

# CLINICAL COUNSELING PSYCHOLOGY

*The premier graduate-level clinical counseling psychology program  
in the nation specializing in Cognitive Behavioral Therapy.*



GRADUATE STUDIES  
ASSUMPTION COLLEGE

Light the way.



“Employers know that graduates of this program are highly competent and effective counselors.”

– **KATIE ADAMSON '13**  
MENTAL HEALTH CLINICIAN  
CHILDREN'S FRIEND, WORCESTER, MA

“Employers know that graduates of this program are highly competent and effective counselors.

Students learn everything required to hit the ground running as effective clinicians, including comprehensive preparation for the LMHC licensure exam and rigorous training in treatment planning and CBT techniques.

The quality is superior. Self belief is a crucial element of being a successful mental health clinician and this program inspires confidence.

It was excellent preparation for launching my career.”

**ASSUMPTION COLLEGE  
NATIONAL RECOGNITION**

- Recognized as one of the best colleges in the U.S. according to *The Princeton Review* in its annual “Best 380 Colleges” listing.
- Ranked in the top tier of *U.S. News & World Report's* “2017 Best Colleges” ratings of approximately 200 universities in the North that offer bachelor's and master's degrees.

A Premier Program at an Affordable Cost

**MASTER OF ARTS (M.A.) IN CLINICAL COUNSELING PSYCHOLOGY**

On behalf of my colleagues in the Clinical Counseling Psychology program, I offer you a warm welcome. As you consider Assumption's Master of Arts (M.A.) in Clinical Counseling Psychology, you'll find we provide unique advantages to help you advance your career as a mental health professional. You are assured of learning from highly skilled psychologists who are committed to both excellent clinical practice and the advancement of cognitive-behavioral therapy research. The depth and array of quality courses is impressive, as is the willingness of our faculty to help you develop your professional expertise.

**The Distinctive Advantages of Assumption's Clinical Counseling Psychology Program**

- Assumption has the only **M.A. offering a fully integrated curriculum based in cognitive-behavioral therapy (CBT)** in the United States.
- Qualified students are **awarded generous Graduate Fellowships** with 30 credits of tuition remission.
- The 60-credit program prepares graduates to **meet the educational requirements for licensure as a Mental Health Counselor** in Massachusetts and most other states.\*
- You **choose four electives**, which provides flexibility to focus on your personal interests and counseling goals.
- **Optional concentrations** are available in **Cognitive-Behavioral Therapies** and **Child and Family Interventions**.
- The **Aaron T. Beck Institute for Cognitive Studies** at Assumption College attracts CBT practitioners from around the globe to present at and attend workshops and lectures on campus. Students attend these events free of charge.
- All **faculty bring extensive clinical experience** to the classroom, and full-time faculty also have impressive research credentials.
- The program can be **completed in two years**.
- **Sought-after practica/internships in Worcester**, a city renowned for health care, are key components of the program.

Assumption Clinical Counseling Psychology graduates possess the knowledge and practical expertise to become leaders in the mental health profession. We look forward to helping you enhance your career.

*Leonard A. Doerfler*

**LEONARD A. DOERFLER, PH.D.**

PROFESSOR AND DIRECTOR, CLINICAL COUNSELING PSYCHOLOGY PROGRAM  
DIRECTOR, AARON T. BECK INSTITUTE FOR COGNITIVE STUDIES AT ASSUMPTION COLLEGE  
DIPLOMATE AND FELLOW, ACADEMY OF COGNITIVE THERAPY  
FELLOW, ASSOCIATION FOR BEHAVIORAL AND COGNITIVE THERAPIES  
ADJUNCT PROFESSOR OF PSYCHIATRY, UMASS MEDICAL SCHOOL

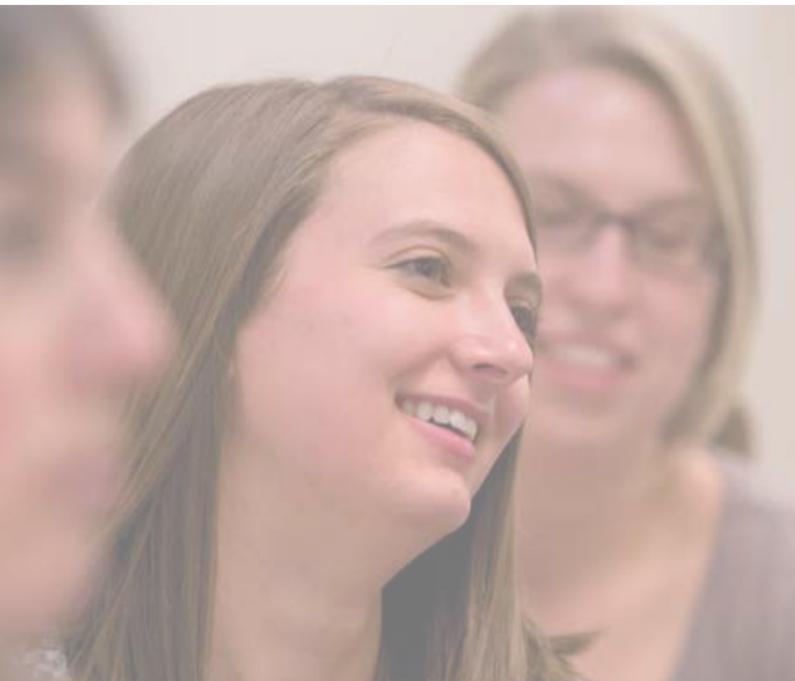
\*Assumption cannot guarantee licensure and students are responsible for monitoring of the licensing requirements.



## A Mark of Distinction

Dr. Aaron T. Beck is recognized as one of the pioneers and founders of cognitive therapy; and the Aaron T. Beck Institute for Cognitive Studies at Assumption College enjoys his active support and involvement. It is the only such institute in the northeast, and a unique attribute of the Assumption Clinical Counseling Psychology program. The Institute presents workshops and lectures offering intensive instruction in clinical topics that attract practitioners from around the region – and Assumption clinical counseling psychology students attend at no additional cost. Dr. Leonard Doerfler, director of the Institute, has organized presentations from internationally known psychologists and psychiatrists who address research and therapeutic developments in cognitive therapy, as well as ethical and moral issues faced by therapist and clients. Dr. Beck himself has visited campus several times to lecture on cognitive therapy and to meet with the program’s faculty and graduate students.

**AARON T. BECK**  
**INSTITUTE**  
FOR COGNITIVE STUDIES  
ASSUMPTION COLLEGE



“...the premier program for master’s level professionals in the country”

– AARON T. BECK, M.D.

EMERITUS PROFESSOR  
DEPARTMENT OF PSYCHIATRY,  
UNIVERSITY OF PENNSYLVANIA

DIRECTOR  
CENTER FOR THE TREATMENT  
AND PREVENTION OF SUICIDE

“The Clinical Counseling Psychology program at Assumption College is without a doubt the premier program for master’s level professionals in the country.

It provides in-depth training in the most advanced empirically supported therapies, including cognitive-behavior therapy.

Individuals taking this program are essentially assured offers of positions upon graduation.”

## The Foundation for Your Career

Our mission is to educate you for a rewarding career as a mental health counselor in the field today, and to prepare you to meet the challenges of the future. The Clinical Counseling Psychology program synthesizes theory, practice and research to help you develop the conceptual tools and practical skills required to become an effective counselor in this changing field.

### The program is built on a set of competencies in 5 major domains:

1. competence in developing an interpersonal relationship with clients and clinical supervisors;
2. competence in clinical assessment;
3. competence in implementing evidence-based interventions;
4. competence in evaluating psychological research in domains that contribute to the practice of mental health counseling; and
5. ethical and professional conduct in relationships with clients, faculty, and colleagues.

### A Robust Curriculum

The 60-credit curriculum includes both didactic and experiential learning components that are designed to provide you with the kinds of skills that are important now and in the future. The entry-level courses provide a broad overview of influential theories, models, and research findings that have shaped the field of clinical counseling psychology. After you have completed these courses, you will have a comprehensive understanding of the field. The advanced counseling courses help you develop and master specialized skills in cognitive-behavioral therapy (CBT). Courses focus on the effective treatment techniques and procedures for conditions such as depression and anxiety. Internships and practica enable you to apply your CBT knowledge and skills to common mental health problems in a variety of settings.

### An Outstanding Faculty

Our faculty members are committed to ensuring your success as a therapist. They have a wealth of clinical experience in mental health settings including hospital-based inpatient units and outpatient mental health clinics, nonprofit community agencies, special school-based programs, and private practice. They are knowledgeable in developing and directing mental health programs and working in managed care settings.

### Why Cognitive-Behavioral Therapy is So Crucial and Relevant for Today’s Clinician

The Assumption curriculum fully integrates CBT theory and practice in addressing common clinical problems like aggressive behavior in children, ADHD, depression, anxiety, and substance abuse.

CBT and other evidence-based treatments have repeatedly proven their effectiveness in clinical settings throughout the United States and around the world.

For a number of the most common mental health conditions, CBT has proven to be the most effective treatment. As a result, CBT is increasingly being recognized, promoted and reimbursed by federal healthcare-policy makers, insurance companies and HMOs. The domino effect is that employers are actively seeking skill-based counselors with practical cognitive therapy experience.



Employers actively seek skill-based counselors with practical cognitive therapy experience.

# Assumption Opportunities For You

## Graduate Fellowships

Up to 10 Graduate Fellowships are offered annually to students who have strong academic records. Tuition waivers are granted for 30 credits. Graduate Fellows work closely with a Clinical Counseling Psychology program faculty mentor for two semesters on advanced psychological research. This experience is particularly beneficial for students who expect to apply to a doctoral program in clinical or counseling psychology, as recent Assumption graduates have done.

A Fellowship also provides opportunities for contact with local community agencies and professionals which can be valuable in exploring practicum and internship sites as well as career opportunities. Recent Fellows have conducted research here at Assumption College as well as Hector Reyes House, Children's Friend, St. Vincent Hospital, and the University of Massachusetts Medical School.

*To read more about the Graduate Fellows' research, please visit [www.assumption.edu/cpfellows](http://www.assumption.edu/cpfellows).*



“One of a kind  
in preparing  
Master’s level  
students”

– **THOMAS H. OLLENDICK, PH.D.**

UNIVERSITY DISTINGUISHED  
PROFESSOR

DIRECTOR, CHILD STUDY CENTER,  
DEPARTMENT OF PSYCHOLOGY,  
VIRGINIA TECH UNIVERSITY

“Assumption’s Clinical Counseling Psychology program is one of a kind in preparing Master’s level students in cutting-edge assessment, treatment, and prevention practices. Students leave this program well-grounded in psychological science and evidence-based practices. One can only wish there were many more such programs.

Alas, there are not.”

“For my graduate fellowship I had the amazing opportunity to work with Professor Kuersten-Hogan. Her study was regarding co-parenting, emotional expressiveness, and depression in new parents.”

**ALLISON SHEA**  
GRADUATE FELLOW 2016-2017

“This year I completed my Graduate Fellowship with Dr. Paula Fitzpatrick working on three different projects. Overall this experience has not only allowed me to further my experience with research, but also to be able to interpret and understand research studies as I continue on in my career.”

**KATHERINE SCHMIDT**  
GRADUATE FELLOW 2015-2016

I had the opportunity to present at various academic conferences during my fellowship year, including American Psychological Association, New England Psychological Association, Eastern Psychological Association, and the Association for Behavioral and Cognitive Therapies.

This fellowship has truly enriched my research experience in preparation of pursuing a doctorate degree in Clinical Psychology.

**SUYI LIU**  
GRADUATE FELLOW 2013-2014

## Academic Flexibility

The Clinical Counseling Psychology program provides flexibility to pursue your individual goals. Four elective courses provide an opportunity to develop specialized skills with specific client groups as well as in specific approaches to counseling. If you are interested in developing in-depth expertise in topics not covered in the program, you may also take up to two directed study courses with program faculty. Optional concentrations are currently available in Cognitive-Behavioral Therapies, and Child and Family Interventions. Successful completion of either concentration will earn you a certificate upon graduation.

## Doctoral Degree Partnership

If you are interested in pursuing a doctoral degree in clinical psychology, the Clinical Counseling Psychology Program has an articulation agreement with the Philadelphia College of Osteopathic Medicine (PCOM). This agreement provides access to the doctoral program in clinical psychology for students who complete the Master of Arts Degree in Clinical Counseling Psychology at Assumption College. The agreement between Assumption College and PCOM creates a seamless transition from our Clinical Counseling Psychology program to the doctoral program in clinical psychology at PCOM which is accredited by the American Psychological Association.



99% of our students were rated as excellent or above average in key areas by practicum and internship supervisors.

### Practical Experience for Professional Success

The practicum and internship experiences are a critical facet of professional training for our students because this is where you develop and refine clinical skills and competencies serving as a counselor in a mental health agency or setting. You have the opportunity to integrate theory and practice.

Your selection of practicum and internship sites is particularly important because it is here that you acquire the specialized expertise that will advance your career. Our graduates consistently rate their combined practicum-internship experience as one of the most rewarding and beneficial components of the program.

Fortunately for Assumption students, Worcester is a major New England health care center. Our program has an excellent relationship with many mental health agencies in the community, which opens up a variety of internship placements. Among them are community agencies that serve children, adolescents, adults, and families; college counseling centers; inpatient adult psychiatric units; residential treatment programs for children and adolescents; inpatient and outpatient substance abuse programs; and correctional facilities for adolescents or adults.

The faculty and practicum-internship coordinator will assist you in identifying a placement that matches your career interests and goals. If you live outside the central Massachusetts area and wish to do your practicum and internship closer to home, the coordinator will help you locate an agency that will satisfy the program's standards and regulations.

### Assessment Measures Success

During the Summer 2013 semester, our faculty assessed the program's effectiveness in promoting mastery of key counseling skills and competencies during the practicum and internship training. Since 2010, 116 students had completed their practicum and internship training. Based on ratings by their clinical supervisors, these students demonstrated very high levels of mastery of important counseling skills.

#### The percentage of our students who rated excellent or above average in their internships:

- 100% in the ability to communicate empathy
- 90% in the ability to use good judgment in making decisions
- 100% in the ability to integrate assessment information
- 100% in their skill in applying treatment techniques or plan

### Sampling of Practicum and Internship Placement Options

- AdCare Hospital
- Bridge of Central Massachusetts
- Children's Friend – Worcester
- Community Healthlink – Substance Abuse/Criminal Justice
- Family Continuity Program
- Family Services of Central Mass
- Mass Society for Prevention of Cruelty to Children
- New England Center for Children
- Rainbow Child Development Center
- Shrewsbury Youth & Family Services
- Spectrum Health Systems, Inc.
- UMass Adolescent Unit
- UMass Transitions: Intensive Residential Treatment
- Wetzell Diagnostic Center
- Worcester Youth Guidance Center
- YOU, Inc.

## M.A. in Clinical Counseling Psychology

### Students in the Clinical Counseling Psychology program pursue five broad areas of competence:

**Relationship skills** include the ability to: a) communicate empathy; b) engage others; c) set others at ease; d) establish rapport; and e) communicate a sense of respect.

**Assessment skills** include: a) the ability to formulate the referral question; b) skill in selecting assessment methods or techniques (e.g., interviewing, observation, self-report measures); c) skill in collecting information and processing this information; and d) ability to integrate assessment information and develop a case formulation.

**Intervention skills** include: a) knowledge of various models of behavior disorders; b) knowledge of various therapeutic modalities and levels of care (e.g., inpatient, outpatient, day treatment); c) ability to select a treatment modality that matches the specific circumstances of the individual client; d) skill in applying the treatment techniques or plan; and e) ability to evaluate the efficacy of the intervention.

**Research and evaluation skills**, include the ability to understand: a) research methodology in mental health counseling; b) applied statistics; and c) the principles of psychological measurement.

For **Ethical and professional conduct**, Clinical Counseling Psychology students are expected to demonstrate: a) knowledge of the Ethical Principles of the American Counseling Association, American Mental Health Counselors Association, and American Psychological Association; b) the ability to identify potential ethical or professional problems; and c) to act in accordance with these ethical and professional standards.

The 60-credit Master of Arts program has three course levels: entry level courses which stress the counseling process and its application in field settings; general core courses which provide a broad background in scientific and professional foundations of mental health counseling; and advanced counseling courses. The curriculum includes 12 elective credits which allows you to pursue career interests and to gain in-depth training in a particular area.

The entry-level courses are designed to provide you with a broad overview of theories, models, and research findings that have shaped the field of Counseling Psychology. After you complete these entry-level courses, you will have a

broad, comprehensive understanding of the field. The advanced counseling courses will build on this foundation by helping you develop and master specialized skills in cognitive-behavioral therapies.

### Curriculum Structure

The curriculum is organized so that full-time students can complete the required 19 courses, including practicum and internship, in either two or three years depending on when they begin taking courses. Full-time students may begin in the summer or fall semester. Part-time students may begin in the summer, fall, or spring semester. To complete the program in two years, however, you must begin during the summer semester in order to complete your oral exam during spring semester of your second year; oral exams are not conducted during the summer semester. The two-year full-time program requires five three-course semesters and one four-course semester.

We have organized the program so that it is possible to complete the degree on a three-year schedule. With this plan, you will take two courses for eight semesters and three courses for one semester.

Part-time students are welcomed in the program and you can take courses on a pace that fits your circumstances. Students have up to seven years to complete all requirements for the Master of Arts in Clinical Counseling Psychology.



## The Program

### Required Entry-level Courses Stressing Conceptual Foundations

- PSY 500** - Abnormal Psychology
- PSY 502** - Psychology of Development
- PSY 504** - Psychological Measurement
- PSY 600** - Counseling (Principles and Practices)

### Required General Core Courses

- PSY 604** - Ethical Principles for Counselors
- PSY 627** - Issues in Professional Practice
- PSY 630** - Cultural Competencies in Counseling
- PSY 650** - Research Seminar
- PSY 728** - Psychopharmacology for Counselors
- PSY 790** - Professional Integrative Seminar

### Required Advanced Courses Stressing Counseling Process

- PSY 705** - Group Approaches to Counseling and Psychotherapy
- PSY 708** - Cognitive Assessment and Psychotherapy
- PSY 801** - Counseling Practicum
- PSY 802** - Counseling Internship I
- PSY 803** - Counseling Internship II

## Electives and Concentrations

After satisfying these program requirements, you may select four elective courses in the concentrations. These electives allow you to develop specialized skills in working with particular client groups and in using specific approaches to counseling. You may also use your electives to gain in-depth expertise in a particular concentration.

Concentrations include Cognitive-Behavioral Therapies and Child and Family Interventions. You can fulfill the requirements for both concentrations in the 60-credit program without taking additional courses. To fulfill the requirements for both concentrations, you must complete both PSY 711 and PSY 712.

## Concentration in Cognitive-Behavioral Therapies

This concentration reflects the influence and activities of the Aaron T. Beck Institute for Cognitive Studies and the expertise of departmental faculty. Structured, problem-

focused cognitive-behavioral therapies focus on the interrelationship of thinking, behavior, and emotion. They are a collaborative undertaking in which the client and therapist develop the means to solve the client's problem, thus enabling him or her to live a responsible and productive life.

### If you select this concentration, you must complete at least three of the following courses:

- PSY 711** - Cognitive-Behavioral Assessment of Children
- PSY 712** - Cognitive-Behavioral Interventions with Children
- PSY 713** - Cognitive Therapy for Family of Origin Problems
- PSY 715** - Cognitive-Behavioral Assessment of Adults
- PSY 716** - Cognitive-Behavioral Interventions for Depression and Anxiety
- PSY 718** - Psychological Interventions for Addictive Behaviors

Upon completion, you will receive a Certificate of Graduate Training from the Aaron T. Beck Institute for Cognitive Studies.

## Concentration in Child and Family Interventions

This concentration reflects the expertise of the faculty in the areas of childhood trauma, adoption, school interventions, and major psychopathology in children, adolescents, and young adults. The concentration focuses on skills used when working with children, adolescents, and families in a variety of contexts. A broad developmental perspective is integrated within this concentration. If you select this concentration, you must complete at least three of the following courses:

- PSY 701** - Marital Therapy
- PSY 702** - Advanced Family Therapy
- PSY 711** - Cognitive-Behavioral Assessment of Children
- PSY 712** - Cognitive-Behavioral Interventions with Children
- PSY 720** - Systems Interventions for Children
- PSY 727** - Assessment and Treatment of ADHD

## Practicum-Internship Sequence

The Clinical Counseling Practicum-Internship Sequence is comprised of three indivisible and consecutive courses: the Practicum, and Internships I and II.

Supervised Practicum and Internships are required for the Master of Arts degree in Clinical Counseling Psychology. Only degree candidates of Assumption College may enroll in these courses.

## Counseling Practicum

The Practicum (PSY 801) is a one-semester summer course which immediately precedes two semesters of Internship (PSY 802 and 803). The Practicum requires a minimum of 100 hours at a clinical agency or school. Students must attend an informational meeting during the spring semester prior to the summer in which they enroll in their practicum. Minimal qualification for Practicum is satisfactory completion of PSY 500 (Abnormal Psychology), PSY 600 (Counseling Principles and Practices), and PSY 604 (Ethical Principles for Counselors). Students may not terminate their Practicum placement or withdraw from the Counseling Practicum Seminar (PSY 801) except in extraordinary circumstances and only with the written permission of the Practicum-Internship Coordinator. Students are not permitted to re-enroll in the Practicum course without written permission of the Practicum-Internship Coordinator.

## Counseling Internship

The Internship (PSY 802 and 803) is a two-consecutive-semester program which begins in the fall and concludes in the spring of the same academic year. Over the course of two semesters, students must complete a minimum of 600 hours at a clinical agency or school. Students cannot withdraw from or terminate their placement in the middle of the internship sequence except in extraordinary circumstances and only with the written permission of the Practicum-Internship Coordinator. Students are not permitted to re-enroll in the Internship courses without written permission of the Practicum-Internship Coordinator. To enroll in the Internship courses, students must have successfully completed Counseling Practicum (PSY 801) and two 700-level advanced courses.

## Licensure

Licensure is important for professional practice as a mental health professional and the Clinical Counseling Psychology Program is designed to prepare graduates to meet the educational requirements for licensure as a Mental Health Counselor in Massachusetts and most other states. For students who are interested in applying for licensure in other states, the Clinical Counseling Psychology Program faculty will provide assistance in locating and understanding the licensing regulations for those states. The faculty also will provide assistance in developing an educational plan of study that will allow students to compile a portfolio that can be submitted to the licensing board in other states.



“...a leader  
in preparing its  
graduates to be  
skilled, effective  
clinicians”

– **DAVID H. BARLOW, PH.D., ABPP**  
PROFESSOR OF PSYCHOLOGY AND PSYCHIATRY  
DIRECTOR EMERITUS, CENTER FOR ANXIETY  
AND RELATED DISORDERS  
AT BOSTON UNIVERSITY

“Having visited graduate psychology programs around the country, it's clear that Assumption's program is among the finest. I have found Assumption to be a leader in preparing its graduates to be skilled, effective clinicians working on the frontlines with people with various psychological disorders. Students are fully prepared to implement state-of-the-art psychological interventions and assessment procedures with proven effectiveness. Their graduates will continue be in high demand for years to come.”

## Applying to the Master of Arts Program

The admissions committee considers a holistic approach of each candidate's application in assessing their potential to successfully complete the graduate clinical counseling psychology program. Factors considered include a minimum undergraduate cumulative GPA of 3.0 or better and a cumulative GPA of 3.0 or better in at least six (6) psychology courses. Your application file will consist of the following:

- **Graduate Application**
- **Application Fee** – waived for Assumption students and alumni
- **Official College Transcripts**
- **Three Letters of Recommendation** – academic and/or professional
- **Current Resume**
- **600-Word Essay**
- **International Students:** Official TOEFL Scores and Transcript Evaluations
- **NOTE:** The GRE and an admissions interview are not required.

## Application Deadlines

**The Master of Arts in Clinical Counseling Psychology programs follow a fixed deadline application policy, as follows:**

### Spring Semester:

**October 5**

*(receive a decision late October)*

### Summer Semester:

**February 8**

*(receive a decision mid-March)*

### Fall Semester:

**March 7**

*(receive a decision mid-April)*

### Graduate Fellowship Deadline:

**March 7 regardless of the semester you are applying toward as your program start**



**“Among the most well-designed professional educations in the field.”**

**– MEGHAN MCINTIRE '13**  
OUTPATIENT CLINICIAN  
ARBOUR COUNSELING SERVICES,  
WORCESTER, MA

“This program is renowned nationally and rightfully so. My sense is that it's among the most well-designed professional educations in the field. From start to finish, the professors focus on helping students develop skills and knowledge that are effective in real world counseling practice. I use the Cognitive Behavioral Therapy skill set constantly in my work and the results are superb.

Clients really respond.”

*For more information about our graduation rates, the median debt of students who have completed the program, and other important information, please visit:  
[www.assumption.edu/graduate/psychologyGEDT](http://www.assumption.edu/graduate/psychologyGEDT)*

## Employer Testimonials

Students and graduates of the Clinical Counseling Psychology program are known for their high-caliber skills and work ethic. Employers seek out our students for both practicum-internship opportunities and full-time employment after graduation. Hear from a few of the employers who hire our graduates below.

*“Both students and graduates from Assumption are encouraged to join us at CHL. We know the caliber of the students at Assumption is high, and our experience has been that Assumption graduates possess keen analytical skills and are successful at solving complex problems. Given the complicated clients that often receive services at CHL, those skills are essential! We look forward to having more Assumption students and alumni join us in our work to help people recover from mental illness, addiction, and homelessness.”*

### **NICOLE GAGNE, MA**

PRESIDENT AND CEO

UMASSMEMORIAL  
COMMUNITY HEALTHLINK

*“As a clinical supervisor, I have had phenomenal experiences working with students and graduates from the Assumption Clinical Counseling Program. Resumes that indicate education from this program excite me because of the readiness the student will have to jump into clinical work based on strong theoretical background and excellent clinical documentation skills. Rigorous academic training along with real-life applicable clinical knowledge makes Assumption graduates attractive in job markets. My gratitude toward the Assumption program gets stronger whenever I work with highly well-trained clinicians from Assumption!”*

### **YEONJOO SON**

CLINICAL SUPERVISOR

SPECTRUM HEALTH SYSTEMS, INC.

*“The Bridge of Central Massachusetts has a time-honored tradition of recruiting and hiring students from the Clinical Counseling Psychology Program at Assumption College. From direct care workers to licensed clinicians, Assumption graduates have found meaningful careers where they can learn, grow and make a difference in the lives of the individuals they support. The internship program, especially, has been an effective way for interns to earn hours toward licensure while expanding their knowledge, gaining experience and moving their careers forward. Students recognize our recruiters are readily available to meet them on campus at career fairs and showcases. We are always happy to talk about career opportunities with Assumption College students!”*

### **KEN BATES**

PRESIDENT AND CEO

THE BRIDGE OF CENTRAL MASSACHUSETTS

*“Family Continuity is proud to have established and maintained a partnership with Assumption College to work collaboratively with their Graduate School's Clinical Counseling Psychology students. Many Assumption College graduates transition their internship directly into employment opportunities with our agency. In some instances, students who express an interest in continuing with Family Continuity past their graduation will begin to build a caseload so that they can begin their employment immediately upon completion of their Master's level, clinical counseling psychology program. Through our years of collaboration, we have found that Assumption College students have been well educated to provide treatment interventions to the people Family Continuity serves with great efficacy.”*

### **CRAIG MAXIM, M.ED., LMHC**

DIVISIONAL DIRECTOR OF BEHAVIORAL HEALTH

FAMILY CONTINUITY

# Course Descriptions / 2018-19

## **PSY 500 Abnormal Psychology** **Summer/Fall – Doerfler, 3 credits**

This course provides a comprehensive overview of the main forms of emotional disorder, with a special focus on description and analysis of the experiential world of the patient. The most important theoretical approaches to “mental illness” are compared and contrasted so that the student gains a critical appreciation of the differing insights provided by the various approaches.

## **PSY 502 Psychology of Development** **Fall/Spring – Kalpidou, 3 credits**

This course examines normative development and optimal functioning from infancy through adulthood. Particular emphasis is placed on how current research and developmental theories impact assessments of and interventions with children, adolescents, and adults who deviate from the normal course of development. Developmental changes across the life span are traced and factors that foster development including biological, familial, and cultural influences are explored with special consideration of risk and protective factors in development.

## **PSY 504 Psychological Measurement** **Summer/Fall – Volungis, 3 credits**

An introduction to the instruments and the methods used in the measurement and evaluation of the psychological characteristics of human beings, including elementary principles of statistical analysis.

## **PSY 600 Counseling (Principles and Practices)**

### **Summer/Fall – Bozicas, 3 credits**

Examine basic approaches, principles, and procedures of counseling. Students engage in some directed role playing of counseling techniques as well as prepare a class demonstration based on their personal integration of readings and practice. Research related to counseling as well as issues regarding the nature of the counseling relationship are considered. *Prerequisites: PSY 500 and PSY 504, may be taken concurrently*

## **PSY 604 Ethical Principles for Counselors**

### **Fall/Spring – Weagraff, 3 credits**

The purpose of this course is to provide stu-

dents with a working knowledge of ethical issues in mental health care practice. The course will consider the manner in which governing principles of health care ethics are articulated within the general values and specific prescriptions/proscriptions (legal and moral) which constitute current moral wisdom of the mental health professional. Ethical codes of the American Counseling Association, American Mental Health Counselors Association, and the American Psychological Association will be examined. Lectures, case analysis, class discussion of assigned readings, and written assignments will provide both the conceptual and practical tools for addressing the critical ethical issues which arise in your practice.

## **PSY 620 Lifestyle, School, and Career Development**

### **TBA – Doerfler, 3 credits**

This course will provide the theoretical foundation and the practical experience necessary to understand and foster the career/lifestyle development for counseling clients. Students will be prepared with the necessary knowledge and skills to collect, evaluate, and use occupational and life development data in helping individual clients and various client populations to make effective decisions and take effective appropriate actions in their career/life.

## **PSY 627 Issues in Professional Practice**

### **Spring/Summer – Volungis, 3 credits**

This course is designed to introduce the counseling psychology student to the varied facets of professional practice and development. It begins with an in-depth study of the Massachusetts law on the Requirements for Licensure as a Mental Health Counselor covering topics from educational to pre- and post-masters supervised practice requirements. Other topics covered include the history and reasons behind professional regulation in the mental health professions, the licensing exam, job searching, specialization of practice, continued education and training, private practice considerations, and licensing laws in other states. A major emphasis is on helping the student explore professional identity issues by asking such questions as “What does it mean

to be a counseling psychologist?” “What skills do I have and what role do I play as a member of a multidisciplinary treatment team?” “What professional organizations should I belong to? Why?” “What is the difference between a profession and a job?” *Prerequisite: PSY 708*

## **PSY 630 Cultural Competencies in Counseling**

### **Spring/Summer – Fessenden, 3 credits**

Competent mental health professionals must use culturally appropriate intervention strategies when working with a diverse clientele. The purpose of this course is to foster the development of multicultural competence in counseling practices. The course is designed to promote the awareness of cultural factors that can affect counseling practices, knowledge about various cultural backgrounds and experiences. Issues to be addressed in this course include prejudice, racism, oppression, and discrimination that affect individuals from various racial or ethnic groups, elders, individuals with disabilities, women, gay men, and lesbians. *Prerequisites: PSY 500, PSY 501, PSY 600*

## **PSY 650 Research Seminar**

### **Spring/Summer – Volungis, 3 credits**

This course provides students with the conceptual tools necessary to design and critically evaluate research in the areas of psychology and counseling. Problems in methodology are explored through readings, discussion, and involvement in research. *Prerequisite: PSY 504*

## **PSY 660 Special Topics Seminar in Counseling Psychology**

### **TBA – TBA, 3 credits**

This course is designed to provide students with contemporary topics and issues in psychotherapy. Topics will be chosen on timeliness, interest, and relevance to current psychological practice. The course will allow students the opportunity to examine current issues with greater detail than would be possible in other course offerings. *Prerequisites: PSY 500, PSY 600*

## **PSY 701 Marital Therapy**

### **Summer – Bozicas, 3 credits**

This course focuses on contemporary theo-

retical approaches to couples therapy. The major theoretical models include: family of origin/relational; cognitive/behavioral; and communication. Theory, case studies, and simulation are the basis for class interaction in seminar format. Each student has the responsibility to begin formulating an organized theoretical approach to treating couples. *Prerequisites: PSY 500, PSY 600, PSY 708*

## **PSY 702 Advanced Family Therapy** **Summer – Kuersten-Hogan, 3 credits**

This course will focus on understanding interactional patterns and influences from the perspective of major family therapy paradigms. Consideration of family treatment for both adult and child clinical presentations will be examined. In addition to the theoretical introduction, the course will cover practical topics such as when to choose family treatment, dealing with the beginning therapist’s anxieties, assessing interactional styles, structuring initial treatment sessions, developing a treatment focus, and the basic treatment skills.

*Prerequisites: PSY 500, PSY 600, PSY 708*

## **PSY 705 Group Approaches to Counseling and Psychotherapy**

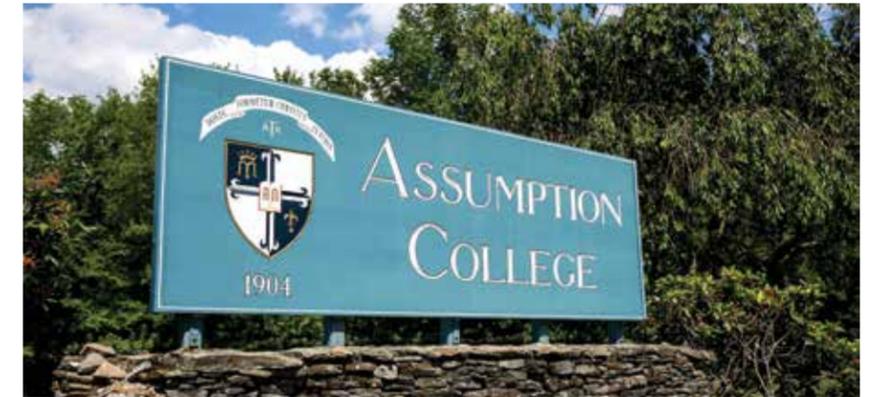
### **Fall/Spring – Kuersten-Hogan, 3 credits**

This course is designed to provide a theoretical understanding of group development, purpose, and dynamics. Through reading and discussion, different approaches to the use of groups will be explored. Issues related to group counseling methods, skills, and leadership styles will be examined. This course will cover a range of groups that are used by mental health counselors (e.g., therapeutic, psychosocial, psychoeducational). *Prerequisites: PSY 500, PSY 600, PSY 708*

## **PSY 708 Cognitive Assessment and Psychotherapy**

### **Fall/Spring – Volungis, 3 credits**

The focus of this course is on a psychotherapeutic understanding of cognitive structure and content as it influences the client’s perceptions, emotional states, and behavior. The theory and practice of Kelly, Beck, Meichenbaum, and Ellis receive systematic treatment. Personal construct assessment, cognitive modification, stress inoculation training, self-instructional meth-



ods, and cognitive restructuring techniques receive special emphasis. *Prerequisites: PSY 500, PSY 600*

## **PSY 711 Cognitive-Behavioral Assessment of Children** **Spring – Kennedy/Kuersten-Hogan, 3 credits**

This course reviews the basic principles underlying the assessment of children’s behavior and psychological adjustment using a cognitive behavioral and developmental theoretical framework. Special considerations when working with children will be reviewed along with specific attention directed toward: (1) ethics, (2) behavioral observation/coding systems, (3) rating scales, (4) use of self-report with children, and (5) interviews. Students will receive instruction in choosing an appropriate instrument, designing a multi-method assessment battery, interpreting test results, and writing reports. The important link between assessment and treatment planning and evaluating treatment outcome will be stressed as well. *Prerequisites: PSY 502, PSY 504, PSY 708; PSY 502 and PSY 504 may be taken concurrently*

## **PSY 712 Cognitive-Behavioral Interventions with Children**

### **Summer – Volungis, 3 credits**

The purpose of this course is to acquaint the student with a variety of therapeutic techniques designed to address childhood difficulties. A framework for evaluating and choosing a treatment approach and a brief overview of diagnostic classification systems and their relevance to treatment will be provided. Practical techniques will be reviewed including: interviewing, interven-

tions for working with parents, for consulting to schools, intervening with common childhood developmental problems (e.g., enuresis/encopresis) as well as more extreme psychological difficulties such as anxiety disorders, conduct disorders, and abuse. Cognitive-behavioral treatment approaches that have been empirically supported will be emphasized, and the advantages and disadvantages of techniques discussed within a developmental framework. *Prerequisites: PSY 500, PSY 502, PSY 504, PSY 600, PSY 708, PSY 711*

## **PSY 713 Cognitive Therapy for Family of Origin Problems**

### **Fall – Bozicas, 3 credits**

This course presents a cognitive model for treating survivors of traumatic and/or dysfunctional family of origin circumstances. Topics to be covered include assessment issues, dysfunctional schemata, information processing deficits, the use of affect, the use of the therapeutic relationship, transference and countertransference issues, strengthening boundaries and building coping strategies. *Prerequisites: PSY 500, PSY 600, PSY 708*

## **PSY 715 Cognitive-Behavioral Assessment of Adults**

### **Spring – Doerfler, 3 credits**

This course reviews the basic principles that guide assessment of clinical problems using a cognitive-behavioral framework. Students will learn about several assessment strategies including behavioral observation, self-report, self-monitoring, and structured interviews and rating scales. Special attention will be paid to the assessment of anxi-

# Course Descriptions / 2018-19

ety, depression, addictive behaviors, social skills, and marital dysfunction. The important link between assessment and treatment planning, and evaluating treatment outcome will be stressed as well. *Prerequisites: PSY 500, PSY 504, PSY 600, PSY 708; PSY 504 may be taken concurrently*

## **PSY 716 Cognitive-Behavioral Interventions for Depression and Anxiety** **Summer – Doerfler, 3 credits**

The purpose of this course is to acquaint the student with cognitive behavioral theories of the etiology and treatment of depression and anxiety. Topics to be covered include the diagnosis of depressive and anxiety disorders, principles of cognitive and behavioral assessment, evaluation of suicidal ideation and behavior, and therapeutic techniques to alleviate depression and anxiety. Cognitive-behavioral approaches that have been empirically validated will be emphasized. *Prerequisites: PSY 500, PSY 600, PSY 708*

## **PSY 718 Psychological Interventions for Addictive Behaviors**

### **Spring – Doerfler, 3 credits**

The purpose of this course is to acquaint the student with psychological theories of the etiology and treatment of addictive behaviors. Topics covered include the diagnosis of addictive behaviors (alcohol and drug abuse, tobacco use), pharmacological effects of various substances, principles of psychological assessment, evaluation of clients' motivation to change, and therapeutic techniques for changing addictive behaviors. Interventions that are most strongly supported by outcome research will be emphasized in this course. *Prerequisites: PSY 500, PSY 600, PSY 708*

## **PSY 720 Systems Interventions with Children**

### **Fall – Kennedy, 3 credits**

This course will offer an opportunity to explore clinical interventions with children and adolescents within the major contexts influencing their development and mental health – their families, schools, communities, and legal system. Emphasizing the fact that children and youth are particularly susceptible and dependent upon their

environments, this course will attempt to provide the student with an appreciation of how these influence a child's personal identity and actual behavior as well as an understanding of the need to take these into account in developing viable clinical interventions. *Prerequisites: PSY 500, PSY 502, PSY 600, PSY 708*

## **PSY 727 Assessment and Treatment of ADHD**

### **Spring – Bozicas/Murphy, 3 credits**

The purpose of this course is to provide students with an overview of the nature, diagnosis, assessment, and treatment of Attention Deficit Hyperactivity Disorder in children, adolescents, and adults. As part of this overview, various empirical, clinical, and controversial issues will be discussed and critically examined within a developmental framework. Students will be exposed to materials which will help them answer the following questions: What is ADHD? Is it a real disorder? Are we over-diagnosing and over-medicating children? Do we have reliable and valid methods of diagnosing it? What are the best ways of assessing and treating ADHD? How does ADHD differ in children and adults? How does ADHD interact with the Americans with Disabilities Act (ADA)? This course will cover child, adolescent, and adult presentations of this disorder and present empirically-supported interventions specific to each population. An overview of psychopharmacological treatments as well as specific parent-training programs will be discussed. *Prerequisites: PSY 500, PSY 600, PSY 708*

## **PSY 728 Psychopharmacology for Counselors**

### **Fall/Spring – Moran, 3 credits**

This course is designed to provide mental health counselors with a practical overview of the most commonly prescribed psychiatric medications. Psychotropic medications are considered to be important treatments for many psychological disorders and these drugs are often combined with psychotherapy for the treatment of a wide range of psychological disorders. Even though medication decisions are made by professionals who are trained in medicine and licensed to prescribe drugs, it is beneficial for mental

health counselors, psychologists, and social workers to have a thorough knowledge of how psychotropic medications are used and how they work in the human body. This course will cover significant medical aspects of the use of these drugs, including indications based on diagnosis, physiological functions, side effects, and criteria for evaluating client response and recommending further treatment or reevaluation.

## **PSY 790 Professional Integrative Seminar**

### **Fall – Kuersten-Hogan/Volungis/Doerfler, 3 credits**

This course is designed to facilitate the synthesis and integration of theory, practice, and research related to psychotherapy. Special attention will be paid to issues of case conceptualization, psychological assessment, and the efficacy of psychotherapy. In addition, students will be encouraged to develop a more sophisticated understanding of psychological interventions for specific psychosocial problems and difficulties. *Prerequisites: PSY 708, PSY 801 for MA candidates*

## **PSY 800 Directed Study**

### **Summer/Fall/Spring – Staff, 3 credits**

Individually supervised study and projects with program advisor where appropriate. Students may take no more than two directed studies.

## **PSY 801 Counseling Practicum**

### **Summer – Bozicas/Rosen, 4 credits**

Counseling Practicum involves placement in a clinical setting to enable students to develop basic counseling skills and integrate professional knowledge and skills. Counseling Practicum provides an opportunity to perform, on a limited basis and under supervision, some of the activities that a mental health counselor would perform. In addition to the supervised practicum, this course involves a weekly seminar. Prior permission of the Practicum Coordinator is required in order to arrange for a practicum setting appropriate to the student's academic and career goals.

*Prerequisites: Consent of the Practicum Coordinator and completion of PSY 500, PSY 600*

## **PSY 802 Counseling Internship I (Clinic Setting)**

### **Fall – Bozicas/Rosen, 4 credits**

Internship involves placement in a clinical setting to enable students to work with clients under professional supervision and to acquaint students with the structure, operation, and procedures of a clinical setting. The internship is intended to enable the student to refine and enhance basic counseling skills, develop more advanced counseling skills, and integrate professional knowledge and skills appropriate to the student's career goals. In addition to the supervised field experience, this course involves a weekly seminar. Prior permission of the Internship Coordinator is required in order to arrange for an internship setting appropriate to the student's academic and career goals.

*Prerequisites: Consent of the Internship Coordinator and completion of PSY 801, and two advanced (700-level) counseling courses*

## **PSY 803 Counseling Internship II (Clinic Setting)**

### **Spring – Bozicas/Rosen, 4 credits**

Internship involves placement in a clinical setting to enable students to work with clients under professional supervision and to acquaint students with the structure, operation, and procedures of a clinical setting. The internship is intended to enable the student to refine and enhance basic counseling skills, develop more advanced counseling skills, and integrate professional knowledge and skills appropriate to the student's career goals. In addition to the supervised field experience, this course involves a weekly seminar. Prior permission of the Internship Coordinator is required in order to arrange for an internship setting appropriate to the student's academic and career goals.

*Prerequisites: Consent of the Internship Coordinator and completion of PSY 801, PSY 802, and two advanced (700-level) counseling courses*

## **PSY 811 Advanced Counseling Practicum**

### **Summer – Bozicas/Rosen, 4 credits**

Advanced Counseling Practicum involves placement in a clinical setting to enable students to develop counseling skills and

integrate professional knowledge and skills. Advanced Counseling Practicum provides an opportunity to perform some of the activities that a mental health counselor would perform under the direct supervision of a licensed mental health professional. In addition to the supervised practicum, the course involves a weekly seminar. Prior permission of the Practicum/Internship Coordinator is required in order to arrange a practicum placement that is appropriate to the student's academic and career goals.

*Prerequisites: Consent of the Practicum Coordinator and completion of PSY 500, PSY 600, or their equivalent*

## **PSY 812 Advanced Counseling Internship I (Clinic Setting)**

### **Fall – Bozicas/Rosen, 4 credits**

Advanced Counseling Internship involves placement in a clinical setting to enable students to work with clients under professional supervision and to acquaint students with the structure, operation, and procedures of a clinical setting. The internship is intended to enable the student to refine and develop more advanced counseling skills and to integrate professional knowledge and skills appropriate to the student's career goals. In addition to the supervised field experience, this course involves a weekly seminar. Prior permission of the Practicum/Internship Coordinator is required in order to arrange an internship placement that is appropriate to the student's academic and career goals.

*Prerequisites: Consent of the Practicum/Internship Coordinator and completion of PSY 811 and two advanced (700-level) counseling courses*

## **PSY 813 Advanced Counseling Internship II (Clinic Setting)**

### **Spring – Bozicas/Rosen, 4 credits**

Advanced Counseling Internship involves placement in a clinical setting to enable students to work with clients under professional supervision and to acquaint students with the structure, operation, and procedures of a clinical setting. The internship is intended to enable the student to refine and develop more advanced counseling skills and to integrate professional knowledge and skills appropriate to the student's career goals. In addition to the supervised field experience, this course involves a weekly seminar. Prior

permission of the Practicum/Internship Coordinator is required in order to arrange an internship placement that is appropriate to the student's academic and career goals.

*Prerequisites: Consent of the Practicum Coordinator and completion of PSY 811, PSY 812 and two advanced (700-level) counseling courses*

## **COLLEGE ACCREDITATION**

*Accredited by:*

**New England Association of Schools and Colleges, Inc.**

**Commonwealth of Massachusetts Department of Elementary & Secondary Education**

**Council on Rehabilitation Education**

## **COLLEGE'S MISSION**

Assumption College, rooted in the Catholic intellectual tradition, strives to form graduates known for critical intelligence, thoughtful citizenship and compassionate service. We pursue these ambitious goals through a curriculum grounded in the liberal arts and extending to the domain of professional studies. Enlivened by the Catholic affirmation of the harmony of faith and reason, we aim, by the pursuit of the truth, to transform the minds and hearts of students. Assumption favors diversity and ecumenically welcomes all who share its goals.

## **ASSUMPTIONIST SPONSORSHIP**

The order of the Augustinians of the Assumption, founders of Assumption College, was begun by an educator whose most cherished project was the establishment of a Catholic university. Fr. Emmanuel d'Alzon envisioned an institution committed to academic excellence. Father d'Alzon was also devoted to helping people learn, adapt, grow and change in various ways.

# Meet the Clinical Counseling Psychology Faculty

## Leonard A. Doerfler

Professor and Director,  
Clinical Counseling Psychology Program

Director, Aaron T. Beck Institute  
for Cognitive Studies

Professor of Psychology, 1989

Diplomate and Fellow,  
Academy of Cognitive Therapy,

Adjunct Professor of Psychiatry,  
UMass Medical School,

Fellow, Association for Behavioral  
and Cognitive Therapies

B.S., University of Pittsburgh M.A.,  
Ph.D., University of Missouri-Columbia

Phone: (508) 767-7549,  
Office: Kennedy 133  
doerfler@assumption.edu



Dr. Doerfler's clinical and research interests include cognitive behavioral and interpersonal models of mood disorders, predictors of psychiatric hospitalization, psychotherapy outcome assessment, psychosocial adjustment to life-threatening illness, and assessment of depression and post-traumatic stress disorder in heart attack survivors.

## Paula Fitzpatrick

Professor of Psychology, 1996

B.A., Ph.D., University of Connecticut

Phone: (508) 767-7550,  
Office: Kennedy 138  
pfitzpat@assumption.edu



Dr. Fitzpatrick's research focuses on understanding the function of perception and cognition in movement, the acquisition of new skills, and becoming proficient in performing these skills. Her current research investigates the role of touch in using hand-held tools, the perceptual and cognitive principals that foster the development of manual skills, and the kinds of movement control

strategies that reduce cognitive effort in the production of skilled manual actions. Dr. Fitzpatrick is an experimental psychologist.

## Maria D. Kalpidou

Associate Professor of Psychology, 1998

B.A., Aristotle University  
(Thessalonki, Greece)

M.A., Tufts University Ph.D.,  
Louisiana State University

Phone: (508) 767-7294,  
Office: Kennedy 137  
mkalpidou@assumption.edu



Dr. Kalpidou's interests focus on socioemotional development of young children. Her work examines the co-regulation of aversive behaviors in the mother-child interactions, the relationship of behavioral and emotional self-regulation in preschool age children, and psychosocial adjustment in immigrant children. Dr. Kalpidou is a development psychologist.

## Regina Kuersten-Hogan

Associate Professor of Psychology, 2007

B.A., University of Massachusetts  
at Boston

M.A., Ph.D., Clark University

Phone: (508) 767-7587,  
Office: Kennedy 145  
kuersten@assumption.edu



Dr. Kuersten-Hogan's research interests include family dynamics, especially emotion expression and co-parenting interactions in families, and their role in children's early cognitive and emotional development. Her current research focuses on couples' experiences with their transition to parenthood and family adjustment in the first year of infants' life. Dr. Kuersten-Hogan is also interested in developing therapeutic tools to help implement cognitive-behavioral interventions with children. In addition, Dr. Kuersten-Hogan

works with children and families in a private practice in West Boylston. Dr. Kuersten-Hogan is a clinical psychologist.

## Allison M. Stoner

Assistant Professor of Psychology, 2017

B.A., University of Notre Dame

M.A., Ph.D., Loyola University Chicago

am.stoner@assumption.edu



Dr. Stoner has broad interest in the resilience of youth, and her research explores predictors of positive mental health outcomes of high-needs, at-risk youth served in various care systems. Her current research investigates clinical outcomes for youth with cystic fibrosis (CF) and their families through projects aimed at establishing and maintaining a clinical outcomes registry and applying an illness-specific risk-taking model to youth with CF. Dr. Stoner is a child clinical psychologist, and her clinical experience includes work in the school, hospital, and outpatient settings.

## Adam M. Volungis

Assistant Professor of Psychology, 2011

B.A., Saint Anselm College

M.A., Assumption College

Ph.D., Indiana University- Bloomington

Phone: (508) 767-7258,  
Office: Kennedy 218  
am.volungis@assumption.edu



Dr. Volungis' research interests include prevention of school/youth violence, transportation of evidence-based practices, organizational management in non-profit mental health settings, and predictors/ comorbidity of psychiatric hospitalizations. He is a counseling psychologist and his clinical experience includes working in psychiatric, residential, and outpatient settings serving youth, families, and adults.

## Lecturers:

### George D. Bozicas

Psychology (1989)  
B.S., Fitchburg State College  
M.A., Assumption College  
Ph.D., University of Rhode Island

Dr. Bozicas' clinical interests include family of origin issues in individual psychotherapy, treatment of attention deficit hyperactivity disorder in children, adolescents, and adults, and marital and couples therapy. He is a clinical psychologist who is a member of a private mental health group practice.

### Dana Kennedy, MSW

Psychology (2009)  
B.A., DePauw University  
MSW, Boston University School  
of Social Work

Professor Kennedy's clinical interests include assessment and treatment of children and adolescents who have psychological problems. She specializes in the assessment and treatment of obsessive compulsive disorder, anxiety disorders, and attention deficit hyperactivity disorder. She is Assistant Clinical Director of Ellsworth Child and Family Counseling Center of Children's Friend, Inc.

### Brenda King

Psychology (2009)  
B.L.S., Assumption College  
M.S., Psy.D., Antioch University  
New England

Dr. King's clinical specialties include cognitive behavioral interventions for psychological disorders associated with midlife and late life, chronic pain and other health conditions. Her academic and clinical interests include women's roles and mental health, the effects of stress on physical illness and chronic pain, and successful aging. Dr. King is currently with the UMass Primary Care Patient Centered Medical Home Program as Care Advisor where she works within the population-based medical model providing services as a clinical and health psychologist focusing on cognitive and behavioral change with groups and individuals to promote health behavior change and primary prevention.

### Peter W. Moran

Psychology (1992)  
B.A., Assumption College  
M.A., State University of New York,  
Plattsburg  
Ph.D., Brigham Young University

Dr. Moran's clinical interests include cognitive-behavioral treatment of anxiety and mood disorders, psychotherapy outcome assessment, and managed care issues in clinical practice. He is a clinical psychologist

at the Center for Psychiatry at St. Vincent Hospital, Clinical Director for Prescott Health Care, and Adjunct Assistant Professor of Psychiatry at the University of Massachusetts Medical Center.

### Paul M. Rosen

Psychology (1989)  
B.A., University of Massachusetts  
M.A., University of Denver  
Ph.D., University of Denver

Dr. Rosen's clinical interests include self-mutilation in children and adolescents and severe psychopathology in adolescents. He is a clinical psychologist and Clinical Director of Educational Support Programs at the Central Massachusetts Special Education Collaborative.

### John D. Weagraff, Jr.

Psychology (1995)  
B.A., M.A., Pennsylvania State University;  
M.Div., Andover Newton Theological School  
Ph.D., Boston College  
Psy.D., Massachusetts School  
of Professional Psychology

Dr. Weagraff's clinical interests include ethical and professional issues in counseling and psychotherapy. He is a clinical psychologist and also a minister; Dr. Weagraff works in the Department of Pastoral Care Services at Westboro State Hospital.

## City Living in the Heart of New England

Assumption College is located in Worcester Massachusetts, New England's second-largest city, and home to 12 colleges and more than 30,000 students. The campus is nestled on 185 park-like acres in a safe and serene section of the city, with easy access to internships and entertainment.

The college offers graduate students the opportunity to attend numerous free lectures and events, and you have complete access to the Plourde Recreation Center, a state-of-the-art facility with a beautiful pool, cardio and weight machines, and racquetball and squash courts.

Listed on Forbes.com as one of the top-10 most livable cities in the country, metro-Worcester has a population of almost 800,000. Fine dining to exotic foods, an eclectic music scene and a vibrant art community are part of the diverse culture of the city. Whether it's sports teams, concerts by highly acclaimed artists, or national theatrical touring companies, there are numerous entertainment options in Worcester.



Travel to nearby Boston on one of the numerous daily trains from Worcester. The diverse beauties of New England are just an hour's drive away, with mountains to the north and the Atlantic Ocean to the east. Boston, Providence and Hartford are about 45 miles away and New York City is a three-hour drive.



“The first place that I call whenever  
a position becomes available.”

– **RUSSELL BARKLEY, PH.D.**

CLINICAL PROFESSOR OF PSYCHIATRY & PEDIATRICS  
MEDICAL UNIVERSITY OF SOUTH CAROLINA  
FORMER PROFESSOR OF PSYCHIATRY & NEUROLOGY  
UNIVERSITY OF MASSACHUSETTS MEDICAL CENTER

“The first place that I call whenever a position becomes available for a person with a master’s degree in psychology is Assumption College. In my former role as director of psychology and senior clinical research scientist at UMass Medical Center, I hired a number of graduates from the Clinical Counseling Psychology program at Assumption College. I found them to be exceptionally well-trained individuals with a strong dedication to the field of psychology and sound scientific and clinical experience.”



**GRADUATE STUDIES**  
**ASSUMPTION COLLEGE**

Light the way.

Graduate Studies Office  
Assumption College  
500 Salisbury Street, Worcester, MA 01609  
p 508.767.7387 f 508.799.4412 e-mail: [graduate@assumption.edu](mailto:graduate@assumption.edu)  
[www.assumption.edu/graduate](http://www.assumption.edu/graduate)

NOTE: The College reserves the right to withdraw or modify any of the courses or programs listed in this viewbook, or to cancel any course or program for which it deems the registration insufficient, or to make any course or regulation change it considers necessary. The College further reserves the right to suspend the acceptance of applications in particular programs.