clients evaluate and analyze their mental, physical, and emotional health choices. Using stages of change theory, students will develop treatment plans to support recovery efforts and relapse prevention across a variety of domains.

PS540 - Evidence-Based Practices for the Treatment of Addictions and Co-occurring Issues

In this course, students will examine how clients with co-occurring disorders have received treatment for addictions and mental health. Students will be exposed to integrated treatments that include family interventions, behavioral therapies, self-help, and medication assisted treatments. They will review the current DSM criteria for substance-related and addictive disorders as well as mental health diagnoses and in turn will be assessing the strengths and weakness of various screening and assessment tools and inventories. Additionally, students will critique the effectiveness of contemporary evidence-based treatment and integrated intervention treatment modalities.

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.

PS625 – Motivational Interviewing

Motivational Interviewing is an evidence-based counseling technique to evoke intrinsic motivation for positive behavioral change. This course will familiarize students with the history, theories, principles, and skills of Motivational Interviewing within individual and group settings, which includes addictions, wellness initiatives, and treatment compliance. This client centered treatment intervention will focus on hands-on experience via role-plays, presentations, case studies, and literature reviews.

PS630 – Psychoactive Drugs, Abuse, and Addictions Treatment

This course introduces students to the study of neuroscience, pharmacokinetics, and pharmacodynamics. These disciplines are expanded upon and more fully analyzed to decipher how recreational, elicit, and psychotherapeutic medications affect the body. Special attention is paid to how pharmacological agents are applied at different phases of treatment (withdrawal, maintenance, and relapse prevention) and their use for the treatment of co-occurring disorders.

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 must have completed or be concurrently enrolled in all required core courses and 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 must have completed or be concurrently enrolled in all required core courses and 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.

PS690 – Psychology Internship in Addictions Counseling

The Internship in Addictions Counseling will provide students with a minimum 300 hours of advanced practical experience in an addictions counseling setting. The student will receive on-site supervision as well as meet for a weekly seminar with a Fisher College faculty member. Students will gain additional clinical practice, as well as ongoing opportunities to interact with individuals, families, groups, or communities. The core 12-counselor competencies will be implemented when working with clients at the internship and during the seminar.

Note: Prior to participating in the Internship, students must have completed or be concurrently enrolled in all required core courses and 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

Marc Wilson, Ph. D.

Program Director

Professor of Psychology

marc.wilson@fisher.edu

617-670-4464

Office location: 108-53

Joseph Lemieux, LMHC, LADC1, Ph.D. Candidate

Assistant Professor

Director of Clinical Training for Graduate Studies in Psychology

jlemieux@fisher.edu

Office location: 108-53

Jennifer Weiner, Ph.D.

Professor

Professor of Psychology

jweiner@fisher.edu

Office location: 118-51

ACADEMIC CALENDAR

12- Week Graduate Schedule (Boston Campus based MBA, MA in Psychology and MA in Counseling Psychology)

Fall 2022

Tuesday	September 6	Classes Begin
Saturday	September 10	Add/Drop Period Ends
Monday	October 10	Indigenous Peoples Day - No Classes
Friday	November 11	Veterans Day - No Classes
Friday	November 11	Last Day to Withdraw from Classes
Monday-Sunday	November 21-27	No Classes for Thanksgiving Holiday
Friday	December 2	Last Day of Classes

Winter 2023

Monday	January 9	Classes Begin
Saturday	January 14	Add/Drop Period Ends
Monday	January 16	Martin Luther King Day
Monday	February 20	Presidents' Day - No Classes
Friday	March 10	Last Day to Withdraw From Classes
Friday	March 31	Last Day of Classes

Spring 2023

Monday	April 10	Classes Begin
Saturday	April 15	Add/Drop Period Ends
Monday	April 17	Patriots Day - no classes
Friday	June 9	Last Day to Withdraw from Classes
Friday	June 30	Last Day of Classes
Saturday	May 13	Commencement (full college)
Thursday	June 29 (tentative)	Graduate School Reception

