



GREAT IDEAS

GRADUATE STUDY IN PSYCHOLOGY

GREAT LEADERS



Making a difference in human-helping professions since 1885



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FOR MORE THAN A CENTURY, SPRINGFIELD COLLEGE HAS BEEN
A LEADER IN PROVIDING A BROAD AND BALANCED EDUCATIONAL
EXPERIENCE. HUMANICS, THE PHILOSOPHY THAT HAS INSPIRED
SPRINGFIELD COLLEGE FROM ITS BEGINNING, CALLS FOR
EDUCATING THE WHOLE PERSON—SPIRIT, MIND, AND BODY—
FOR LEADERSHIP IN SERVICE TO OTHERS.



GRADUATE STUDY IN PSYCHOLOGY

SPRINGFIELD COLLEGE graduate programs provide an understanding of the full range of human behavior—both in practical, real-life situations and in theoretical and scholarly study. In each psychology program, the curriculum is characterized by two parallel themes: a practical understanding of people and why they behave the way they do, and a scholarly appreciation of the problems encountered in the discipline of psychology.

Counselors, mental health professionals, and organization and college professionals play a key role at different points of contact at critical junctures in people's lives. They work with children and adolescents, high school and college students, athletes, business professionals, families, and the elderly. They assist people who are coping with loss, struggling with big decisions, trying to find balance, or simply dealing with the stress of everyday life. In addition, they serve in the growing areas of consulting, training, and market research.

The programs are designed to allow flexibility for both full- and part-time students. Courses are often scheduled in evening and in summer sessions, and individual work sites may be used for fieldwork/internship experience and credit. Working professionals can, depending on the program, complete the requirements of a part-time master's program in two years.

REQUIRED COURSES FOR MOST PROGRAMS:

Principles of Counseling provides students with opportunities to learn and acquire basic counseling skills that can be used in a variety of settings. Particular emphasis is placed on understanding the dynamics underlying various therapeutic techniques and fostering the ability to establish a strong working alliance.

Counseling Practicum is a skill-building experience in the application of counseling or workplace coaching methods in a closely supervised laboratory situation. Each student is seen individually and in a group seminar on a weekly basis for discussion and videotape evaluation of counseling interviews.

Foundations and Methods of Research is centered on the development of research skills and knowledge, as well as engagement in research activities. Students must successfully complete the course or its equivalent and a program-specific research endeavor that demonstrates the students' understanding of the research process. This course emphasizes the search for truth and the ways in which such search is conducted.

DEGREES OFFERED

Each program within the Psychology Department has its own specific criteria for earning graduate degrees. Not all degrees are offered in each concentration area.

Degrees fall into one of three categories:

Master of Education (M.Ed.)

Requires the successful completion of all graduate work and successful completion of a program-specific comprehensive culminating experience. The research requirement under this plan, which is determined by the student's specific program, consists of either an independent study research project, research completed within a specific course or portfolio, or a combination of a research project and a related course.

Master of Science (M.S.)

Requires successful completion of all graduate work within the student's specific program, as well as a master's research project or thesis, which includes a proposal design.

Certificate of Advanced Graduate Study (CAGS)

Available to students who have completed a master's degree in an appropriate field. The emphasis in this program is on the enrichment and advancement of the student's preparation through research, supervised clinical experience, independent study, or further specialization. The CAGS requires a minimum of 32 semester hours beyond the master's degree.

AREAS OF CONCENTRATION

The Springfield College Psychology Department offers graduate programs in the following concentrations:

- Athletic Counseling
- Clinical Mental Health Counseling
- Industrial/Organizational Psychology
- Marriage and Family Therapy
- School Counseling
- Student Personnel Administration in Higher Education

"I felt that the Athletic Counseling program at Springfield College offered me a truly unique educational experience. There were options to focus on applied sport psychology as well as opportunities to excel at research. I also appreciated the candor of the professors as they explained that the philosophy of the program was to develop skills that would be applicable in a variety of fields, giving graduates several options. The program certainly followed through on their commitments. I am currently coaching and teaching at a high school, and feel confident that the skills I developed at Springfield College have prepared me for several possible careers, including counseling work and advising work. I am truly honored to have been a part of a unique and special program."

Thatcher Woodley G'08

Program: Athletic Counseling—School of Arts, Sciences, and Professional Studies
Place of Employment: Poly Prep Country Day School, Brooklyn, N.Y.

ATHLETIC COUNSELING

Recent trends in the world of sport have highlighted the need for individuals who are sensitive to the unique academic, emotional, social, and athletic challenges that athletes at all levels face. Athletic counselors are at work in colleges and institutions all over the country assisting, educating, and supporting athletes to enhance positive performance within and outside of sport. Fulfilling a variety of functions, from academic advisement to general counseling, they are a valuable resource helping athletes manage time and stress, cope with injury, and learn life skills easing the transition from the playing field to the real world.

The goal of the Athletic Counseling program is to provide graduate students with preparation in counseling, psychology, and the sport sciences that will enable them to provide support services to athletes in a variety of settings. Athletic counseling graduates often find positions in college athletics departments. There is also growing demand for athletic counselors within the military, and a variety of youth and professional sport organizations.

The Athletic Counseling graduate program offers students:

- Intensive study of the various psychological factors affecting athletes at all levels of participation
- Counseling and career development preparation in classroom, laboratory, and on-the-job settings
- Exposure to the latest motivational and skill enhancement techniques
- Research opportunities in the areas of sport psychology and athletic counseling
- Practical knowledge in the use of sports as a tool to enhance life skills

The basic program, leading to either an M.S. or M.Ed. degree, is 48 semester hours. Students seeking further specialization in career development, life skills enhancement, sport psychology, or counseling/clinical areas may elect to take additional coursework. A program leading to a Certificate of Advanced Graduate Study is also available. Students planning full-time study begin the program in September.

Internships

The program has a strong focus on applied, real-world experiences. Students are typically involved in several internships. At least one internship in applied sport psychology (3.0-16.0 credit hours) is required for degree completion. There are a number of colleges and universities in the greater Hartford/Springfield area, as well as across the U.S. and in other countries, where Athletic Counseling graduate students have interned. Many graduate students have also done internships with high school student-athletes, some of which were funded by AmeriCorps.

Participation in the Athletic Counseling Research Team is a great opportunity for students to gain a better understanding of the research process. The team, which consists of faculty and students, meets weekly to discuss recent student and faculty research, and gives members the opportunity to share their concerns and beliefs to better understand various aspects of research.

Additional Admission Considerations

Many of our applicants have bachelor's degrees in psychology or a related discipline, and many have participated in intercollegiate sports. However, these are not pre-conditions to admission into the program. Applicants must demonstrate strong interpersonal skills, as well as a desire and aptitude for working with people in a helping profession.

CLINICAL MENTAL HEALTH COUNSELING

This Clinical Mental Health Counseling program is for students seeking to become licensed mental health counselors at state and national levels. The program is a generalist program that doesn't subscribe to any one particular philosophical approach. Instead, it offers students an opportunity to explore for themselves many different philosophical approaches, and to concentrate in the areas that are of most interest to them.

The program offers courses that provide the student with an opportunity to gain a comprehensive understanding of counseling theory, practice, and training necessary for providing counseling services. Students learn what it takes to be a competent, skilled professional in a variety of mental health settings including community mental health agencies, hospitals, crisis centers, and private practice. The Department of Psychology's clinical and computer laboratories allow students to experience individual and group counseling in a state-of-the-art facility. Small class size allows for individual attention and fostering of a supportive atmosphere.

Offering both master's degrees (M.S. or M.Ed.) and a Certificate of Advanced Graduate Study (CAGS), the program is designed for students at the beginning of their graduate career, professionals wishing to expand their current clinical and theoretical knowledge base, and professionals who need additional coursework or internship to meet state licensing requirements. The 60 semester-hour master's program is rigorous and challenging, but upon completion the student will be well-trained and prepared to become certified to work in a variety of settings.

The program consists of a combination of the classes and internship required by the Commonwealth of Massachusetts to obtain the Licensed Mental Health Counselor (LMHC) designation. The program can also be designed to include coursework required by other states for licensure. The CAGS requires a minimum of 32 semester hours beyond the master's degree.

Internships

After successfully completing core courses in the first year, students participate in an intensive, nine-credit, and three-semester internship starting in their second year. The counseling practicum and internship component of the program provide the student with a solid base of practical skills and experience in a supervised setting with additional faculty supervision. Special consideration is given to the student's area of interest in designing the fieldwork and internship experience. The faculty offers support and assistance in finding internship sites that enhance the skills and match the career goals of the students.

Job prospects in general are excellent. Demand for licensed mental health counselors remains high throughout the country, particularly in the growing areas of child, adolescent, and forensic psychology.

MARRIAGE AND FAMILY THERAPY

Marriage and Family Therapy is one of the nation's fastest growing disciplines—marriage and family therapists are licensed in fifty states as well as the District of Columbia. Therapists, educators, clergy, and health care workers, among others, are becoming increasingly aware of the complexities of human interactions and are seeking new ways of conceptualizing and working with individuals, couples, and families. The program was developed at Springfield College in response to this growing interest, and is designed for students beginning their graduate careers, for individuals interested in expanding or enhancing their theoretical knowledge, or for those wishing to take courses to meet licensing/certification requirements.

While traditional forms of psychotherapy focus on the inner life of the individual, marriage and family therapy concentrates on how people are affected by relationships within families and other social systems. Marriage and family therapists (MFTs) look at a person's relationships as a way of understanding the development of problems. They also focus on the power of these connections as a source of change and healing within the family system.

MFTs work with individuals, couples, and families and treat a variety of problems, including anxiety, depression, substance abuse, adjustment disorders, marriage and family conflict, and behavioral disorders in children and adolescents.

The program offers courses that will provide students with an opportunity to gain a comprehensive understanding of family systems theory, exposure to the various schools of marriage and family therapy, and training in the skills necessary to practice marriage and family therapy in a variety of settings. Courses are offered in the areas of human development, marital and family therapy, marital and family studies, professional studies and clinical experience, and research methods.

Fieldwork/Internships

Clinical training is an integral part of the program. Students are required to complete a yearlong, 15 hours per week, supervised internship, which entails working in a professional setting with individuals, couples, and families. Internships offer the student an opportunity to integrate classroom experience with real-world experience. In many cases, students are offered permanent employment by their internship agencies. Internship sites include outpatient mental health centers, family stabilization teams, outreach family therapy programs, crisis intervention programs, residential treatment programs, and school settings.

A total of 60 credits are required for an M.S. or M.Ed. degree, and a minimum of 32 credits is required for the certificate of advanced graduate study.

Mental Health Counseling Option

It is possible for MFT students to take, as electives, additional courses necessary for licensure as a mental health counselor. The total number of credits for this option is variable, depending upon degree option (between 61 and 72 credits). This option gives students an expanded view of theoretical and treatment approaches to psychological problems, as well as increased flexibility upon entering the job market.

Certificate Programs

The program also offers two non-degree certificate programs for individuals interested in taking courses to enhance their employability or to meet licensing requirements:

- **Brief Family Therapy Models:** includes training in three brief forms of family therapy: strategic family therapy, solution-focused family therapy (with couples), and narrative family therapy. These courses include Strategic Family Therapy, Postmodern Models in Family Therapy, and Couples Therapy.
- **Marital and Family Studies:** offers courses focused on understanding different family interactional patterns and includes courses which address such issues as ethnicity and family therapy, stages of family development, and family rituals. These courses include Marital and Family Interaction, Rituals in Families, and Couples Therapy

Graduates of the Marriage and Family Therapy program find employment in a variety of settings:

- Outpatient community mental health centers
- Youth and adolescent treatment programs
- College counseling centers and schools
- Inpatient psychiatric facilities
- Crisis intervention programs
- Residential treatment facilities
- Substance abuse treatment facilities
- Private practice

INDUSTRIAL / ORGANIZATIONAL PSYCHOLOGY

The Industrial/Organizational Psychology program at Springfield College blends coursework from the fields of human relations management, organizational psychology, and counseling in applying the science of psychology to the solution of a wide array of human and organizational problems ranging from employee selection to team building and organizational development. The I/O Psychology program allows for flexibility in designing a course of study and fieldwork options for individual students.

The I/O Psychology program provides students with a variety of learning opportunities. Graduates of the program can expect to learn how to:

- design, conduct, and evaluate organizational research projects
- conduct and translate psychological information into non-technical terms
- design and evaluate training programs
- assess the impact of motivation, job stress, leadership, and other constructs of work behavior
- build effective work groups through job analysis, group development, and worker participation
- analyze and design organizational change strategies
- effectively develop employee selection and job placement criteria
- mediate employee and labor disputes

I/O Psychology is a diverse discipline, and I/O professionals work within organizations in a variety of ways. They engage in management consulting, conflict resolution, team building, human resources management, organizational development, management training, and leadership development.

The I/O Psychology program follows a competency-based approach and educates students in the core content domain as identified by the Society for Industrial and Organizational Psychology (SIOP). The focus is on the outcomes of training and on the knowledge, skills, behavior, and capabilities necessary to function as a master's level I/O practitioner. The competency-based approach is advantageous for several reasons. It maintains a focus on what is to be taught and learned, provides desirable flexibility to curriculum planning, and recognizes the multiple paths to developing important skills. Working professionals are encouraged to use their work experiences while developing their content knowledge.

The plan of study requires a minimum of 38 semester hours. Students are encouraged to work closely with the I/O Psychology program director while developing their overall plan of study. The students' plan of study is intended to meet their personal and professional goals and culminate in a Master of Science degree in psychology with a concentration in Industrial and Organizational Psychology.

Internships

In addition to the courses offered, the program offers a wide range of outstanding internship opportunities in business, industry, government, and non-profit institutions. These placements frequently lead to full-time employment opportunities.

Upon completion of your graduate training in I/O Psychology, you will be prepared for the career opportunities in business, industry, government, or education. Graduates are prepared for careers in areas such as:

- Human resources management
- Training and development
- Consumer research
- Recruitment
- Organizational development
- Management consultation
- Personnel administration

The program does not require students to take the GRE. We have found that students who succeed in our program generally enter the program with a strong background in analytic and human relations skills. A typical student would have demonstrated past academic success with a GPA of approximately 3.0 and above.

SCHOOL COUNSELING

The primary difference between school counselors and other kinds of counseling concerns the setting. School counselors work in schools and are considered both mental health and education professionals. They work with all students, not just those who are troubled, playing an integral role in the school community along with teachers and administrators.

The School Counseling profession is changing rapidly, creating new challenges and new opportunities. School populations are growing increasingly diverse. Counselors need to know how to work successfully with students and their families from varied ethnic and socio-economic backgrounds and students with special needs. In addition to the traditional role of the guidance counselor as academic or career advisor, school counselors need to apply their

skills to help solve a range of problems including: bullying, teen pregnancy, prejudice and discrimination, mental health problems, low academic achievement, and school failure. Large numbers of school counselors are retiring in the Northeast and across the nation, creating great demand for qualified replacements. This highly professional field requires school counselors to hold an advanced degree in most states.

The School Counseling program at Springfield College prepares students to meet all of these challenges in their work in elementary, middle, and high school settings. Springfield College school counseling graduates typically have done some fieldwork in the inner city and in rural and suburban schools. They have taken a course on Counseling Diverse Populations, and discussions on working with diverse students and their families are woven throughout most courses.

The program focuses on the needs of the practitioner, building on a base of theory and research and aligned with the National Model of Developmental School Counseling. Students graduate with the skills they need to perform their jobs well, including preventing mental health problems, addressing school climate issues, conducting academic and college advising, and working with parents and families.

The School Counseling program at Springfield College prepares students to meet Massachusetts State Licensure requirements for school guidance counselors and school adjustment counselors. Through courses and fieldwork, students will come to: understand the field of school counseling and the multifaceted roles of school counselors; develop skills to counsel and assess youth; learn to consult successfully with students, parents, school personnel, and members of the wider community; understand and apply a comprehensive developmental counseling curriculum through individual, small group, and classroom interventions; and learn to serve the needs of diverse students. The program is designed for students at the threshold of their graduate careers, as well as for seasoned professionals. Through evening, day-time, and summer courses, this program is designed to accommodate working adults and professionals seeking a career change. Entrance into the program is possible at the beginning of the fall, spring, or summer terms. Part-time and full-time study options are available.

The master's degree for the School Guidance Counseling Licensure program is typically earned by completing 48 credits which includes a 450-hour practicum and a portfolio. The school counseling practicum provides students with intensive supervised opportunities to integrate theory and practice, solidify their practi-

cal skills, and deepen their knowledge of youth and schools. An additional 9-12 credits are required to complete the School Adjustment Counseling Licensure program. The program also offers a Certificate of Advanced Graduate Study in psychology with a concentration in school counseling. This program requires a minimum of 32 credit hours beyond a master's degree. The course of study is based on licensure requirements, prior coursework, and experience and is agreed upon with the program director.

Both the School Guidance Counseling and School Adjustment Counseling licensure programs are State of Massachusetts and NASDTEC approved.

School Counseling Specialty Area Courses:

- Developmental School Counseling
- Prevention and Group Counseling in Schools
- Family Counseling in Schools
- Ethical School Counseling Practice Seminar
- Practicum in School Counseling
- Counseling the College-bound Student

Fieldwork: Pre-Practicum/Practicum

Pre-practicum students complete a 60-hour pre-practicum experience in a public school. This experience is embedded in the course PSYC 645: Prevention & Group Counseling in Schools. Throughout the semester, students maintain a journal documenting their experiences and also write a series of short papers on prevention and intervention issues related to the pre-practicum sites.

Practicum students complete a practicum of at least 450 hours in an educational setting, usually a public school. Students are supervised by licensed school counselors. To be eligible for the practicum, students must pass the Communication and Literacy Skills components of the Massachusetts Tests for Educator Licensure (MTEL). Along with their practicum, students are required to enroll in PSYC 683: Ethical School Counseling Practice Seminar, which is a course that meets weekly to provide peer supervision, a forum to discuss practicum experiences, and an opportunity to study school law and the ethics of school guidance counseling practice.

Both pre-practicum and practicum placements are available at the elementary, middle, and secondary levels in Massachusetts and Connecticut.

STUDENT PERSONNEL ADMINISTRATION IN HIGHER EDUCATION

There are many factors that contribute to a successful and rewarding college experience, and what happens outside of class is just as important as what happens inside. Where conventional instruction is the province of the faculty, student personnel professionals provide invaluable assistance to students outside the classroom by fostering personal growth and by ensuring the availability of support services that enhance learning and improve the likelihood of a successful educational experience.

The Springfield College graduate program in Student Personnel Administration in Higher Education is an established program that provides a unique opportunity for students to engage in graduate activity in a friendly, small-college environment. It offers a broad curriculum of professional development. Coursework, fieldwork, and assistantships provide students with an extensive background of knowledge and skills in student development and student affairs work in preparation for working with diverse college populations.

Graduates are prepared for such opportunities as:

- Orientation coordinators
- Academic support and advisement professionals
- Financial aid officers
- Admissions personnel
- Career development specialists
- Multicultural affairs professionals
- Student activities coordinators
- Student center directors
- Residence life staff
- Assistant deans of students
- Other student service professionals

The curriculum focuses on college-age adult development, student personnel administration, organizational behavior, higher education, and counseling. It develops an overall understanding of the organizations and trends in student personnel work; exposes graduate students to the various service areas within the field; and trains students in the skills of counseling, organization and group work, consultation, research, teaching, supervision, and administration.

After completing core requirements, students develop individualized programs that reflect their personal and career goals. The plan of study requires a minimum of 48 semester hours and is developed with the major advisor. These plans of study are intended to meet the personal and professional goals of the students, and culminate in either a Master of Science or Master of Education degree. Students may elect to complete a portfolio, a thesis, or a research project. A program of study leading to a Certificate of

Advanced Graduate Study (CAGS) is also available to students who have completed a master's degree in an appropriate field. The program is designed to meet CAGS guidelines for graduate programs and emphasizes counseling and student development in its curriculum.

Internships

Fieldwork is an essential component of the program. Students are required to complete a minimum of two different 3-credit fieldwork experiences. Students receive regular supervision from competent professionals in the field and attend a weekly fieldwork/internship seminar with the director of the student's major. The program offers a wide range of fieldwork opportunities to future professionals based upon their own career needs.

Our central location in New England's knowledge corridor provides ample opportunity for internships at both small and large institutions in Massachusetts and Connecticut. Many other opportunities are available outside of the local region.

The following is a sampling of internship sites that have been selected by Springfield College students:

- Springfield College
- American International College
- Amherst College
- Assumption College
- Bay Path College
- Elms College
- Holyoke Community College
- Mount Holyoke College
- Quinnipiac University
- Smith College
- Springfield Technical Community College
- St. Joseph's College
- UMass Amherst
- University of Connecticut
- University of Hartford
- Western New England College
- Westfield State College

Some internship responsibilities include working with offices of:

- Academic advising
- Admissions
- Alumni relations
- Career development and services
- Continuing education
- Student activities
- Deans of students
- Development
- Financial aid
- International centers
- Judicial affairs
- Multicultural affairs
- Program coordinators

FACILITIES

The Psychology Department is housed in Locklin Hall, which includes counseling laboratories as well as classrooms and offices. The programs are enhanced by the on-campus presence of the Springfield College Counseling Center, the Center for Performance Enhancement and Applied Research, an Employee Assistance Program, a career center, and many college services and offices where graduate students can pursue supervised fieldwork in a convenient and professional setting.

ACADEMIC STANDING AND FINANCIAL AID

Graduate students must maintain a 3.0 cumulative average in graduate-level coursework. Full-time students are expected to complete 18 credit hours per academic year. Academic reviews are conducted each academic year. Students accepted to a graduate program on a probationary basis may apply for a federal Stafford Loan during this initial probationary semester of study. Students placed on or continued on probation as a result of their graduate academic record at the College are not eligible for College or federal financial assistance, including student loans. For more information, please write or call:

Springfield College
Office of Financial Aid
263 Alden Street
Springfield, MA 01109-3797
413 748 3108

Learn more about our graduate programs at
www.springfieldcollege.edu





FOUNDED IN 1885, Springfield College is known worldwide as the Birthplace of Basketball® and for the guiding principles of its Humanics philosophy—educating students in spirit, mind, and body for leadership in service to others. Springfield College, with its foundation of academic excellence and rich athletic heritage, prepares students with real-world leadership skills for tomorrow’s careers that transform lives and communities. A range of undergraduate and graduate degree programs are offered in fields of health sciences, human and social services, sport management and movement studies, education, business, and the arts and sciences. Doctoral programs are in physical education and physical therapy. The College is ranked in the 2010 edition of “America’s Best Colleges” in the top tier of “Best Universities—Master’s—North Region” by *U.S. News & World Report*, and is designated a premier Leadership Development Center by the YMCA of the USA. More than 5,000 traditional, nontraditional, and international students study at its main campus in Springfield, Massachusetts, and at its School of Human Services regional campuses located in ten other U.S. locations.



Springfield College Office of Graduate Admissions

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Learn more about our graduate programs at:

www.springfieldcollege.edu