

Argosy University/Honolulu

Academic Catalog Addendum 2004–2005



Effective September 1, 2004–August 31, 2005

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ARGOSY
UNIVERSITY

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Accreditation and Programs

ARGOSY UNIVERSITY/HONOLULU

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1001 Bishop Street
Honolulu, HI 96813
1.808.536.5555 1.888.323.2777 (Neighbor Islands)
FAX: 1.808.536.5505
www.argosyu.edu

Note: Use campus phone numbers in ads, not the call center which is not open during Hawai'i hours.

INSTITUTIONAL ACCREDITATION

Argosy University is accredited by the Higher Learning Commission and is a member of the North Central Association (NCA) (30 North LaSalle Street, Suite 2400, Chicago, IL 60602, 1.312.263.0456, www.ncahlc.org).

STATE LICENSING

The state of Hawai'i does not regulate private, postsecondary educational institutions.

PROGRAMMATIC ACCREDITATION

The Doctor of Psychology in Clinical Psychology Program at Argosy University/Honolulu is accredited by the Committee on Accreditation of the American Psychological Association (APA) (750 First Street, NE, Washington, D.C. 20002-4242, 1.202.336.5510).

ARGOSY UNIVERSITY/HONOLULU PROGRAMS **The College of Business and Information Technology**

Bachelor of Science (B.S.)

- Business Administration (Degree Completion Program)
- Organizational Management (Degree Completion Program)

Master of Business Administration (M.B.A.)

- Business Administration

Must choose a concentration in either:

International Business
Leadership

Doctor of Business Administration (D.B.A.)

- Leadership

The College of Education and Human Development

Master of Arts in Education (M.A.Ed.)

- Curriculum & Instruction
- Educational Leadership

Doctor of Education (Ed.D.)

- Curriculum & Instruction

Must choose a concentration in either:

General Program
K–12 Education

- Educational Leadership

Must choose a concentration in either:

Higher Education Administration
K–12 Education

The American School of Professional Psychology

Bachelor of Arts (B.A.)

- Psychology (Degree Completion Program)

Master of Arts (M.A.)

- Clinical Psychology

May choose an optional concentration in:

School Psychology

- Marriage & Family Therapy

Doctor of Psychology (Psy.D.)

- Clinical Psychology

Must choose a concentration in either:

Child & Family Clinical Practice

Diversity in Clinical Practice

- School Psychology

The American School of Professional Psychology

Master of Arts in Clinical Psychology Program

PROGRAM OVERVIEW

The Master of Arts (M.A.) in Clinical Psychology Program at Argosy University/Honolulu is designed as both a terminal degree and for those who plan to pursue doctoral study. The program provides a solid core of basic psychology, as well as a strong clinical orientation, with an emphasis in psychological assessment. The curriculum provides the theoretical and clinical elements to allow students to become effective members of mental health teams.

Both by virtue of the location of Hawai'i and by the specific design of the faculty, a central focus of education at Argosy University/Honolulu is relevance to social issues, to social justice, and to all manner of human diversity and difference. Attention to issues of human diversity occurs throughout the curriculum and within a number of additional learning opportunities outside of the classroom. Work with diverse and marginalized populations is a major focus of the teaching, scholarship, and clinical practice of all of the core faculty members at the Argosy University/Honolulu. The faculty is committed to mentoring students who will provide effective and relevant services to underserved populations.

Specific objectives of the Master of Arts in Clinical Psychology Program includes the following:

- The training of practitioners capable of delivering diagnostic and therapeutic services effectively to diverse populations of clients. Diverse client populations refer to different groups as defined by race, ethnicity, and culture as well as to a range of other marginalized and underserved groups as defined by factors including (but not limited to): gender, class, age, sexual identity, physical ability and health, and religion.
- The development of mental health practitioners who understand the biological, psychological and social bases of human functioning.
- The preparation of practitioners capable of working with other disciplines as part of a professional team.
- The development of practitioners who appreciate and value diversity in its many forms.
- The development of practitioners who are capable of critical thinking and who are engaged in and committed to continuing enhancement of personal self-awareness and growth.
- The development of practitioners who are committed to improving the quality and scope of psychological services available to underserved populations with a particular emphasis on Hawai'i and the Pacific Rim.

Master of Arts in Clinical Psychology with a Concentration in School Psychology

The M.A. in Clinical Psychology with a concentration in School Psychology Program will provide students with the necessary theoretical and clinical elements that will allow them to be effective school psychologists, mental health workers, and human services workers, with a specific focus on assessing and addressing the needs of youth in the academic setting.

This program provides:

- Preparation for a career in the fields of school psychology and mental health.
- Graduate-level training in psychopathology, assessment, working in school settings and human development.
- Supervised clinical experience in a school setting knowledge, attitudes, and skills related to effective work with diverse, marginalized, and underserved populations.

School psychologists have specialized training in both psychology and education. They use this training and skill base to team with educators, parents, and other mental health professionals to ensure that every child learns in a safe, healthy and supportive environment. School psychologists understand school systems, effective teaching and successful learning and employ appropriate preventive, developmental, and therapeutic strategies to overcome problems that may negatively be affecting academic and life success. School psychologists provide direct services, consultation, crisis intervention, educational and assessment services to schools, youth, family and human service populations.

There is a shortage of School Psychologists both nationally and in the state of Hawai'i. Graduate level preparation in the field of school psychology may afford employment opportunities with public and private schools, community colleges, corporations, social service agencies, and various community intervention programs. Students are encouraged to check requirements for eligibility in the state in which they intend to practice. This program meets current Hawai'i state academic requirements for practice as a school psychologist and for several civil service positions within the Hawai'i Department of Education's School Based Behavioral Health system.

School Psychology Respecialization Option

The School Psychology Respecialization Program is a program for professionals who hold a master's degree in psychology, counseling, or school counseling from a regionally-accredited college or university who wish to enhance their training and skills with coursework leading to a respecialization in school psychology in order to meet Hawai'i DOE requirements.

To ensure that candidates meet national standards for school psychologists, coursework will be required to supplement a conferred degree if it is not similar in design and coursework to the school psychology program offered at Argosy University/Honolulu. The coursework required of each respecialization candidate will be assessed on an individual basis through review of their transcripts. The specialization

program includes at minimum of a 600 hour internship in the school setting for the most advanced and experienced candidates.

Professional Standards

Argosy University/Honolulu has a strong commitment to developing clinical practitioners who demonstrate high levels of professionalism and clinical skill. Argosy University/Honolulu programs are rigorous and demanding; they require that students continually apply themselves to all aspects of their preparation over an extended period of time.

It is a fundamental requirement of Argosy University/Honolulu that all students meet the standards of the profession of psychology. As an expression of these standards, Argosy University/Honolulu requires adherence to the principles of the American Psychological Association (APA) Code of Ethics. Not only will students be required to complete academic and clinical requirements, but they will be expected to conduct themselves in a manner consistent with the profession of psychology at all times. Professional conduct includes respectful interpersonal relationships with all individuals. Demanding, threatening, or rude behavior is inconsistent with the identity of a professional psychologist.

Any activities that appear to violate the school's principles of professional standards in the course of the student's education or training will be reviewed carefully by the appropriate faculty committee.

Academic Evaluation

Students should be aware that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to:

- Evaluate the interpersonal competence and emotional well being of student trainees who are under their supervision, and who provide services to clients and consumers.
- Ensure—insofar as possible—that the trainees who complete the program are competent to manage future relationships (e.g., client collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner.

Because of this commitment, professional psychology education and training programs, faculty, training staff, and supervisors strive not to “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient:

- Interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- Self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- Openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning)
- Resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practicum, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-aca-

ademic, social contexts). However, irrespective of setting or context, when a student-trainee’s conduct clearly and demonstrably:

- Impacts the performance, development, or functioning of the student-trainee
- Raises questions of an ethical nature
- Represents a risk to public safety
- Damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program’s evaluation processes. (*Statement adapted from Council of Chairs of Training Councils (CCTC) March 25, 2004*)

When such difficulties come to the attention of faculty or administration, the student may be referred to the Student Evaluation Committee. The Student Evaluation Committee will determine an appropriate course of action. Possible courses of action include advisement, remediation, probation, and dismissal.

Students Rights and Responsibilities

Failure to comply with the standards set forth within the Student Rights and Responsibilities Policy may subject students to review by the Student Evaluation Committee and may result in probation and/or dismissal from the institution.

Students should acquaint themselves with the assessment and recommendation policies and options of the faculty and administrative staff in addressing issues of student behavior and performance.

The Student Rights and Responsibilities Policy appear in its entirety in the *Argosy University Academic Catalog*.

ADMISSIONS REQUIREMENTS

The application process for admission into both of the Master of Arts in Psychology Programs requires the submission of material that will enable the Admissions Department to verify the applicant’s academic qualifications to enroll in the M.A. in Professional Psychology Program. Because the admissions process also takes into consideration

the qualities essential to becoming an effective member of a mental health team, material is also required which will enable the Admissions Committee to make a determination of the individual's personal integrity, maturity, interpersonal skills, and ability to communicate effectively.

Applicants must have graduated with a baccalaureate or advanced degree from a regionally accredited institution of higher learning or an appropriately certified foreign institution.

Applicants are expected to have a minimum GPA of 3.0 on a 4.0 scale, or the equivalent, for the following:

- Cumulative coursework
- Junior/senior coursework
- Coursework in psychology
- Highest degree attained

Prerequisites for Admission

Argosy University/Honolulu requires five undergraduate courses, or their equivalent, for its clinical psychology graduate programs: a course in abnormal psychology, a course in general psychology, a course in tests and measures, a course in statistics or research methods, and a course in personality theories.

Individuals interested in applying for entry into the M.A. in Clinical Psychology Program must submit the following materials:

- Completed Application for Admission Form
- Application fee (non-refundable except in California)
- Two-to three-page personal statement
- Current résumé
- Three completed Argosy University/Honolulu Applicant Recommendation Forms (letters may be attached)
- Official transcripts from all post-secondary institutions attended
- TOEFL® Scores (international applicants only)

Optional

- Official scores from the Graduate Record Exam's General Test (our GRE Institutional Code: 4096) or the Miller Analogies Test.
- Writing sample (i.e., term paper, senior thesis).
- Paraprofessional counseling or human service experience.

Completed application files are forwarded to the Admissions Committee for review. Applicants under serious consideration for admission will be required to present themselves for an interview. M.A. in Clinical Psychology Program applicants are interviewed by the core faculty of the clinical psychology program whereas the M.A. in Clinical Psychology with a Concentration in School Psychology applicants are interviewed by the program chair of the School Psychology Program. Out-of-state applicants to Argosy University/Honolulu may be given the opportunity to complete a telephone interview.

Students should have successfully completed and passed these courses prior to admission. Prior approval by the appropriate program chair is needed for students wishing to begin the program without successful completion of the five foundation courses. Those who have not completed the courses prior to admission must complete them before the end of the first year of enrollment. Students enrolling at the School before completing all the foundation courses will be unable to register for classes that require undergraduate prerequisites. The program chair may accept transfer credit for foundation course requirements based on previous graduate coursework or clinical experience.

Application Deadlines

Applications are accepted for Fall admission only. All admission materials for the M.A. in Clinical Psychology and the M.A. in Clinical Psychology with a concentration in School Psychology Programs must be submitted by the following dates:

Application Deadlines for Fall Admission

January 15	Priority deadline (Interviews conducted in February/March; final notification April 1)
May 15	Final deadline (dependent on space availability)

Deferral Policy

An applicant admitted to Argosy University/Honolulu who finds that pressing and unforeseen circumstances prevent him or her from matriculating during the semester for which he or she was admitted, may apply for a deferral of admission for up to one year from the semester for which he or she was admitted. Deferrals are not automatic. A student who wishes to request a deferral should send a letter to the Admissions Department indicating his or her special circumstances, along with the required non-refundable tuition deposit, by the deadline indicated in the acceptance letter. M.A. in Clinical Psychology Program deferral letters will be forwarded to the Clinical Psychology Admissions Committee and the M.A. Clinical Psychology with a concentration in School Psychology Program deferral letters will be forwarded to the program chair of the M.A. in School Psychology Program. Each respective party will make a determination whether the deferral will be granted.

ENROLLMENT REQUIREMENTS

Students who have not completed the undergraduate prerequisite prior to admission must complete them prior to the end of the first year of enrollment. M.A. in Clinical Psychology students must also complete these courses prior to beginning a practicum. There are no exceptions to this policy.

Some first-year courses require completion of foundation course(s) prior to their completion. For example, students who register for Assessment I (PP7376) or Assessment II (PP7377) must have completed an undergraduate course in Tests and Measures prior to taking these courses. Students enrolling in

Quantitative Inquiry (PP7041) and Statistics Laboratory (PP7042) must have the necessary undergraduate background in Statistics or Research Methods. Concurrent registration in the foundation course prerequisite and the above courses is not permitted.

To assist students seeking to fulfill this requirement, Argosy University/Honolulu offers courses in a number of these subject areas. Given sufficient interest, some of the foundation courses may be offered during the Summer or Fall semesters. In addition, foundation courses are available online.

Satisfactory Academic Progress

Students must make satisfactory progress toward a degree by maintaining a grade point average (GPA) of 3.0 on a scale of 4.0, and completing the program within five years after matriculation. Students who take an approved leave of absence will have five years plus the length of time that they were on the approved leave of absence, not to exceed one year, to complete the program.

Students who receive a grade lower than “B-” in a course must retake the course within the next twelve months and receive a grade of “B-” or better.

Full time students must complete a minimum amount of academic work by the end of each year in the program following matriculation to demonstrate satisfactory progress.

The minimum accumulation of credit hours or other requirements for satisfactory progress are as follows:

Credit Hour Requirements for Satisfactory Academic Progress

End of Year One	14 credit hours
End of Year Two	28 credit hours
End of Year Three	42 credit hours
End of Year Four	56 credit hours
End of Year Five	61 credit hours

Retaking Courses

When a student retakes a course, the former grade remains on the student’s transcript and is used in assessing student’s academic progress. This includes evaluation for Satisfactory Academic Progress, Academic Probation, and Academic Dismissal.

However, after a student retakes a course only the latter grade is used in the calculation of the GPA.

GRADUATION REQUIREMENTS

Students who are admitted into the M.A. in Clinical Psychology Program and M.A. in Clinical Psychology Program with a concentration in School Psychology will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology. The courses will be completed in the order recommended by Argosy University/Honolulu.

Master of Arts in Clinical Psychology Program Graduation Requirements

To be eligible for graduation, students must meet the following requirements:

- 45 credit hours that must be completed by the end of the fifth year of matriculation. The total hours must include:
 - 34 credit hours of required courses completed with an earned grade of “B-” or better.
 - One year of Professionalization Group.
 - 2 credit hours of Master’s Project Seminar.
 - 3 credit hours of Clinical/Community Clerkship Seminar.
 - 6 credit hours (one academic year) of practicum and practicum seminar.
- Satisfactory completion of Master’s Project.
- A grade point average of at least 3.0 on a 4.0 scale.
- Successful completion of the first year and Master’s Clinical Evaluation Conference (CEC).
- Submission of Petition to Graduate.

Students enrolled in the master’s program are required to complete all graduation requirements within five years of the date of matriculation.

Master of Arts in Clinical Psychology Program with a Concentration in School Psychology Graduation Requirements

To be eligible for graduation, students must meet the following requirements:

- 61 credit hours that must be completed by the end of the fifth year of matriculation. The total hours must include:
 - 55 credit hours of required courses completed with an earned grade of “B-” or better
 - 400 hours of professional practicum and seminar.
 - 6 hours of required internship seminar.
 - 6 credit hours (thus accruing 1200 hours of supervised field experience, with at least 600 hours in a school setting) of supervised internship.
- Satisfactory completion of a comprehensive exam.
- A grade point average of at least 3.0 on a 4.0 scale.
- Submission of Petition to Graduate.

Students enrolled in the master’s program are required to complete all graduation requirements within five years of the date of matriculation.

Petition to Graduate

Argosy University/Honolulu holds a commencement ceremony annually. All students who desire to graduate, even those who do not intend to participate in the annual commencement ceremonies, must submit the appropriate graduation forms and fees to the Student Services Department no later than July 1st prior to the date of commencement. Students must complete all graduation requirements including submission and approval of the Master’s Project eight weeks prior to commencement.

Although commencement is held annually, students who complete graduation requirements at other times during the year will be recognized as a graduated student and receive a letter of completion.

PROGRAM REQUIREMENTS

Master of Arts in Clinical Psychology Concentration Required Courses

The M.A. in Clinical Psychology Program requires the satisfactory completion of 45 semester credit hours are distributed across the following areas:

Clinical Knowledge Requirements— Students Are Required to Take the Following

- PP7045 Psychopathology (3)
PP7340 Evaluation and Treatment of Diverse and
Marginalized Populations (3)
-

Clinical Knowledge Requirements—6 Credit Hours

Professional Issues and Roles Requirements— Students Are Required to Take the Following

- PP7100 Professional Issue, Ethics, Conduct and Law (3)
PP7110 Professionalization Group I (0)
PP7111 Professionalization Group II, II ext. (0)
-

Professional Issues and Roles Requirements—3 Credit Hours

Psychological Assessment Requirements— Students Are Required to Take the Following

- PP7376 Assessment I (3)
PP7377 Assessment II (3)
-

Psychological Assessment Requirements—6 Credit Hours

Psychological Intervention Requirements— Students Must Choose Three of the Following

- PP8010 Cognitive Behavioral Theory and Psychotherapy (3)
PP8020 Person Centered and Experiential Theory
and Therapy (3)
PP8030 Psychodynamic Theory and Therapy (3)
PP8060 Group Psychotherapy (3)
-

Psychological Intervention Requirements—9 Credit Hours

Psychology Foundation Requirements— Students Are Required to Take the Following

- PP7000 History and Systems (3)
PP7010 Life-Span Development (3)
-

Psychology Foundation Requirements—6 Credit Hours

Science and Scholarship Requirements— Students Are Required to Take the Following

- PP6011 M.A.Project Seminar (2)
PP7041 Quantitative Inquiry (3)
PP7042 Statistics Laboratory (1)
-

Science and Scholarship Requirements—6 Credit Hours

Clinical Practicum Requirements— Students Are Required to Take the Following

- PP6203 Master's Intervention Practicum and Seminar I (3)
PP6204 Master's Intervention Practicum and Seminar II (3)
PP6205 Master's Intervention Practicum and Seminar II ext. (0)
PP7364 Clinical Community Clerkship Seminar (3)
-

Clinical Practicum Requirements—9 Semester Credit Hours

Master of Arts in Clinical Psychology Program with a Concentration in School Psychology Required Courses

All coursework includes relevant and appropriate use of technology in its topic area. The student learns the knowledge and skills in the following courses:

Data-Based Decision-Making and Accountability

- PS6080 Educational Assessment (3)
PP7370 Cognitive Assessment (3)
PP7371 Personality Assessment (3)
PP7373 Integrative Assessment (3)
PS8202 Practicum and Seminar II (3)
-

Consultation and Collaboration

- PS6300 Consultation and Collaboration in Schools (3)
PS8201 Practicum and Seminar I (3)
-

Effective Instruction and Development of Cognitive/Academic Skills

- PS6005 Instruction and Learning (3)
PS6050 Special Education Systems and Populations (3)
-

Socialization and Development of Life Skills

- PP8010 Cognitive Behavioral Theory and Therapy (3)
PS6090 Behavioral Assessment (3)
-

Student Diversity in Development and Learning

- PS7340 Issues in the Assessment and Treatment of
Diverse Populations (3)
-

School and System Organization, Policy Development and Climate

- PS6300 Consultation and Collaboration in Schools (3)
-

Prevention, Crisis Intervention, and Mental Health

- PP7010 Lifespan Development (3)
PP7045 Psychopathology (3)
PS8203 Practicum and Seminar III (3)
-

Home/School/Community Collaboration

- PS6200 Family and Couples Therapy (3)
-

Research and Program Evaluation

PP7041 Quantitative Inquiry and Statistics (3)

School Psychology Practice and Development

PS6020 School Psychology (3)

PS7110 Professionalization Group I (0)

PS7111 Professionalization Group II (0)

Information Technology

All coursework includes relevant and appropriate use of technology. See syllabi.

Writing Course Requirements

Argosy University/Honolulu may offer Professional Writing (ENG104) whenever there is a need, as a no credit course for students who demonstrate a need to develop their writing skills. Students may enroll in this course on a voluntary basis. Other students, who receive written referrals for more than one semester by one or more faculty members as needing assistance with writing, will be required to take this course. The standard method for faculty members to indicate this is through a notification on the student's grade sheet.

Professionalization Group Requirements

During the first year, students participate in Professionalization Groups that focus on topics related to professional psychology. Through readings and discussions led by a faculty member, students begin to develop a professional identity and become familiar with current issues in clinical and/or school psychology. The groups provide a comfortable environment in which students can freely exchange concerns, questions, and issues relevant to their studies and their future careers. The faculty member who leads the student's Professionalization Group also serves as his/her academic advisor.

Competency Evaluations*Master of Arts in Clinical Psychology Program*

The Clinical Evaluation Competency (CEC) is a series of two competency-based examinations that are designed to evaluate students' mastery of major clinical assessment and therapeutic skills.

Students are expected to demonstrate clinical competence both conceptually and in application. It is also expected that students, having learned theoretical and applied bases in classroom courses, will have made use of out-of-class clinical contacts (i.e., practicum, seminar groups, supplementary supervision, visiting lecturers) to refine and extend the skills to be evaluated by the CEC. Passage of the CEC is a requirement for passing the seminar.

There are two sections to the CEC.

- The First-Year CEC: This CEC takes place in conjunction with the Clinical-Community Clerkship during the semester of enrollment.
- The Master's Therapy CEC: This CEC takes place in conjunction with the Master's Therapy Practicum Seminar during the Spring Semester of the year in which the student is enrolled in the Master's Therapy Practicum.

The CEC is graded "Credit/No Credit." Students have three opportunities to receive a passing grade on each CEC. After the first failure, students will receive an informal remediation plan developed by the faculty involved in the CEC. After two failures, students will be referred to the Student Conduct Committee for a formal remediation plan. After the third failure, students will be dismissed from the program.

Further information about the CEC is found in the *Argosy University/Honolulu Clinical Training Manual*.

Master of Arts in Clinical Psychology Program with a Concentration in School Psychology

There are two school psychology competency evaluations. The School Psychology Intervention Competency Examination (SPICE) focuses on the integration of problem solving, assessment, and intervention skills. The School Psychology Evaluation Competency (SPEC) requires each student to present a case summary and analysis. The purpose of the SPEC is to demonstrate competence in problem solving, diagnosis and determination of eligibility for services and proposed direct and indirect services.

The SPEC ensures that the student is prepared to demonstrate knowledge and skills in class and in supervised field work. Faculty evaluators assess the student's fund of knowledge regarding the foundations of school psychology, the student's ability to manage an interview, and the student's skill at arriving at an accurate diagnostic and case formulation. Students are also evaluated on their skill in proposing appropriate interventions based on the findings. Students must pass the SPEC prior to beginning the second year of practicum. The SPEC is taken during the Spring Semester of the student's first practicum year.

The SPEC requirement is met by submitting a tape, a tape transcription, an an analysis of an interview that the student has conducted, and a diagnostic case formulation report, including a self-critique. This tape cannot have been submitted either in the school or outside of it for review, supervision or critique.

Students should refer to the School Psychology Evaluation Competency Examination document for complete information concerning the requirements and process for completing the SPEC.

The School Psychology Intervention Competency Examination (SPICE) requires each student to present a case study of a direct or indirect intervention. A direct intervention should include a summary detailing the assessment of the pupil's needs, plans for the intervention and how the progress of the pupil will be monitored. An indirect intervention should include consultation, the assessment of needs/risks, planning of an intervention program, the implementation and evaluation of the program's success or benefits.

Following successful passage of the case study and written analysis, the student schedules an oral defense with her/his practicum and seminar faculty and an additional faculty member. During the oral defense, the student answers questions based on the knowledge and skills that the student should be demonstrating as learning outcomes.

The SPICE requirement is met by submitting a tape, tape transcription, and an analysis of an assessment and intervention. This tape cannot have been submitted either in the school or outside of it for reviews, or supervision critique. The SPICE is taken during the Summer Semester of the second practicum.

A student is ineligible for internship until he or she has passed the SPICE. In the event of a failure, the examination may be re-taken once. If the written component of the SPICE is passed, an oral examination is scheduled. Failure of either the written or the oral components of the SPICE constitutes a failure of the SPICE.

Students should refer to the *School Psychology Intervention Competency Examination* document for complete information concerning the requirements and process for completing the SPICE.

Practicum and Practicum Seminar Requirements *Master of Arts in Clinical Psychology Program*

The Clinical-Community Clerkship Seminar (PP7364) is the first opportunity provided to Argosy University/Honolulu students for clinical field training.

It serves as a pre-practicum training experience, involving students with the opportunity to gain familiarity with a variety of clinical populations within mental health delivery systems as well as the range of community resources available. The Clerkship is also a vehicle in which students begin developing clinical skills. The Clerkship is an essential part of clinical training and all students are required to participate in this experience.

Students enroll in (PP7364) for one semester during their first year and spend 50 hours volunteering in community settings. Students receive didactic preparation and participate in clinical interview training with a weekly three-hour Clerkship Seminar.

Following Clerkship, full-time students will normally be placed in a Master's Practicum and Seminar during their second year of study. For registration purposes, the practicum and seminar are treated like one course. The practicum/seminar carries a total of 3 credit hours per semester (2 credit hours per practicum/1 credit hour per seminar) and 6 credit

hours per academic year. Practicum usually begin in September and conclude in June. Throughout the year, the student will be required to spend 20–24 hours per week or a minimum of 720 hours in the practicum training experience (not including the seminar).

All students who enter the practicum application process must be in good academic standing (minimum grade point average of 3.0 on a 4.0 scale) and have completed the academic planning which will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum.

If a student who has accepted a practicum is placed on probation prior to the beginning of practicum, the student may not attend practicum. If the student is placed on academic probation during practicum, the student may be removed from practicum and referred to the evaluation committee to develop a remediation plan.

In cases of non-academic training difficulties, the student may be referred to the Training Committee for development of a remediation plan. The student may be withdrawn from practicum.

The goal of the practicum is to foster the training of competent clinicians capable of providing basic and effective clinical intervention. Evaluation of student progress in clinical field training focuses on three areas:

- Theoretical knowledge bases
- Clinical skills
- Professional attitudes

A thorough review of site and seminar evaluations is conducted by the Training Department, and an overall grade of “Credit” or “No Credit” is included in the student’s academic record. All students should be familiar with the *Argosy University/Honolulu Clinical Training Manual*. The manual provides a comprehensive overview of the practicum and its requirements.

Master of Arts in Clinical Psychology Program with a Concentration in School Psychology

The purpose of the practicum experience is to relate knowledge and skills. The learning objectives that are used are the same as the requirements for the national School Psychology Certification system of the national Association of School Psychologists.

Eligibility Requirements for Practicum

All students who enter the practicum application process must be in good academic standing, have a minimum GPA of 3.0 (on a 4.0 scale). Students cannot be placed in an educational site until they have successfully completed a criminal background check.

Students must demonstrate the readiness to assume a professional role and interact appropriately with children, youth and parents, and related professional. Personal adjustment issues, interpersonal difficulties, poor communication skills, or other behavioral problems may reflect on a student’s ability to interact with clients in a competent and ethical manner. Students on probation are not eligible to make application to practicum or to begin practicum. Students placed on probation during practicum must petition the to continue practicum.

Practicum Seminars

All students enrolled in the practicum must also attend the practicum seminar. The practicum seminar is led by Fieldwork Leader. The content of the practicum seminar varies according to the learning outcomes and practicum site of the enrolled students and the learning outcomes of the year. Concurrent enrollment in practicum seminars is mandatory.

Practicum Experiences

The school psychology student takes 6 credit hours of practicum. The majority of the direct experiences will be in the schools, however, the students are encouraged to attend professional development opportunities, including being a member of professional organizations and attending professional presentations that are related to school Psychology.

The practicum usually may not be done in a student's place of employment. All students placed in practicum must be covered by professional liability insurance, purchased through Argosy University. This coverage is mandatory even if the student is otherwise insured. Payment for insurance coverage is made through the Student Services Department at the time of practicum registration.

Internship and Seminar Format

Master of Arts in Clinical Psychology Program with a Concentration in School Psychology

The internship serves as the capstone experience where knowledge and skills are fine tuned. Students demonstrate the professional and ethical standards of the field and the learning outcomes of the program. Supervision is provided jointly by the site supervisor and the university fieldwork leader under the Memorandum of Agreement between the Hawaii Department of Education and Argosy University/Honolulu.

The internship involves direct and indirect services to students and their families in conjunction with school personnel and related mental health professionals. The internship site supervisor must meet two hours per week in direct supervision and be available upon call to answer questions. The faculty fieldwork leader will conduct the regularly held Internship Seminars to discuss issues that arise in the internship and to learn more advanced skills.

Students must complete at least 1200 internship hours. At least 750 hours must be in schools. With special permission, 750 hours can be done in a related setting, e.g., clinic, hospital, etc. Some states require more hours, so the student is responsible for finding out the required number of internship hours and making arrangements to meet this requirement. Students must do their internship full time for two semesters, or with permission from the School Psychology program chair may do the internship half time over two years. Some internship sites may be paid.

Master's Project

Master of Arts in Clinical Psychology Program

The purpose of the Master's Project is to demonstrate the student's critical and analytical skills focused upon a specific topic in applied psychology. The Master's Project is most useful when the topic is related to the student's area of interest and projected career goals. The Master's Project serves to deepen the student's knowledge and understanding of the current thought and research in the area of interest. As the focus of the Master's Project is on the application of a theoretical perspective to clinical work, the paper may be a review of the literature as it relates to a clinically relevant topic.

Students write the project within the context of a two-semester Master's Project Seminar that is a requirement for all master's program students. Students are required to register for two consecutive semesters of formal seminar meetings.

Students who do not meet requirements in the seminar by the stated deadline during either of the first two semesters will not receive credit for that semester. Because the curriculum requires two Master's Project credit hours for graduation, students who do not receive credit must register for one or more additional thesis credits to be eligible for graduation. Students who do not complete and receive approval of the thesis project by the end of the second semester must continue to register for Master's Project and register for one credit hour of project credit each semester until the thesis project is completed and accepted.

Master of Arts in Clinical Psychology Program with a Concentration in School Psychology

There is not a separate Master's Project for the Master of Arts in in Clinical Psychology Program with a concentration in School Psychology.

Clinical Practice

Argosy University/Honolulu recognizes the responsibility of institutions preparing clinical psychologists to provide training experiences of the highest quality for their students and to ensure that this training protects the best interest of the public. It is entirely consistent with training goals for the institution to

require that students not engage in professional activities that may infringe upon a primary commitment to training, have a negative impact on quality of mental health services, or are inconsistent with ethical and legal standards. The participation of students in outside work activities should be secondary to training and should also uphold and be consistent with the ethical and legal standards of the profession.

While matriculating at Argosy University/Honolulu, students are specifically prohibited from being involved in private practice unless the following standards are met:

- Any student who has appropriate state registration, certification, credentialing, or licensure relevant to the practice and delivery of mental health services is entitled to practice independently in that particular area of registration or certification.
- It is the responsibility of any student engaged in private practice to notify the program chair of this private practice and to provide evidence of appropriate current registration, certification or licensure by the state in which the practice occurs.

Failure to comply with these policies may result in dismissal from the program.

Training in the Place of Employment

Clinical training may not be done in the student's place of current employment. This restriction recognizes that training most optimally occurs in settings uncomplicated by dual relationships, employment pressures, and financial demands. Students also profit from training in diverse organizational "cultures" or structures.

Occasionally, the interpretation of what constitutes "place of employment" is unclear. For example, a large corporation may own several smaller corporations that operate at different sites, managed by different supervisors, serving different populations. A student may request the opportunity to train at a subsidiary of the parent organization in which the student works. In order to identify what constitutes a student's "place of employment," the school has developed the following guidelines:

- **Dual Relationships:** The field training supervisor periodically evaluates the student's progress in training and submits reports to the school. These reports must be objective, fair, and candid. Therefore, the student should not be evaluated by someone who is a co-worker, work supervisor, or employer. The director of Training will evaluate the student's training request to ensure that no dual relationship exists.
- **Multiple Identities:** A student should enter a training site with a single identity: a professional-in-training. Students attempting to train in their place of employment continue to be identified as an employee. This identity can place competing demands on a student and thus compromise the training that a student receives.
- **Geographical Relationships:** Occasionally, health organizations, like other corporations, merge with or acquire, other companies that are at some geographical distance from one another. In these circumstances, the corporations continue to operate independently of one another and are united "in name only." Under these circumstances, a student may train at the separate corporation, so long as the other criteria are met.
- **Power in Relationships:** Students enter training programs to be the recipients of educative, professional training experiences. This arrangement places the student in a role in which the student depends upon the supervisor and the agency for a successful training experience. Students may not hire their supervisors, nor pay the agency for their training experience. Such arrangements remove the professional-in-training from the student role and elevate the student to the status of business partner in the training process.

No student will be waived from the practicum requirements. Whenever possible, students who come to Argosy University/Honolulu with extensive clinical backgrounds are placed in practicum sites offering experience in areas where they have an interest and do not have previous experience.

RECOMMENDED COURSE SEQUENCE FOR THE MASTER OF ARTS IN CLINICAL PSYCHOLOGY PROGRAM

Student progress through the program is intended to be sequential. Certain courses are offered to first-year students that provide a theoretical and practical foundation for courses that will follow in subsequent years. Certain advanced courses also require the student to have the background of more basic courses in order to benefit fully from the course experience. Students must satisfy all stated prerequisites for a course before registration for that course can be considered official.

Year One

Fall Semester	Spring Semester	Summer Semester
PP7000 History and Systems (3)	PP7045 Psychopathology ^{1,2} (3)	PP8010 Cognitive Behavioral Therapy ^{1,3} (3)
PP7010 Lifespan Development ¹ (3)	PP7100 Professional Ethics, Conduct and Law ^{1,2} (3)	PP7111 Professionalization group II Ext ^{1,2} (0)
PP7110 Professionalization Group I ^{1,2} (0)	PP7111 Professionalization Group II ^{1,2} (0)	
PP7376 Assessment I ¹ (3)	PP7377 Assessment II ¹ (3)	
PP7364 Clinical/Community Clerkship ^{1,2} (3) <i>(Clerkship can be taken in Fall, Spring, or Summer I)</i>	PP8020 Person Centered Theory/Therapy ^{1,3} (3)	

Year Two

Fall Semester	Spring Semester	Summer Semester
PP6011 M.A. Project Seminar I ² (1)	PP6011 M.A. Project Seminar II ² (1)	PP6205 M.A. Intervention Practicum and Seminar II Ext ² (0)
PP6203 M.A. Intervention Practicum and Seminar I ² (3)	PP6204 M.A. Intervention Practicum II ² (3)	PP8010 Cognitive Behavioral <i>(if needed)</i> (3)
PP7340 Evaluation and Treatment of Diverse and Marginalized Populations ² (3)	PP7041 Quantitative Inquiry (3)	Complete M.A. CEC
PP8060 Group Psychotherapy ³ (3)	PP7042 Statistics Laboratory (1)	
	PP8030 Psychodynamic Therapy ³ (3)	

¹ Prerequisite for practicum: must take two intervention courses prior to doing Master's Intervention Practicum, can take third intervention concurrent with practicum.

² Course cannot be waived.

³ Required course.

RECOMMENDED COURSE SEQUENCE FOR THE MASTER OF ARTS IN CLINICAL PSYCHOLOGY PROGRAM WITH A CONCENTRATION IN SCHOOL PSYCHOLOGY

Student progress through the program is intended to be sequential. Certain courses are offered to first-year students that provide a theoretical and practical foundation for courses that will follow in subsequent years. Certain advanced courses also require the student to have the background of more basic courses in order to benefit fully from the course experience. Students must satisfy all stated prerequisites for a course before registration for that course can be considered official. *Note:* Courses, instructors, and dates may change as needed.

Year One

Fall Semester	Spring Semester	Summer Semester
PS6020 School Psychology (3)	PP7010 Lifespan Development (3)	PP7045 Psychopathology (3)
PS6005 Instruction and Learning (3)	PS6050 Special Education Systems and Populations (3)	PP7370 Cognitive Assessment (3)
PP6201 Practicum and Seminar (1)	PP6201 Practicum and Seminar (1)	PP6201 Practicum and Seminar (1)
PP7110 Professionalization Group (0)	PP7111 Professionalization Group (0)	PP7111 Professionalization Group (0)

Year Two

Fall Semester	Spring Semester	Summer Semester
PP7371 Personality Assessment (3)	PS6090 Behavioral assessment (3)	PP7041 Quantitative Inquiry (3)
PS6080 Educational Assessment (3)	PP7100 Professional Ethics and Conduct (3)	PP7042 Statistics Laboratory (1)
PP6202 Practicum and Seminar (1)	PP6202 Practicum and Seminar (1)	PP7340 Evaluation and Treatment of Diverse and Marginalized Populations (3)
		PP6202 Practicum and Seminar (1)

Year Three

Fall Semester	Spring Semester	Summer Semester
PP8010 Cognitive Behavioral Therapy (3)	PS6300 Consultation and Collaboration (3)	PS6499 Internship and Seminar (<i>optional</i>)
PS6200 Systems: Families and Schools (3)	PP7373 Integrative Assessment (3)	
PP6499 Practicum and Seminar (3)	PS6499 Internship and Seminar (3)	

COURSE/CREDIT TRANSFER POLICIES

Argosy University/Honolulu does not automatically transfer credit from graduate coursework taken at other institutions. Students who have taken graduate courses elsewhere may petition to have these courses apply toward transfer credit for courses in the curriculum. Course transfers are not reviewed or granted until the student has been accepted and paid the initial deposit following admission to the program.

For a course to be considered eligible for transfer credit, the following conditions must be met:

- The course must have been taken no more than five years before the student's entry into Argosy University/Honolulu.
- The course must have been a graduate-level course, taken for graduate-level credit from a regionally accredited college or university. In the case of institutions outside the U.S., the appropriate state or national accreditation is required.
- Any course submitted towards a transfer of a 3 credit course must have itself carried 3 or more graduate credit hours.
- A student must have earned a grade of "B" or better in any course submitted for transfer credit.
- A maximum of five courses (15 credit hours) may be transferred towards the master's program in psychology.
- The university does not accept any credit earned as military credit, credit by examination, credit by correspondence, credit for life experience, or graduate credit from non-accredited schools.

A student who desires to submit a course for transfer review should notify the Student Services Department and obtain the appropriate transfer request form. This form should be completed and returned to the Student Services Department. Only requests made in writing are reviewed.

External Transfer Credit

All credit transfer requests must be submitted during the first academic year of the student's enrollment. Students petitioning for transfers may be requested to provide course descriptions, syllabi, exams, diagnostic test protocols and write-ups. Transfers are granted by a faculty member if there is an 80 percent overlap in course content and objectives between the course submitted for transfer credit and the course as it is offered at Argosy University/Honolulu. Students may obtain the procedures to be observed in submitting transfer requests from the Student Services Department.

Students who wish to submit a course for transfer credit:

- Must complete a separate form for each transfer request
- May submit the request anytime before the end of the first academic year
- Will provide a transcript and other supporting documentation, such as course descriptions, syllabi, exams, diagnostic test protocols and write-ups
- Forms are submitted to the Student Services Department

The following is a list of courses that may not be transferred into the M.A. in Clinical Psychology Program.

Non-Transferable Courses into the Master of Art in Clinical Psychology Program

PP6203	Master's Practicum Seminar I (3)
PP6204	Master's Practicum Seminar II (3)
PP6205	Master's Practicum Seminar II ext (0)
PP7045	Psychopathology (3)
PP7100	Professional Ethics, Conduct and Law (3)
PP7110	Professionalization Group (0)
PP7111	Professionalization Group (0)
PP7340	Evaluation and Treatment of Diverse and Marginalized Populations (3)
PP7364	Clinical Community Clerkship Seminar (3)

Students who wish to transfer Assessment I (PP7376) and Assessment II (PP7377) will complete the above review process, and, if they are determined to be eligible, may be required to pass a practical competency exam in order to be granted a course transfer. The Student Services Department may answer general questions about the transfer examination procedure and will direct specific questions to the faculty members who administer the examination.

Internal Transfer Credit

If students internally transfer within the Argosy University system, approved transfers are transferred if the course is identical to the one offered at the campus to which the student is transferring. If the course is similar but not identical, Argosy University/Honolulu will review for approval or denial. Credit transfers are only accepted if the course being transferred is a requirement of the degree program (including electives) at Argosy University/Honolulu.

All transfer requests must be submitted during the first academic year of the student's enrollment. Students petitioning for transfers may be required to provide course descriptions, syllabi, exams, diagnostic test protocols and write-ups.

PROGRAM TRANSFER FROM THE MASTER OF ARTS IN CLINICAL PSYCHOLOGY AND THE MASTER OF ARTS IN CLINICAL PSYCHOLOGY WITH A CONCENTRATION IN SCHOOL PSYCHOLOGY PROGRAMS TO THE DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM

The Argosy University/Honolulu Admissions Committee will use the following guidelines for considering admission of master's students into the Doctor of Psychology in Clinical Psychology Program:

- The student must be in good standing in the Clinical Master's program.
- The student must show measurable achievement in clinical competencies as experienced in an applicable setting.
- The student must have a GPA of 3.25 or better.

In addition, students must meet the requirements set forth by Argosy University/Honolulu for students applying to the Psy.D. in Clinical Psychology Program from the M.A. in Clinical Psychology Program or the M.A. in School Psychology Program.

Master of Arts in Marriage and Family Therapy Program

PROGRAM OVERVIEW

The Master of Arts (M.A.) in Marriage and Family Therapy Program has been designed to educate and train students to function effectively as professional counselors in the field of marriage and family therapy. Argosy University/Honolulu provides for its master's students an educational program with the necessary theoretical and clinical elements that will allow them to be effective counselors of couples, families, groups and individuals. The program introduces students to basic counseling skills that incorporate foundations of systems theory into the development of appropriate clinical relationships.

Program Format

To meet the needs of working adults, except for practicum, courses for the program meet on weekends with some courses offered online. Courses in the Master of Arts in Marriage and Family Therapy Program are taken in a lock step format in a cohort model.

Attendance Policy

The intensive weekend format of the program makes attendance crucial. Any amount of class time missed negatively impacts upon the grade. More than three hours of missed class time will result in automatic loss of one full letter grade. More than six hours missed will result in automatic failure for the class. Instructors may have more stringent requirements that will be supported by the program administration.

Students who have emergencies or other circumstances that prevent them from attending or from being able to fully participate in class will be encouraged to withdraw from the class. Students are required to notify instructors concerning any anticipated absences.

Students are required to be familiar with the Course Add/Drop Policy of Argosy University found in the *Argosy University Academic Catalog*.

Eligibility for Licensure

While the program attempts to prepare students to become eligible for licensure as marriage and family therapists, eligibility requirements by the state of Hawai'i may require additional coursework or clinical contact hours beyond the scope of the current program design. Students planning to pursue licensure in another state should check requirements in that state.

ADMISSIONS REQUIREMENTS

The program welcomes application from students with diverse educational, professional and ethnic backgrounds. Argosy University/Honolulu requires successful completion of a baccalaureate degree from a regionally accredited institution or an appropriately certified foreign institution. Students making application to the program are required to submit the following:

- Completed Application for Admission Form
- Application fee (non-refundable except in California)
- A two- to four-page typewritten personal statement describing their reasons for seeking an advanced degree in the field of marital and family therapy
- Current résumé
- Three letters of recommendation from professional associates, professors, academic counselors or other individuals who can vouch for the applicant's personal and professional conduct, aptitude in the field of counseling and/or probable success in a graduate program.

- Official transcripts from all post secondary institutions attended
- TOEFL® (international applicants only)

Provisional Candidacy

All students enter the program as provisional candidates, and are awarded full candidacy upon successful faculty evaluation and successful completion (GPA of 3.0 or higher) of the initial four courses and two semesters of Professionalization Group:

Students Must Have Successfully Completed the Following

PC6024	Theories of Family Therapy and Development (3)
PC6022	Family Therapy Counseling Skills (3)
PC6520	Research and Assessment In Marriage and Family Therapy (3)
PC6101	Theories of Group Counseling (3)
PC6010	Professionalization Group I (0)
PC6011	Professionalization Group II (0)

The student's potential for completing the program and performing as professional marriage and family therapists will be assessed from a variety of perspectives. A formal evaluation process is used to review each student for full degree candidacy. Students meeting the academic requirements and who have satisfactory evaluation will be awarded full candidacy status. Candidacy status is not based on grades alone. Decisions for candidacy are final and are not subject to appeal.

Students who achieve a grade point average of 2.5 or below will no longer be allowed to take courses in the program. Students with grade point averages above 2.5 but below 3.0 will be advised of their status and may be maintained as provisional degree candidates. If allowed to continue as provisional degree candidates, students will be required to take an additional two courses. Following the completion of those two courses, students will be re-evaluated for full degree candidacy. Students will not be allowed to take more than two additional courses without achieving an over-all GPA of 3.0. See the satisfactory academic progress section in the academic catalog for additional information regarding GPAs below 3.0 in graduate programs.

The first four courses of the program plus two terms of Professionalization Group (PC6010 and PC6011) must be satisfactorily completed before a student is allowed to take additional courses in the program. If a student is unable to complete one of these courses he/she will become ineligible to take other courses until the dropped or failed course is successfully completed. In special circumstances, the program chair may allow a student to continue taking courses, but that student will remain under provisional status for a minimum of two additional courses until a formal evaluation is conducted.

ENROLLMENT REQUIREMENTS

Students in the Master of Arts in Marriage and Family Therapy Program enroll for the equivalent of 9 credit hours per semester with possible exception during practicum. Students should complete the coursework in a lock-step sequence. Any student who wishes to take a course or courses out of sequence must have the permission of the program chair.

Satisfactory Academic Progress

To meet satisfactory progress towards a degree, students must maintain the required cumulative GPA and meet cumulative maximum time frames for their program. In addition to the Satisfactory Academic Progress requirements outlined in the *Argosy University Academic Catalog*, all students are reviewed each academic year at the completion of the Spring Semester by the Student Services Department to determine if satisfactory academic progress requirements are being met for the following criteria:

- Cumulative GPA: Students must maintain a cumulative grade point average (GPA) of 3.0 on a scale of 4.0.
- Cumulative Maximum Time Frame: Students must complete the program within four years after matriculation. Students who take an approved leave of absence will have four years plus the length of time that they were on the approved leave of absence, not to exceed one year, to complete the program.

- **Incremental Maximum Time Frame Schedule:** The minimum amount of work that a full time student must complete by the end of each year in the program following matriculation to successfully complete the program appears below. Students taking an approved leave of absence will not have the length of time that they were on the leave counted in the calculation of the student's year in the program. Curriculum changes may result in a change in the Completion Schedule for Maximum Timeframe.

Students are required to complete 45 credit hours within the incremental maximum timeframe requirement listed below:

Credit Hour Requirements for Satisfactory Academic Progress	
End of Year One	16 credit hours
End of Year Two	21 credit hours
End of Year Three	32 credit hours
End of Year Four	51 credit hours

The Incremental Maximum Time Frame requirements are not a replacement for the specific program sequencing and enrollment requirements, which may be stricter than the Incremental Maximum Time Frame requirements. See other sections of this Handbook for specific requirements of your program.

Repeating Courses and Academic Dismissal

Students who receive a grade below “B-” in any course within their program must repeat and pass that course.

Transcripts reflect all grades below a “B-” earned by students, even after a course is retaken. All grades below “B-” appearing on transcripts will be counted in assessing the academic performance of students, however when a student retakes a course, only the grade earned for the course when it is retaken is used to calculate the student's GPA.

Students will receive a letter of academic warning for:

- Receipt of a grade of “F.”
- Receipt of a second grade below “B-.”

In addition, students placed on warning may be referred to an appropriate Committee.

Students are dismissed from the program for:

- Receipt of a second grade of “F.”
- Receipt of two grades below “B-” during the same semester.
- Receipt of a third grade below “B-.”

Standards of Conduct

Students in the Master of Arts in Marriage and Family Therapy program are expected to conduct themselves at all times in a manner consistent with the ethical and professional standards outlined in the Codes of Ethics of the American Association for Marriage and Family Therapy and The American Psychological Association. In addition, consistent with the mission of Argosy University Honolulu, respect for human difference in all its many forms is practiced at all times. Students who violate the ethical and professional principles and standards of conduct will be referred to an appropriate Committee for evaluation of suitability for training. Students should familiarize themselves with the of Argosy University Ethical Code of Conduct found in the *Argosy University Academic Catalog* as well as the formal codes of ethics of AAMFT.

GRADUATION REQUIREMENTS

Students who are admitted into the Master of Arts in Marriage and Family Therapy Program will be responsible for completing the program requirements that are in effect at the time of their admission. The School retains the right to modify these requirements in accordance with the demands of the profession. The courses will be completed in the order recommended by Argosy University/Honolulu. To be eligible for graduation, students must meet the following requirements:

- 45 credit hours that must be completed by the end of the fourth year of matriculation. The total hours must include:
 - 36 credit hours of required courses
 - 9 credit hours of required practicum and practicum seminar.

- Satisfactory completion of the Comprehensive Examination
- Satisfactory completion of the Practicum Seminar Final Project
- A grade point average of at least 3.0 on a 4.0 scale
- Submission of Petition to Graduate

Students enrolled in the M.A. in Marriage and Family Therapy Program are required to complete all graduation requirements within four years of the date of matriculation.

All students who desire to graduate, even those who do not intend to participate in the annual commencement ceremonies, must submit the Petition to Graduate form and fees to the Student Services Department at least eight weeks prior to the date of commencement. In addition, all graduation requirements must be completed prior to the commencement, including satisfactory completion of the Comprehensive Examination.

Although commencement is held annually on O'ahu, students who complete graduation requirements at other times during the year will be recognized as a graduated student and will receive a letter of completion.

PROGRAM REQUIREMENTS

Student progress through the Master of Arts in Marriage and Family Therapy program at Argosy University/Honolulu is intended to be sequential. Introductory courses are offered to first year students which provide a theoretical and practical foundation for courses and practicum that will follow. In addition, certain courses require the student to have the background of more basic courses in order to benefit fully from the course experience. A minimum of 18 credit hours of successful coursework completion including successful completion of Professional and Ethical Issues (PC6300), two semesters of Professionalization Group (PC6011 and PC6011) and status as full candidacy in the program, is required prior to starting practicum training.

The following is the plan of study for the M.A. Marriage and Family Therapy.

The M.A. in Marriage and Family Therapy Program requires the satisfactory completion of 45 semester credit hours, distributed across the following areas:

Program Requirements— Students Are Required to Take the Following

PC6024	Theories of Family Therapy and Development (3)
PC6022	Family Therapy Counseling Skills (3)
PC6010	Professionalization Group I (0)
PC6520	Research and Assessment in Marriage and Family Therapy (3)
PC6101	Theories of Group Counseling (3)
PC6011	Professionalization Group II (0)
PC6300	Professional and Ethical Issues (0–3)
PC6032	Psychopathology and Assessment (3)
PC6008	Advanced Theories of Family Therapy and Development (3)
PC6090	Couple and Relational Counseling Skills (3)
PC6400	Practicum I (3)
PC6501	Human Development: Lifespan (3)
PC6020	Child and Adolescent Counseling (3)
PC6401	Practicum II [A continuation of PC6400] (3)
PC6200	Human Sexuality (3)
PC6511	Social and Cultural Foundations in Counseling (3)
PC6402	Practicum III [A continuation of PC6401] (3)

Program Requirements—45 Credit Hours

Some courses in the curriculum may be delivered in an online format.

Writing Program Requirements

Students are expected to be proficient in written and oral communication and to produce graduate-level written work consistent with the accepted standards in the field of counseling and psychology.

Students who need to develop their writing skills will be encouraged to enroll in a Professional Writing course. The standard method for a faculty member to indicate that a student's writing is deficient is through written notification on the student's grade sheet, although notification may come in any form. Students who receive a second referral for writing course will be required to enroll in an approved Professional Writing course. Writing courses that

meet the requirement will be offered periodically at the main campus. In addition, an approved Professional Writing course is offered online. Students who are required to take the Professional Writing course should contact Student Services for information on how to enroll. The requirement must be fulfilled by the student before the end of the semester following the semester in which the second referral was made. Proof of satisfactory completion must be submitted to Student Services. Failure to fulfill this requirement within the specified timeframe may result in the student being placed on administrative leave and/or referral to an appropriate committee.

Comprehensive Examination Requirements

All students are required to successfully complete a Comprehensive Examination. The content of the Comprehensive Examination includes the material covered during a student's entire course of study in the master's program. The examination requires students to integrate the course material into a form demonstrating both mastery and the ability to organize the material coherently and logically. Students who do not pass the Comprehensive Examination will receive feedback concerning their performance on the examination and assistance in constructing additional experience aimed at enabling them to pass this program requirement.

The student must successfully complete all required courses, excluding the practicum, in order to take the Comprehensive Examination. Courses transferred from another institution are considered successfully completed. Students taking the Comprehensive Examination must be students in good academic standing, having a GPA of 3.0 on a 4.0 scale. The Comprehensive Examination is offered following completion of the final class (excluding practicum) of the curriculum. Students are required to turn in a completed application at least two months before they intend to take the exam.

The Comprehensive Examination is an in-class, essay format examination. It covers knowledge base expected of students at the conclusion of a graduate program in marriage and family therapy and is designed to assess student's ability to use their

knowledge in an integrative, reflective and critical manner to address issues relevant to marriage and family therapy. The examination covers all domains of the marriage and family therapy curriculum, including:

- Professional and Ethical Issues
- Psychopathology, Assessment and Case Conceptualization
- Social, Cultural and Human Diversity
- Interventions and Clinical Skills
- Systemic Counseling Theory
- Lifespan and Family Development
- Research

Prior to each exam, an open meeting will be held to allow students an opportunity to ask questions about exam preparation and exam procedures.

Students must pass all four questions in order to receive a full pass for the examination. Students who pass two or three of the four examination questions will be given a conditional pass and the opportunity to remediate the question(s) they failed. If they do not pass one or both questions on remediation, they will be afforded the opportunity to retake the examination until the maximum timeframe to complete the program has been reached. Students who do not pass three or four questions will be given a fail for the examination and will be afforded the opportunity to retake the examination until the maximum timeframe to complete the program has been reached.

Students who need special accommodations during the examination are required to request them in writing and provide any necessary documentation with the request.

Practicum and Practicum Seminar Requirements

The practicum is the initial opportunity provided to Argosy University/Honolulu students for clinical field training. Within the series of practicum courses, the School provides students with the opportunity to work under supervision of an appropriate clinician in an approved setting with a clinical population. The

practicum is an essential part of clinical training, and all students are required to participate in the practicum experience.

The practicum is a required 600-hour (minimum) 45-week training experience. Practicum carry 3 credit hours per semester. All students enrolled in practicum are concurrently enrolled in a mandatory weekly, 1.5-hour practicum seminar which meets throughout each semester and is led by a faculty member. To be eligible to enroll in practicum, students must have achieved full-candidacy status and must have completed Professional and Ethical Issues (PC6300).

Students are placed in a practicum and practicum seminar during their second year of study. A student may also have the option of waiting until all coursework is completed before beginning the practicum experience. For registration purposes, the practicum and seminar are treated like a single course. The practicum carries 3 credit hours per semester for three consecutive semesters. Credit is assigned on a "Credit/No Credit" basis by the seminar instructor.

Practicum Evaluation

The practicum is the primary mechanism of applied training and evaluation in the Master of Arts in Marriage and Family Therapy Program. Practicum training is the supervised out-of-class contact of students with a clinical population that takes place within a mental health care delivery system. The purpose of practicum training is to provide the environment and opportunity for students to apply their theoretical knowledge, to implement and develop clinical techniques based on this knowledge, and to foster the professional and personal attitudes important to the identity of a professional counselor. Evaluation of student progress in practicum training focuses on three areas: theoretical knowledge, clinical skills, and professional attitudes and conduct.

The foundation of student practicum training in marriage and family therapy is the accurate assessment and understanding of human clinical problems from a systemic perspective. This assessment and understanding is the basis for the recommendation

and/or implementation of effective techniques for the alleviation or resolution of these problems within a climate of absolute respect for the client. Ethical standards of the American Association for Marriage and Family Therapy and the American Psychological Association are incorporated into student training.

The Argosy University/Honolulu administration closely monitors academic and clinical development during all stages of progress throughout a student's graduate career. This monitoring includes assessment of clinical suitability as well as academic achievement. Thus, aspects of student's personal adjustment, interpersonal relationships, and behavior in all settings are relevant to their progress. Our aim is to assure that students are well qualified and have the potential to become competent and ethical professionals. Students who are removed from their practicum site because they are not meeting training or professional standards will be referred to an appropriate committee and will have to repeat that semester of practicum. Students who are identified as not meeting Program expectations or standards will be referred to an appropriate committee. The refinement of criteria for clinical competency and assessment of competency are ongoing institutional concerns.

Assessment of students' clinical training culminates with The Practicum Seminar Final Project which is designed to assess students ability to apply learning in the core curricular areas of counseling theory, human development, social and cultural foundations, ethics and counseling skills to an actual clinical case. Successful completion of the project is required for graduation. The Practicum Seminar Final Project is presented during the final semester of practicum. Students who fail to successfully complete this program requirement will be required to take an additional semester of practicum.

All students are responsible for being familiar with the information contained in the *Training Manual*.

RECOMMENDED COURSE SEQUENCE FOR THE MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY PROGRAM

The following is the plan of study for the M.A. in Marriage and Family Therapy Program. Some courses in the curriculum may be delivered in an online format.

Year One

Fall Semester	Spring Semester	Summer Semester
PC6024 Theories of Family Therapy and Development (3)	PC6520 Research and Assessment in Marriage and Family Therapy (3)	PC6300 Professional and Ethical Issues (3)
PC6022 Family Therapy Counseling Skills (3)	PC6101 Theories of Group Counseling (3)	PC6032 Psychopathology and Assessment (3)
PC6010 Professionalization Group I (0)	PC6011 Professionalization Group II (0)	

Year Two

PC6008 Advanced Theories of Family Therapy and Development (3)	PC6501 Human Development: Lifespan (3)	PC6200 Human Sexuality (3)
PC6090 Couple and Relational Counseling Skills (3)	PC6020 Child and Adolescent Counseling (3)	PC6511 Social and Cultural Foundations in Counseling (3)
PC6400 Practicum I (3)	PC6401 Practicum II (3) (continuation of PC6400)	PC6402 Practicum III (3) (continuation of PC6401)

COURSE/CREDIT TRANSFER POLICIES

Credit from graduate coursework taken at other institutions cannot automatically be transferred to the Master of Arts Marriage and Family Therapy Program. Students who have taken graduate coursework at other accredited institutions may petition to have these courses apply toward a transfer of course credit in the curriculum any time during the admissions process until the end of the first year of matriculation. Credit transfers are not reviewed or granted until students have been accepted and will not be recorded on the transcript until the student has paid a transfer fee for each approved transfer.

Transferred courses will appear on the transcript as “transfer credit accepted by the institution” under the Argosy University/Honolulu course name and number.

For a course to be considered eligible for transfer, the following conditions must be met:

- The course must have been taken no more than five years before the student’s entry into Argosy University/Honolulu.
- The course must have been a graduate-level course, taken for graduate-level credit at a regionally accredited college or university. In the case of institutions outside the United States, the appropriate state or national accreditation is required.
- Any course submitted toward the transfer of a 3-credit hour course must have itself carried 3 or more graduate credit hours.
- Students must have earned a grade of “B” or better on any course submitted.
- The maximum number of credit hours or courses eligible for transfer in the Master of Arts in Marriage and Family Therapy Program is 6 credit hours, two courses.
- All transfer requests must be submitted during the first academic year of the student’s enrollment.

The following courses are not eligible for transfer credit:

Non-Transferrable Courses

PC6024	Theories of Family Therapy and Development (3)
PC6022	Family Therapy Counseling Skills (3)
PC6520	Research and Assessment In Marriage and Family Therapy (3)
PC6101	Theories of Group Counseling (3)
PC6400	Practicum I (3)
PC6401	Practicum II (3)
PC6402	Practicum III (3)

Students who wish to submit a course for transfer credit:

- Must obtain a transfer form from the Student Services Department.
- Must complete a separate form for each transfer request.
- May submit the request anytime before the end of the first academic year.
- Will provide a transcript and other supporting documentation, such as course descriptions, syllabi, exams, diagnostic test protocols and write-ups, according to the requirements set forth by the program.
- All transfer requests must follow this procedure and be submitted in writing to the Student Services Department.

Upon receipt of a transfer request, the request will be processed and will record any approved transfers on a student's transcript upon receipt of the transfer fee.

Contact the Student Services Department for a transfer form and information on transfer fees.

Doctor of Psychology in Clinical Psychology Program

PROGRAM OVERVIEW

The Doctor of Psychology (Psy.D.) in Clinical Psychology at Argosy University/Honolulu is designed to prepare students for both contemporary and emerging roles in the practice of professional psychology. Students are trained to be scholar-practitioners who are skilled in local and contextual investigation and problem solving. The school offers a generalist program that supports the development of core competencies in psychological assessment, intervention, consultation/education, and management/supervision. The curriculum provides for the meaningful integration of theory, research, and practice. The doctoral program emphasizes the acquisition of attitudes, knowledge bases, and skills essential for professional psychologists who are committed to the ethical provision of quality services.

Both by virtue of the location of Hawai'i and by the specific design of the faculty, a central focus of education at Argosy University/Honolulu Hawai'i campus is relevance to social issues, to social justice, and to all manner of human diversity and difference.

Attention to issues of human diversity occurs throughout the curriculum and within a number of additional learning opportunities outside of the classroom. Work with diverse and marginalized populations is a major focus of the teaching, scholarship, and clinical practice of all of the core faculty members at Argosy University/Honolulu Hawai'i campus. The faculty is committed to mentoring students who will provide effective and relevant services to underserved populations.

Program requirements include coursework, two years of practicum, Advanced Practicum (optional) and practicum seminar groups, a Clinical Research Project, and a one-year, full-time pre-doctoral internship (or its equivalent). Argosy University/Honolulu maintains an internship consortium for its doctoral

program students, which is listed with the Association of Psychology Postdoctoral and Internship Centers (APPIC).

CONCENTRATION OVERVIEW

Concentrations are offered within the program, which reflect both the mission of the campus and the contemporary mental health marketplace. Concentrations, or minors, may be selected in Diversity and Clinical Practice and in Child and Family Clinical Practice. Through these concentrations, students focus their elective classes in order to acquire more knowledge and expertise in those areas.

Specific objectives of the doctoral program in clinical psychology include the following:

- The training of practitioners capable of delivering diagnostic and therapeutic services effectively to diverse populations of clients. Diverse client populations refer to different groups as defined by race, ethnicity, and culture as well as to a range of other marginalized and underserved groups as defined by factors including (but not limited to): gender, class, age, sexual identity, physical ability and health, and religion.
- The development of mental health practitioners who understand the biological, psychological and social bases of human functioning and who can critically evaluate the empirical literature.
- The training of practitioners who are capable of exercising leadership both in the health care delivery system and in the training of mental health professionals.
- The preparation of mental health practitioners capable of expanding the role of psychologists within society.
- The preparation of psychologists capable of working with other disciplines as part of a professional team.

- The development of practitioners who appreciate and value diversity in its many forms.
- The development of practitioners who are capable of critical thinking and who are engaged in and committed to continuing enhancement of personal self-awareness and growth.
- The development of practitioners who are committed to improving the quality and scope of psychological services available to underserved populations with a particular emphasis on Hawai'i and the Pacific Rim.
- The development of psychologists who are committed to the continued development of their attitudes, knowledge, and skills throughout their professional lives.

Professional Standards

Principles

Argosy University/Honolulu has a strong commitment to developing clinical practitioners who demonstrate high levels of professionalism and clinical skill.

Argosy University/Honolulu programs are rigorous and demanding; they require that students continually apply themselves to all aspects of their preparation over an extended period of time.

It is a fundamental requirement of Argosy University/Honolulu that all students meet the standards of the profession of psychology. As an expression of these standards, Argosy University/Honolulu requires adherence to the principles of the American Psychological Association (APA) Code of Ethics. Not only will students be required to complete academic and clinical requirements, but they will be expected to conduct themselves in a manner consistent with the profession of psychology at all times. Professional conduct includes respectful interpersonal relationships with all individuals. Demanding, threatening, or rude behavior is inconsistent with the identity of a professional psychologist.

Any activities that appear to violate the school's principles of professional standards in the course of the student's education or training will be reviewed carefully by the appropriate faculty committee.

Academic or Clinical Performance Difficulties

Students should be aware that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to:

- Establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice)
- Ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient:

- Interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories).

- Self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning)
- Resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practicum, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably

- Impacts the performance, development, or functioning of the student-trainee
- Raises questions of an ethical nature
- Represents a risk to public safety
- Damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes. *(Statement adapted from Council of Chairs of Training Councils (CCTC) March 25, 2004)*

When such difficulties come to the attention of faculty or administration, the student may be referred to the Student Evaluation Committee. The Student Evaluation Committee will determine an appropriate course of action. Possible courses of action include advisement, remediation, probation, and dismissal.

Student Rights and Responsibilities

Failure to comply with the standards set forth within the Student Rights and Responsibilities Policy may subject students to review by the Student Evaluation Committee and may result in probation and/or dismissal from the institution.

Students should acquaint themselves with the assessment and recommendation policies and options of the faculty and administrative staff in addressing issues of student behavior and performance.

The Student Rights and Responsibilities Policy appears in its entirety in the *Argosy University Academic Catalog*.

POSTDOCTORAL CLINICAL RESPECIALIZATION OVERVIEW

The Postdoctoral Respecialization Certificate in Clinical Psychology Program is designed for qualified individuals who have doctorate degrees in areas of psychology other than clinical psychology. It provides the opportunity to obtain clinical knowledge and skill, to participate in supervised clinical fieldwork, and to become familiar with areas of current professional interest. Prior coursework of respecialization candidates is carefully reviewed by the program chair of Graduate Psychology, and a highly individualized course of study is developed to complement the student's previous training and experience.

CLINICAL TRAINING OVERVIEW

Clinical training involves the supervised out-of-class contact of students with a clinical population. Through this contact, students apply their theoretical knowledge, implement clinical techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a professional psychologist. By the end of clinical training, Argosy University/Honolulu students possess effective assessment and intervention skills, and practice in a highly ethical and culturally sensitive manner.

During their clinical training, students advance through progressively more challenging levels of training. At each level, a student's progress is assessed in multiple ways by multiple faculty members and field supervisors. Psy.D. students generally complete their practicum in the second and third years of the program, optional Advanced Practicum in the fourth year and internship in the fifth year.

ADMISSIONS REQUIREMENTS

The application process for admission into the Psy.D. Clinical Psychology Program requires the submission of material that will enable the Admissions Department to verify the applicant's academic qualifications. The admissions process also takes into consideration the qualities essential to becoming an effective clinical psychologist. Additional materials are required which assist the Admissions Committee in assessing the individual's personal integrity, maturity, interpersonal skills, and ability to communicate effectively.

Applicants must have graduated with a baccalaureate or advanced degree from a regionally accredited institution of higher learning or an appropriately certified foreign institution.

Applicants are expected to have a minimum GPA of 3.25 on a 4.0 scale, or the equivalent, for the following:

- Cumulative coursework
- Junior/senior course work
- Coursework in psychology
- Highest degree attained

Prerequisites for Admission

Argosy University/Honolulu requires certain undergraduate courses of all students enrolling in a graduate program in clinical psychology. These courses serve as a foundation for courses that will follow. Students should have completed successfully the following courses prior to admission: Argosy University/Honolulu requires five undergraduate courses, or their equivalent, for its clinical psychology graduate programs: a course in abnormal psychology,

a course in general psychology, a course in tests and measures, a course in statistics or research methods, and a course in personality theories.

Students should have successfully passed and completed these courses prior to admission. Students enrolling at the school before completing all the foundation courses will be unable to register for classes that require undergraduate prerequisites. The program chair may accept transfer credit for foundation course requirements based on previous graduate course work or clinical experience.

For cases in which the applicant has not met all requirements, such as the completion of a bachelor's degree, acceptance will be conditional upon completion of the missing credentials.

Students must complete these courses prior to the end of the first year of enrollment and before beginning a practicum. There are no exceptions to this policy.

Some first-year courses require completion of foundation course(s) prior to their completion. For example, students who register for Assessment I (PP7376) or II (PP7377) must have completed an undergraduate course in Tests and Measures prior to taking these courses. Students enrolling in Quantitative Inquiry (PP7041) and Statistics Laboratory (PP7042) must have the necessary undergraduate background in Statistics or Research Methods. Concurrent registration in the foundation course prerequisite and the above courses is not permitted.

Argosy University/Honolulu offers courses in most of the above subject areas through Argosy Online and on campus courses, which are available to first year students periodically during the academic year.

Individuals interested in applying for entry into the doctoral program must submit the following materials:

- Completed Application for Admission Form
- Application fee (non-refundable except in California)
- Two- to three-page personal statement

- Current résumé
- Three completed Argosy University/Honolulu recommendation forms (letters may be attached)
- Official transcripts from all post-secondary institutions attended
- Minimum graduate TOEFL® score of 550 (213) for international applicants only

Optional:

- Official scores from the Graduate Record Exam's General Test (our GRE Institutional Code: 4096) or the Miller Analogies Test
- Writing sample (i.e., term paper, senior thesis)
- Paraprofessional counseling or human service experience

Completed Psy.D. in Clinical Psychology application files are forwarded to the Admissions Committee for review. Completed Postdoctoral Respecialization application files are forwarded to the program chair for review. Applicants under serious consideration for admission will be required to present themselves for an interview. Out-of-state applicants to Argosy University/Honolulu may be given the opportunity to complete a telephone interview.

An applicant for the doctoral program may be reviewed, and/or interviewed for the master's program if the Admissions Committee determines the applicant is more appropriately qualified for the master's program.

Postdoctoral Respecialization Application Process

The Postdoctoral Respecialization application process is the same as the doctoral program as stated above; however, the application is forwarded to the program chair of Graduate Psychology for review.

Application Deadlines

Applications are accepted for both Fall and Spring admission. All admission materials for the Psy.D. in Clinical Psychology Program must be submitted by the following dates:

Application Deadlines for Fall Admission

January 15	Priority deadline (Interviews conducted in February/March; final notification April 1)
May 15	Final deadline (dependent on space availability)

Application Deadline for Spring Admission

October 1	Final deadline (Interviews conducted in early November; final notification mid-November)
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Deferral Policy

An applicant admitted to Argosy University/Honolulu who finds that pressing and unforeseen circumstances prevent him or her from matriculating during the semester for which he or she was admitted, may apply for a deferral of admission for up to one year from the semester for which he or she was admitted. Deferrals are not automatic. A student who wishes to request a deferral should send a letter to the Admissions Department indicating his or her special circumstances, along with the required non-refundable tuition deposit, by the deadline indicated in the acceptance letter. The Admissions Department forwards the request to the Admissions Committee for a determination whether a deferral will be granted.

ENROLLMENT REQUIREMENTS

Matriculated students must be continuously enrolled in their program from the time of matriculation through graduation with the exception of an approved leave of absence. Students who do not register for the current semester, or who do not return from a leave of absence at the specified time, will be considered withdrawn from the program.

Students must enroll for the equivalent of 9 credit hours per semester except during and after internship. Doctoral students wishing to be enrolled less than 9 credit hours must petition the program chair for part-time status.

No pre-internship doctoral students will be permitted to take less than the equivalent of 6 credit hours per semester except those students who have fewer than 6 credit hours of required course work to take prior to internship. Students registered for Clinical Research Project (CRP) are considered full-time.

Satisfactory Academic Progress

Students must make satisfactory progress toward a degree by maintaining a grade point average (GPA) of 3.0 on a scale of 4.0, and completing the program within seven years after matriculation. All course-work and practicum must be completed by the end of the fifth year after matriculation. The comprehensive examination must be completed successfully no later than the beginning of the fifth year after matriculation. Students who take an approved leave of absence will have seven years plus the length of time that they were on the approved leave of absence, not to exceed one year, to complete the program.

Students who receive a grade lower than “B-” in a course must retake the course within the next twelve months and receive a grade of “B-” or better.

Full time students must complete a minimum amount of academic work by the end of each year in the program following matriculation to demonstrate satisfactory progress. The incremental maximum timeframe schedule for full time students in the doctoral program is described below. Students should familiarize themselves with this timeframe to insure that they are meeting the incremental and cumulative maximum time frames for the program. Students are required to complete 90 credit hours within the incremental maximum timeframe requirements listed below:

Credit Hour Requirements for Satisfactory Academic Progress

End of Year One	14 credit hours
End of Year Two	27 credit hours
End of Year Three	41 credit hours
End of Year Four	60 credit hours
End of Year Five	83 credit hours (includes comprehensive exam or clinical competence)
End of Year Six	90 credit hours
End of Year Seven	90 credit hours (including internship)

Retaking a Course

When a student retakes a course, the former grade remains on the student’s transcript and is used in assessing student’s academic progress. This includes evaluation for Satisfactory Academic Progress, Academic Probation, and Academic Dismissal. However, after a student retakes a course only the latter grade is used in the calculation of the GPA.

GRADUATION REQUIREMENTS

Students who are admitted into the Doctor of Psychology in Clinical Psychology Program will be responsible for completing the program requirements that are in effect at the time of their admission. The School retains the right to modify these requirements in accordance with the demands of the profession of psychology. The courses will be completed in the order recommended by Argosy University/Honolulu. Students can complete the Doctor of Psychology Program in either four or five years, with five years being the preferred plan.

To be eligible for graduation, students must meet the following requirements:

- 90 credit hours of which 60 must be completed by the end of the fourth year of matriculation.

The total credit hours must include:

61 credit hours of required courses (including a two-semester, non-credit Professionalization Group) completed with an earned grade of “B-” or better.

15 credit hours of Clerkship, practicum, and practicum seminar groups.

12 hours of electives, 9 of which meet the requirements for at least one concentration: Diversity and Clinical Practice, or Child and Family Clinical Practice

2 credit hours of Clinical Research Project

- Successful completion of the Comprehensive Examination no later than the beginning of the fifth year.
- Successful completion of the first, second, and third year Clinical Evaluation Competency (CEC).
- Successful completion of a 2,000-hour pre-doctoral one-year, full-time internship or a two-year, half-time internship.

- Successful completion of the Clinical Research Project (CRP).
- Grade Point Average (GPA) of at least “B” (3.0 on a 4.0 scale).
- Completion of these requirements within seven years of matriculation into the program.
- Submission of a Petition to Graduate Form.

Graduation Petition

Argosy University/Honolulu holds a commencement ceremony annually. All students who desire to graduate, even those who do not intend to participate in the annual commencement ceremonies, must submit the appropriate graduation forms and fees to the Student Services Department by July 1 prior to the date of commencement. In addition, Psy.D. students must complete all graduation requirements with the exception of the internship eight weeks prior to commencement, including submission of the bound copy of the CRP to the Student Services Department.

Although commencement is held annually, students who complete graduation requirements at other times during the year will be recognized as a graduated student and receive a letter of completion. Graduates may begin counting postdoctoral supervision hours for licensing after the date that all degree requirements have been met.

PROGRAM REQUIREMENTS

The Doctor of Psychology (Psy.D.) in Clinical Psychology Program requires the satisfactory completion of 90 credit hours of required classes and experiences in the following areas:

**Psychology Foundation Requirements—
Students Are Required to Take the Following**

PP7000	History and Systems (3)
PP7040	Cognitive and Affective Processes (3)
PP7010	Life-Span Development (3)
PP8646	Biological Basis and Neuropsychological Assessment (3)
PP7060	Social Psychology (3)

Psychology Foundation Requirements—15 Credit Hours

**Professional Issues and Roles Requirements—
Students Are Required to Take the Following**

PP7100	Professional Issue, Ethics, Conduct and Law (3)
PP7110	Professionalization Group I (0)
PP7111	Professionalization Group II, II ext. (0)
PP7044	Consultation and Community Mental Health (3)
PP7352	Clinical Supervision (3)

Professional Issues and Roles Requirements—9 Credit Hours

**Science and Scholarship Requirements—
Students Are Required to Take the Following**

PP7041	Quantitative Inquiry (3)
PP7042	Statistics Laboratory (1)
PP7043	Qualitative Inquiry (3)
PP8500	Clinical Research Project (2)

Science and Scholarship Requirements—9 Credit Hours

**Clinical Knowledge Requirements—
Students Are Required to Take the Following**

PP7045	Psychopathology (3)
PP7340	Evaluation and Treatment of Diverse and Marginalized Populations (3)
PP7360	Clinical Psychopharmacology (3)

Clinical Knowledge Requirements—9 Credit Hours

**Psychological Assessment Requirements—
Students Are Required to Take the Following**

PP7373	Integrative Assessment (3)
PP7376	Assessment I (3)
PP7377	Assessment II (3)

Psychological Assessment Requirements—9 Credit Hours

**Psychological Intervention Requirements—
Students Are Required to Take the Following**

PP8010	Cognitive Behavioral Theory and Therapy (3)
PP8020	Person Centered and Experiential Theory and Therapy (3)
PP8060	Group Psychotherapy (3)
PP8030	Psychodynamic Theory and Therapy (3)

Psychological Intervention Requirements—12 Credit Hours

**Clinical Practicum Requirements—
Students Are Required to Take the Following**

- PP7364 Clinical Community Clerkship Seminar (3)
PP8208 Diagnostic Practicum and Seminar I (2)
PP8209 Diagnostic Practicum and Seminar II (2)
PP8210 Diagnostic Practicum and Seminar II ext. (2)
PP8211 Intervention Practicum and Seminar I (2)
PP8212 Intervention Practicum and Seminar II (2)
PP8213 Intervention Practicum and Seminar II ext. (2)
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Clinical Practicum Requirements—15 Credit Hours

Elective Courses and Concentrations

Argosy University/Honolulu requires 12 hours of elective classes. Electives are combined to form a “concentration.” Each student must take 9 elective credits to meet the requirements of at least one concentration; 3 elective credits are “free” or are taken outside of the concentration area. Students are required to declare a concentration in the Fall of their second year of study. Concentration requirements are listed below:

**Diversity and Clinical Practice Requirements—
Students Are Required to Take Three of the Following**

- PP7046 Brief Treatment Models and Applications to Diverse Populations (3)
PP7047 Diversity Issues in Clinical Health Psychology (3)
PP7048 Evaluation and Treatment of Asian and Pacific Island Populations (3)
PP8718 Psychology of Women (3)
-

Diversity and Clinical Practice Requirements—9 Credit Hours

**Child and Family Clinical Practice Requirements—
Students Are Required to Take Three of the Following**

- PP7049 Evaluation and Treatment of Diverse Families (3)
PP8050 Family and Couples Therapy (3)
PP8400 Child and Family Behavior Therapy (3)
PP8710 Child Therapy (3)
-

Child and Family Clinical Practice Requirements—9 Credit Hours

Prerequisites

Student progress through the doctoral program at Argosy University/Honolulu is intended to be sequential. Certain courses are offered to first year students that provide a theoretical and practical foundation for courses that will follow in subsequent years. In addition, certain advanced courses require the student to have the background of more basic courses in order to benefit fully from the course experience. Students must satisfy all stated prerequisites for a course and preceding courses in a given sequence before a registration for that course can be considered official. Approval from the program chair is needed for taking any course out of sequence. Students are expected to follow one of these plans for completion of the program. Students must receive prior approval from their academic advisor before taking courses in any other sequence than that which is described in these templates. Students are responsible for timely completion of the program and are expected to work closely with their academic advisors in planning their curriculum.

**Students Must Satisfy all Stated Prerequisites in a
Given Sequence Before They Can Register for the Course**

- PP7000 History and Systems (3)
Foundation Course: Personality Theory
-
- PP7376 Assessment I (3)
Foundation Course: Tests and Measures
-
- PP7040 Cognitive and Affective (3)
Foundation Course: Introductory Psychology
-
- PP7045 Psychopathology (3)
Foundation Course: Personality Theory
Foundation Course: Abnormal Psychology
-
- PP7377 Assessment II (3–4)
Foundation Course: Tests and Measures
Foundation Course: Abnormal Psychology
-
- PP7010 Life-Span Development (3)
Foundation Course: Introductory Psychology
-
- PP7041 Quantitative Inquiry and PP7042 Statistics Lab
Foundation Course: Statistics or Research Methods
-
- PP7043 Qualitative Inquiry
PP7041 Quantitative Inquiry and PP7042 Statistics Lab
-
- PP7340 Evaluation and Treatment of Diverse and Marginalized Populations
PP7045 Psychopathology
-

PP7373	Integrative Assessment
PP7376	<i>Assessment I</i>
PP7377	<i>Assessment II</i>
PP8010	Cognitive-Behavioral Theory and Therapy
PP7040	<i>Cognitive and Affective Processes</i>
PP7044	Consultation and Community Mental Health
PP7041	<i>Quantitative Inquiry and PP7042 Statistics Lab</i>
PP7043	<i>Qualitative Inquiry</i>
PP8207	<i>Diagnostic Practicum Seminar II ext.</i>
PP8060	<i>Group Psychotherapy</i>
PP8646	Biological Basis of Behavior and Neuropsychological Assessment
PP7045	<i>Psychopathology</i>
PP7373	<i>Integrative Assessment</i>
PP8020	Person Centered and Experiential Theory and Therapy <i>Foundation Course: Personality Theory</i>
PP7360	Clinical Psychopharmacology
PP8646	<i>Biological Basis and Neuropsychological Assessment</i>
PP8060	Group Psychotherapy <i>Foundation Course: Personality Theory</i> <i>Foundation Course: Abnormal Psychology</i>
PP7350	Clinical Supervision
PP8210	<i>Diagnostic Practicum Seminar II ext.</i>
PP7060	Clinical Social Psychology <i>Foundation Course: Introductory Psychology</i>
PP8030	Psychodynamic Theory and Therapy
PP7045	<i>Psychopathology</i>
PP7046	Brief Treatment Models and Applications
PP7340	<i>Evaluation and Treatment of Diverse Populations</i>
PP8010	<i>Cognitive-Behavioral Theory and Therapy</i>
PP7047	Diversity Issues in Clinical Health Psychology
PP7340	<i>Evaluation and Treatment of Diverse Populations</i>
PP8646	<i>Biological Basis of Behavior and Neuropsychological Assessment</i>
PP8718	Psychology of Women
PP7340	<i>Evaluation and Treatment of Diverse Populations</i>
PP7048	Evaluation and Treatment of Asian and Pacific
PP7340	<i>Evaluation and Treatment of Diverse Populations</i>
PP8050	Family and Couples Therapy
PP7045	<i>Psychopathology</i>
PP7010	<i>Life-Span Development</i>
PP7049	Evaluation and Treatment of Diverse Families
PP7340	<i>Evaluation and Treatment of Diverse Populations</i>
PP8710	Child Therapy
PP7045	<i>Psychopathology</i>
PP8400	Child and Family Behavior Therapy
PP8010	<i>Cognitive-Behavioral Theory and Therapy</i>

Required Courses

The following is a list of courses that may not be transferred into the doctoral program.

Courses that may not be Transferred into the Doctor of Psychology in Clinical Psychology Program

PP7110	Professionalization Group I (0)
PP7110	Professionalization Group II, II ext. (0)
PP7045	Psychopathology (3)
PP7364	Clinical Community Clerkship (3)
PP7100	Professional Issue; Ethics, Conduct and Law (3)
PP7373	Integrative Assessment (1–3)
PP7340	Evaluation and Treatment of Diverse and Marginalized Populations (3)
PP8208	Diagnostic Practicum Seminar I
PP8209	Diagnostic Practicum Seminar II
PP8210	Diagnostic Practicum Seminar II ext.
PP8211	Intervention Practicum Seminar I
PP8212	Intervention Practicum Seminar II
PP8213	Intervention Practicum Seminar II ext.
	All Electives

Writing Course Requirements

Argosy University/Honolulu may offer Professional Writing (ENG104) whenever there is a need, as a non-credit course for students who demonstrate a need to develop their writing skills. Students may enroll in this course on a voluntary basis. Other students, who receive written referrals for more than one semester by one or more faculty members as needing assistance with writing, will be required to take this course. The standard method for faculty members to indicate this is through a notification on the student's grade sheet at the end of each semester.

Professionalization Group Requirements

During the first year, students participate in weekly Professionalization Groups that focus on topics related to professional psychology. Through readings and discussions led by a faculty member, students begin to develop a professional identity and become familiar with current issues in clinical psychology. The groups provide a comfortable environment in which students can freely exchange concerns, questions, and issues relevant to their studies

and their future careers. The faculty member who leads the student's Pro-Group also serves as his/her academic advisor.

Comprehensive Examination Requirements

All doctoral students are required to successfully complete a comprehensive examination. The successful passage of this examination marks the official acceptance of the matriculated student as a doctoral candidate. The material covered in the Comprehensive Examination includes the courses and material required of students during the first two years of study of the Four-Year Study Plan, excluding electives. The examination requires students to be able to integrate the material into a form demonstrating both mastery of the material and ability to organize and to apply what they have learned in a coherent and logical manner. Students should demonstrate the ability to think critically, integrate ideas thoughtfully, and perform self-reflection. They should further demonstrate an understanding and competency with issues of diversity.

Students who are unable to pass the Comprehensive Examination will receive information concerning their performance on the examination and assistance in constructing additional experiences and instruction aimed at enabling them to pass this program requirement. Students may take this exam up to three times. Three failures of this exam will result in dismissal from the program.

To be able to sit for the Comprehensive Examination, students must have successfully completed all required first and second year courses, outlined in the Four or Five Year Study Plan, excluding electives. Courses that are transferred are considered successfully completed. Students taking the Comprehensive Examination must be in good standing and have a minimum GPA of 3.0 on a 4.0 scale. The first two years of the four-year study plan lists these courses.

Students are required to take the Comprehensive Examination no later than the beginning of the fifth year after matriculation in order to meet the seven-year maximum timeframe for completion of degree

requirements. This examination is offered once each year in late August or early September. Students interested in taking the Comprehensive Examination should fill out the request form to do so during the preceding Spring Semester. A description of the exam, sample questions, and/or study packet is on reserve in the Resource Center.

Clinical Evaluation Competency (CEC)

The Clinical Evaluation Competency (CEC) is a series of competency-based examinations that are designed to evaluate doctoral students' mastery of major clinical assessment and therapeutic skills.

Students are expected to demonstrate clinical competence both conceptually and in application. It is also expected that students, having learned theoretical and applied bases in classroom courses, will have made use of out-of-class clinical contacts (i.e., practicum, seminar groups, supplementary supervision, visiting lecturers) to refine and extend the skills to be evaluated by the CEC. Passage of the CEC is a requirement for passing the Clerkship as well as the Diagnostic and Therapy Practicum Seminars.

There are three sections to the CEC:

- The First Year CEC: This CEC takes place in conjunction with the Clinical-Community Clerkship during the semester of enrollment.
- The Diagnostic and Case Formulation CEC: This CEC takes place in conjunction with the Diagnostic Practicum Seminar during the Spring Semester of the year in which the student is enrolled in the Diagnostic Practicum.
- The Psychotherapy and Case Analysis CEC: This CEC takes place in conjunction with the Intervention Practicum Seminar during the Spring Semester of the year in which the student is enrolled in the Intervention Practicum.

The CEC is graded "Credit/No Credit." Students have three opportunities to receive a passing grade on each CEC. After the first failure, students will receive an informal remediation plan developed by the faculty involved in the CEC. After two failures, students will be referred to the Student Conduct

Committee for a formal remediation plan. After the third failure students will be dismissed from the program.

Further information about the CEC is found in the *Argosy University/Honolulu Doctoral Program Clinical Training Manual*.

Clinical Research Project (CRP) Requirements

Argosy University/Honolulu requires each doctoral student to develop a Clinical Research Project (CRP) as a requirement for graduation. The CRP is a scholarly work that provides students with an opportunity to deepen their knowledge and thought about a particular clinical area, to demonstrate the ability to critically analyze methodological issues, and to produce an original and potentially publishable piece of research and/or scholarly work in the field of clinical psychology. Please refer to the *CRP Handbook* for detailed information.

Students must register for the Clinical Research Project during each semester in which they either consult with or use their CRP advisor or committee. This registration guideline applies to Pre-Interns as well as to Interns. Students must register for a minimum of two semesters of CRP in order to graduate. It is recommended that students successfully defend their CRP proposal by the end of the Spring Semester preceding their internship year. Students who are unable to do so will be required to register for CRP credit during the internship year until the proposal defense is completed. Students who have successfully defended their proposal are not required to be enrolled for the CRP during the internship year unless they are in contact with their committee. Post-Interns must register continuously for one credit of CRP per semester until the CRP is completed.

Pre-Practicum and Practicum Requirements

The Clinical-Community Clerkship is the first opportunity provided to Argosy University/Honolulu students for clinical field training. It serves as a prepracticum training experience, involving students with the opportunity to gain familiarity with a variety of clinical populations within mental health delivery systems as well as the range of community

resources available on O'ahu. The Clerkship is an essential part of clinical training and all students are required to participate in this experience.

Students enroll in the Clinical-Community Clerkship for one semester during their first year and spend 50 hours volunteering processes in community settings. Students receive didactic preparation and participate in clinical interview training with a weekly three-hour Clerkship seminar.

Following Clerkship, full-time students will normally be placed in a Diagnostic Practicum and Seminar during their second year of study and in an Intervention Practicum and Seminar during the third year. For registration purposes, the practicum and seminar are treated like one course. The practicum/seminar carries a total of 3 credit hours per semester (2 credit hours per practicum/one credit hour per seminar) and 6 credit hours per academic year. Practicum usually begin in September and conclude in June. Throughout the year, the student will be required to spend 20–24 hours per week or a minimum of 720 hours in the practicum training experience (not including the seminar).

Further discussion of the practicum is found in the *Argosy University/Honolulu Doctoral Program Clinical Training Manual*.

Diagnostic and Intervention Practicum

The Diagnostic Practicum emphasizes the observation and diagnostic interviewing of clients and provides exposure to psychological evaluation and other assessment procedures. The Intervention Practicum usually emphasizes some aspect of therapeutic intervention. Time is proportionately allocated to direct client contact, seminars and meetings, and supervision.

All students enrolled in a practicum must also concurrently enroll in a practicum seminar. The seminar meets weekly throughout the academic year and allows the student to reflect on various practicum experiences and to acquire additional skills and attitudes useful in field training. The specific content and emphasis of the seminar is geared to the nature of the practicum setting, the needs of the enrolled

students, and the professional expertise of the faculty member. The seminar also assists students to prepare for the Diagnostic (second year) and Intervention (third year) Clinical Evaluation Conferences.

All students who enter the practicum application process must be in good academic standing, have a minimum grade point average of 3.0 on a 4.0 scale and have completed the academic planning which will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum.

If a student who has accepted a practicum is placed on probation prior to the beginning of practicum, the student may not attend practicum. If the student is placed on academic probation during practicum, the student may be removed from practicum and referred to the evaluation committee to develop a remediation plan.

In cases of non-academic training difficulties, the student may be referred to the Training Committee for development of a remediation plan. The student may be withdrawn from practicum.

The goal of the practicum is to foster the training of competent clinicians capable of providing basic and effective assessment and therapeutic intervention. Evaluation of student progress in clinical field

training focuses on three areas: theoretical knowledge bases, clinical skills, and professional attitudes. A thorough review of site and seminar evaluations is conducted by the Training Department, and an overall grade of "Credit" or "No Credit" is included in the student's academic record. All students should be familiar with the *Argosy University/Honolulu Doctoral Program Clinical Training Manual*. The manual provides a comprehensive overview of the practicum and its requirements.

Advanced Practicum Requirements

A number of students opt to complete a practicum beyond the required two years of practicum. Advanced practicum students train in an agency or program, which is formally approved by the Clinical

Training Committee. Students are expected to provide services consistent with those provided by professional psychologists in clinical settings, including assessment, interventions, consultations, research, program development and evaluation, and outreach/educational services.

To be eligible for Advanced Practicum, students must be in good academic standing, have completed two years of required practicum, and successfully completed the CEC.

Clinical Practice Requirements

Argosy University/Honolulu recognizes the responsibility of institutions preparing clinical psychologists to provide training experiences of the highest quality for their students and to ensure that this training protects the best interest of the public. It is entirely consistent with training goals for the institution to require that students not engage in professional activities that may infringe upon a primary commitment to training, have a negative impact on quality of mental health services, or are inconsistent with ethical and legal standards. The participation of students in outside work activities should be secondary to training and should also uphold and be consistent with the ethical and legal standards of the profession.

While matriculating at Argosy University/Honolulu, students are specifically prohibited from being involved in private practice unless the following standards are met:

- Any student who has appropriate state registration, certification, credentialing, or licensure relevant to the practice and delivery of mental health services is entitled to practice independently in that particular area of registration or certification.
- It is the responsibility of any student engaged in private practice to notify the program chair of this private practice and to provide evidence of appropriate current registration, certification or licensure by the state in which the practice occurs.

Failure to comply with these policies may result in dismissal from the program.

Training in the Place of Employment

Clinical training may not be done in the student's place of current employment. This restriction recognizes that training most optimally occurs in settings uncomplicated by dual relationships, employment pressures, and financial demands. Students also profit from training in diverse organizational "cultures" or structures.

Occasionally, the interpretation of what constitutes "place of employment" is unclear. For example, a large corporation may own several smaller corporations that operate at different sites, managed by different supervisors, serving different populations. A student may request the opportunity to train at a subsidiary of the parent organization in which the student works. In order to identify what constitutes a student's "place of employment", the school has developed the following guidelines:

Dual Relationships: The field training supervisor periodically evaluates the student's progress in training and submits reports to the school. These reports must be objective, fair, and candid. Therefore, the student should not be evaluated by someone who is a co-worker, work supervisor, or employer. The director of Training will evaluate the student's training request to ensure that no dual relationship exists.

Multiple Identities: A student should enter a training site with a single identity: a professional-in-training. Students attempting to train in their place of employment continue to be identified as an employee. This identity can place competing demands on a student and thus compromise the training that a student receives.

Financial Relationships: Students enter a clinical field placement as a student, not as an employee, private practitioner, or independent contractor. Ideally, financial matters do not impinge upon clinical training education; however, a minority of advanced Argosy University/Honolulu practicum sites will offer paid practicum. Practicum trainees at such sites may be required to assume "employee status" in accordance with Hawai'i State Labor Law and the U.S. Department of Labor. These paid practicum sites

will be carefully selected by the practicum training director to insure that the educative and training mission of the clinical practicum are not compromised by financial considerations such as compensation based on "productivity" or "collections."

Geographical Relationships: Occasionally, health organizations, like other corporations, merge with or acquire, other companies that are at some geographical distance from one another. In these circumstances, the corporations continue to operate independently of one another and are united "in name only." Under these circumstances, a student may train at the separate corporation, so long as the other criteria are met.

Power in Relationships: Students enter training programs to be the recipients of educative, professional training experiences. This arrangement places the student in a role in which the student depends upon the supervisor and the agency for a successful training experience. Students may not hire their supervisors, nor pay the agency for their training experience. Such arrangements remove the professional-in-training from the student role and elevate the student to the status of business partner in the training process.

No student will be waived from the practicum requirements. Whenever possible, students who come to Argosy University/Honolulu with extensive clinical backgrounds are placed in practicum sites offering experience in areas where they have an interest and do not have previous experience.

Internship Requirements

All doctoral students are required to complete a one-year, full-time 12 month, or a two-year, half-time approved pre-doctoral internship as a condition for graduation. This intensive and supervised contact with clients is essential for providing breadth and depth to the student's overall training experience. Typically, full-time students will begin the internship during their fourth or fifth year of enrollment.

In order to be eligible to begin the internship application process, the student must have completed the following requirements:

- Students must make an initial application for approval by the Training Department who will evaluate students for internship eligibility and readiness.
- The student must have successfully completed the Comprehensive Examination prior to the Fall internship application process.
- The director of Internship Training must approve the proposed internship site(s). Argosy University/Honolulu encourages its students to obtain an APA-approved internship. For students for whom relocation to the mainland would be a hardship, however, non APA-approved internship that are affiliated with APPIC are acceptable to Argosy University/Honolulu. Any other internship program must be approved by the Training Department upon submission of a detailed proposal. The student reviews currently active internship sites and discusses possible sites with the director of Internship Training and their academic advisor. The Training Department maintains records that contain this information. The student writes to sites and requests further information and application forms.
- Completion of Internship Eligibility and Readiness Checklist (available from the Training Department)
- Approval by Training Department for application to internship sites.
- Argosy University/Honolulu students are to submit a list of internship preferences to the director of Internship Training. After gaining approval for site applications, students submit application forms directly to the internship site and request that the School provide sealed copies of transcripts. Requests for transcripts and reference letters must be made in advance and in writing.
- It is the student's responsibility to request letters of recommendation. The Training Department will assist the student by providing letters of eligibility for internship.

Students may petition the program chair for local-only application in cases where there are extenuating circumstances. Petitions must be made in writing.

In order to be eligible to begin the internship, the student must have completed the following requirements:

- The student must have successfully completed all sections of the Clinical Evaluation Conference.
- The student must have successfully completed all course work and all practicum with no incompletes and good academic standing.
- The student must have a GPA of 3.0 on a 4.0 scale.
- The student must have completed at least one CRP seminar credit.
- The student must have an approved CRP proposal prior to going out on internship. Failure to do so will require registration for CRP credit while on internship until the proposal is approved.

Further elaboration in the internship application process is found in the *Argosy University/Honolulu Internship Applicant Handbook*.

RECOMMENDED COURSE SEQUENCE FOR THE DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM — FIVE-YEAR CURRICULUM

Student progress through the program is intended to be sequential. Certain courses are offered to first-year students that provide a theoretical and practical foundation for courses that will follow in subsequent years. In addition, certain advanced courses require the student to have the background of more basic courses in order to benefit fully from the course experience. Students must satisfy all stated prerequisites for a course before a registration for that course can be considered official. A listing of the prerequisites for courses in the Psy.D. in Clinical Psychology Program is printed in each *Registration Bulletin*.

Year One

Fall Semester	Spring Semester	Summer Semester
	PP7377 Assessment II ¹ (3)	PP8010 Cognitive Behavioral (3) Summer I
	PP7100 Professionalization Ethics and Conduct ¹ (3)	PP7111 Professionalization Group II Ext ^{1,3} (0) Summer I
	PP7045 Psychopathology ¹ (3)	Clerkship CEC Completed ³ Summer I
	PP7111 Professionalization Group II ^{1,3} (0)	PP7376 Assessment I ^{1,3} (3) Summer II
	PP7364 Clinical/Community Clerkship ^{1,3} (3) (Clerkship can be taken in Spring or Summer I)	PP7010 Lifespan Development ¹ (3) Summer II

Year Two

Fall Semester	Spring Semester	Summer Semester
PP8208 Diagnostic Practicum and Seminar I (3)	PP8209 Diagnostic Practicum and Seminar II (3)	PP8210 Diagnostic Practicum and Seminar Ext (0) Summer I
PP7340 Evaluation and Treatment of Diverse and Marginalized Populations (3)	PP8020/PP8021 Person Centered ^{2,3} (3)	PP7043 Qualitative Inquiry (3) Summer I
PP7373 Integrative Assessment ^{2,3} (3)	PP7041 Quantitative Inquiry (3)	Diagnostic CEC Completed ³ Summer I
PP7040 Cognitive and affective (3)	PP7042 Statistics Laboratory (1)	

Year Three

Fall Semester	Spring Semester	Summer Semester
PP8211 Intervention Practicum and Seminar (3)	PP8212 Intervention Practicum and Seminar II (3)	PP8213 Intervention Practicum and Seminar II Ext (0) Summer I
PP8647 Biological and Neuropsychological (3)	PP8030 Psychodynamic Theory and Therapy (3)	Elective 2 (3) Summer I
PP8060 Group Psychotherapy (3)	PP7044 Consultation and Community MH (3)	Intervention CEC Completed ³ Summer I
PP7000 History and Systems ³ (3)	Elective 1 (3)	

Year Four

PP7352 Clinical Supervision (3)	PP7360 Psychopharmacology (3)	Elective 4 (3) Summer I
PP7060 Clinical Social Psychology (3)	Elective 3 (3)	
PP8500 Clinical Research Project (1)	PP8500 Clinical Research Project (3)	

Year Five

Fall Semester	Spring Semester	Summer Semester
PP8900 Internship (0)	PP8900 Internship (0)	PP8900 Internship (0) Summer I

Electives

Electives Offered (3 Credit Hours Each)	Spring Semester	Summer Semester
	PP7048 Asian and Pacific Island Pop ('03, '05)	PP7046 Brief Models and App to Diverse ('03, '05)
	PP8050 Family and Couple Therapy ('03, '05)	PP8400 Child and Fam Behavior Therapy ('03, '05)
	PP8718 Psychology of Women ('04, '06)	PP7047 Diversity Issues in Health Psych ('04, '06)
	PP8710 Child Psychotherapy ('04, '06)	PP7049 Eval and Treat of Diverse Families ('04, '05)

¹ Prerequisite for Diagnostic Practicum.

² Prerequisite for Intervention Practicum.

³ Prerequisite for Comprehensive Examination.

COMPLETING THE DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM IN FOUR YEARS

First-year students may be eligible for a four-year curriculum that will require three years of coursework followed by an internship rather than four years of coursework and an internship. Curriculum guidelines for the four-year program are available from the Student Services Department. Generally, no additional approval is necessary prior to beginning the four-year program. Students will need to gain the consent of their advisors prior to applying for a fourth-year internship.

Recommended Course Sequence for the Doctor of Psychology in Clinical Psychology Program—Four-Year Curriculum

Year One

Fall Semester	Spring Semester	Summer Semester
	PP7377 Assessment II ¹ (3)	PP7111 Professionalization Group II Ext ^{1,3} (0) Summer I
	PP7100 Professionalization Ethics and Conduct ¹ (3)	PP7043 Qualitative Inquiry ³ (3) Summer I
	PP7041 Quantitative Inquiry ³ (3)	Clerkship CEC Completed ³ Summer I
	PP7042 Statistics Laboratory ³ (1)	
	PP7045 Psychopathology ¹ (3)	PP7376 Assessment I ^{1,3} (3) Summer II
	PP111 Professionalization Group II ^{1,3} (0)	
	PP7364 Clinical/Community Clerkship ^{1,3} (3) (Clerkship can be taken in Spring or Summer I)	PP7010 Lifespan Development ^{1,3} (3) Summer II

Year Two

PP8208	Diagnostic Practicum and Seminar I (3)	PP8209	Diagnostic Practicum and Seminar II (3)	PP8210	Diagnostic Practicum and Seminar II (0) Summer I
PP7340	Evaluation and Treatment of Diverse and Marginalized Populations (3)	PP8020, PP8021	Person Centered ^{2,3} (3)	PP8010	Cognitive Behavioral ^{2,3} (3) Summer I
PP7373	Integrative Assessment ^{2,3} (3)	PP8030	Psychodynamic Theory and Therapy (3)		Elective 2 (3) Summer I
PP8646	Biological and Neuropsychology (3)		Elective 1 (3)		Diagnostic CEC Completed ³ Summer I
PP7040	Cognitive and Affective ³ (3)				

Year Three

PP8211	Intervention Practicum and Seminar I (3)	PP8212	Intervention Practicum and Seminar II (3)	PP8213	Intervention Practicum and Seminar II Ext (0) Summer I
PP7060	Clinical Social Psychology (3)	PP7360	Psychopharmacology (3)		Elective 4 (3)
PP7352	Clinical Supervision (3)	PP7044	Consultation and Community (3)		Intervention CEC Completed ³ Summer I
PP8060	Group Psychotherapy (3)		Elective 3 (3)		
PP8500	Clinical Research Project (1)	PP8500	Clinical Research Project (1)		
PP7000	History and Systems ³ (3)				

Year Four

PP8900	Internship (0)	PP8900	Internship (0)	PP8900	Internship (0) Summer I
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Electives

	PP7048	Asian and Pacific Island Pop ('03, '05)	PP7046	Brief Models and App to Diverse ('03, '05)
	PP7640	Family and Couple Therapy ('03, '05)	PP8400	Child and Fam Behavior Therapy ('03, '05)
	PP8718	Psychology of Women ('04, '06)	PP7047	Diversity Issues in Health Psych ('04, '06)
	PP8710	Child Psychotherapy ('04, '06)	PP7049	Eval and Treat of Diverse Families ('04, '05)

¹ Prerequisite for Diagnostic Practicum.

² Prerequisite for Intervention Practicum.

³ Prerequisite for Comprehensive Examination.

**APPLICATION TO DOCTOR OF PSYCHOLOGY
IN CLINICAL PSYCHOLOGY PROGRAM
FROM THE MASTER OF ARTS IN
CLINICAL PSYCHOLOGY PROGRAM**

Students in the Master of Arts in Clinical Psychology Program may apply for the Doctor of Psychology in Clinical Psychology Program; however, it is highly recommended that those wishing admission to the Psy.D. consider applying towards the end of their master's training. The application process for Master of Arts in Clinical Psychology students to the Psy.D. in Clinical Psychology Program is the same as all Psy.D. applicants.

**QUALIFYING FOR THE MASTER OF ARTS IN
CLINICAL PSYCHOLOGY PROGRAM AS A
DOCTORAL STUDENT**

Psy.D. in Clinical Psychology students who wish to earn the master's in Clinical Psychology while working toward the doctorate must petition for the degree and complete courses and clinical training consistent with the requirements of the Master of Arts in Clinical Psychology Program, including the completion of a practicum and the Master's Project.

**PROGRAM TRANSFER FROM THE DOCTOR
OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY
PROGRAM TO THE MASTER OF ARTS IN
CLINICAL PSYCHOLOGY PROGRAM**

Students accepted to the Doctor of Psychology in Clinical Psychology Program that would like to transfer to the Master of Arts in Clinical Psychology program must submit their request in writing to the head of Graduate Psychology Department. If their request is granted, they may transfer the courses required in the master's program taken during their doctoral study to their master's requirements. However, all requirements for the master's must be completed to receive the degree of Master of Arts in Clinical Psychology.

COURSE/CREDIT TRANSFER POLICIES

**Transfer of Credits to the Doctor
of Psychology in Clinical Psychology
Program from the Master of Arts in Clinical Psychology
Program**

Overlapping coursework in the Master of Arts in Clinical Psychology Program with the Doctor of Psychology in Clinical Psychology Program will be automatically transferred to the doctoral program for those students who transfer from the master's to Psy.D. in Clinical Psychology Program.

**Transfer of Credits to the Doctor of Psychology in
Clinical Psychology from the Master of Arts in
Marriage and Family Therapy Program**

Overlapping coursework in the Master of Arts in Marriage and Family Therapy Program with the Doctor of Psychology in Clinical Psychology Program will be automatically transferred to the doctoral program for those students who transfer from the master's to the Psy.D. in Clinical Psychology Program.

**Transfer of Credits to the Doctor of Psychology in
Clinical Psychology Program from Other Programs**

Please refer to course transfer policies outlined later in this document.

Schedule of Tuition and Fees

The following schedule of tuition and fees will become effective September 1, 2004. Argosy University reserves the right to add or change any of the fees or charges listed below at any time without prior written notice.

TUITION

Business Programs	Cost Per Semester Credit Hour
Bachelor of Science (B.S.) in Business Administration Degree Completion Program	\$ 395.00
Bachelor of Science (B.S.) in Organizational Management Degree Completion Program	395.00
Master of Business Administration (M.B.A.) Program	494.00
Doctor of Business Administration (D.B.A.) Program	780.00
Education Programs	
Master of Education (M.A.Ed.) in Curriculum & Instruction Program	494.00
Master of Education (M.A.Ed.) in Educational Leadership Program	494.00
Doctor of Education (Ed.D.) in Curriculum & Instruction Program	780.00
Doctor of Education (Ed.D.) in Educational Leadership Program	780.00
Psychology Programs	
Bachelor of Arts (B.A.) in Psychology Degree Completion Program	395.00
Master of Arts (M.A.) in Clinical Psychology Program	780.00
Master of Arts (M.A.) in Clinical Psychology with a Concentration in School Psychology Program	780.00
Master of Arts (M.A.) in Marriage & Family Therapy Program	494.00
Doctor of Psychology (Psy.D.) in Clinical Psychology Program	780.00
Doctor of Psychology (Psy.D.) in School Psychology Program	780.00

TRAINING AND PROGRAM FEES

Psychology Program Fees	Cost Per Semester
Internship Fee (per semester)	\$ 494.00
Professional Liability Insurance (required for all clinical training/practicum/internship)	20.00
Professionalization Group Fee	780.00
Clinical Psychology Program Fees	
Testing Resource Fee (added to first testing course)	104.00
Clinical Research Project Editing Fee (charged with the Clinical Research Project Seminar)	150.00
Preparation for the Comprehensive Examination (PP8890)	175.00
Retreat Housing Fee	110.00
Individual Consultation Fee	65.00/hr.

OTHER NON-REFUNDABLE STUDENT CHARGES

Item	Cost
Application for Admission Fee ¹	\$ 50.00
Building Access Card	25.00
Course Add/Drop Fee ²	52.00
Enrollment Deposit	500.00
Graduation Fee ³	156.00
Installment Plan Fee (per semester)	35.00
Late Registration Fee	52.00
Late Payment Fee	25.00
Library Fee (per semester) ⁴	42.00
Returned Check Fee	37.00
Transcript Fee	No Charge
Express Transcript Fee ⁵	20.00
Student Activity Fee (Fall and Spring Semesters) ⁶	25.00

¹ Non-refundable, except in California.

² Students who elect to change their schedule after registration may do so by completing a Course Add/Drop Request Form. The Course Drop Fee is assessed for each request form submitted to the Student Services Department. Multiple changes may be submitted on one form.

³ A Graduation Fee is assessed to all degree-seeking students upon completion of their program of study and prior to the receipt of their diploma.

⁴ Students not signed up for CRP credit, out of state interns, out of state CRP students, and students on Neighbor Island campuses are exempt from payment of the Library Fee.

⁵ An Express Transcript Fee is charged for transcripts requested to be sent via an overnight carrier.

⁶ Students enrolled in no greater than 1 credit hour each semester are exempt from the Student Activity Fee.

Faculty Descriptions

CORE FACULTY

Argosy University/Honolulu has a highly experienced core faculty with extensive backgrounds in a wide range of clinical orientations and with a broad spectrum of clinical populations.

Below is a list of our core faculty with a brief description of their individual backgrounds, interests, current activities and years at Argosy University/Honolulu.

Robert M. Anderson Jr., Ph.D.

University of Hawai'i

Faculty in Graduate Psychology

Dr. Anderson has interests in the areas of clinical neuropsychology, cross-cultural assessment, transpersonal psychology, and consciousness. He completed postdoctoral work in neuropsychology with Karl Pribram, M.D. at the Stanford University Medical Center and in clinical neuropsychology with Peter Como, Ph.D. at the University of Rochester Medical Center. He is the author, coauthor, or coeditor of several books including *Practitioner's Guide to Clinical Neuropsychology*, *Mastering Expert Testimony*, *Avoiding Ethical Misconduct in Psychology Specialty Areas*, and *Induction, Probability, and Confirmation*. He is a consulting editor for *Neuropsychology*. He teaches learning and cognition, biological basis of behavior, cognitive-behavioral theory and therapy, and transpersonal psychology and psychotherapy.

Suzanne Anthony, Ph.D.

University of California Santa Barbara

Director of Internship Training, Faculty in Graduate Psychology

She has research and clinical interests in the areas of risk and resiliency, youth aggression and problem behavior, school-based mental health, child and adolescent assessment, and diversity issues in prevention programming. She has extensive experience in program evaluation and has published and presented at the national level. Dr. Anthony teaches the assessment I, quantitative/inquiry statistics, and brief therapy and applications to diverse populations courses.

Yvonne N. Awana, Psy.D.

American School of Professional Psychology/Hawai'i Campus
Faculty in Graduate Psychology

Dr. Awana's areas of specialization and interest include human diversity, self-reflexivity, self-empathy, professional development issues, experiential approaches, interpersonal and relational processes, transpersonal psychology, Pacific and Asian populations, at-risk adolescents, and women's issues. Since 1990, her clinical experience included working with children, adolescents, adults, and families in the Department of Education, day treatment programs for children and adolescents, university counseling center, residential programs for adolescents, and consulting with local agencies in Hawai'i regarding mental health issues. She teaches courses in evaluation and treatment of diverse populations, social and cultural foundations, clinical/community clerkship, psychology of women, and leads an internship training seminar.

Geoffrey Chung, Ph.D.

University of Oregon

*Faculty and Director of Practicum Training
in Graduate Psychology*

Dr. Chung is licensed in the states of Hawaii and California. His specialty areas include: child and adolescent therapy, family therapy, therapeutic interventions for youth with disruptive behavior disorders, and cross-cultural psychology. He completed both his pre-doctoral internship and postdoctoral fellowship at the University of California, Irvine Medical Center. He worked on the NIMH Study on Multimodal Treatment of Children with Attention Deficit Hyperactivity Disorder. His responsibilities included parent training, social skills training, and school-based interventions. Dr. Chung served as a psychologist for a residential treatment program in San Diego, providing culturally-adapted treatments to Native American youth with substance use disorders. He has also provided intensive community and home-based treatment to school-aged youth and their families. Born and raised in Hawaii, Dr. Chung is dedicated to integrating his clinical training with his knowledge of Hawaii's diverse culture to create effective treatment interventions for Hawaii's people.

Thomás Cummings Ph.D.

Colorado State University
Faculty in Graduate Psychology

Dr. Cummings has been at the school since September 2000. His areas of interest include cross-cultural assessment, neuropsychology, anger management, post-traumatic stress disorder, sexual dysfunction, Taoist/Buddhist meditation, and the incorporation of religious and spiritual beliefs in the psychotherapeutic process. He is a health research specialist with the National Center for Post-Traumatic Stress Disorder Research, Veterans Administration, Honolulu, Hawaii. He is a consultant for the Primary School Adjustment Project and has a small private practice. He teaches the assessment I course, psychopathology, and group therapy.

Raymond A. Folen, Ph.D., ABPP

University of Hawai'i at Manoa
Director of the Postdoctoral Program in Clinical Psychopharmacology

Dr. Folen has been teaching at the school since it opened and serves as director of the postdoctoral program in clinical psychopharmacology. Dr. Folen is also chief of the Behavioral Medicine and Health Psychology Service at Tripler Army Medical Center and has over 23 years of postdoctoral experience in clinical practice, research, and training. He has published extensively in the areas of behavioral medicine, biofeedback, telehealth, psychopharmacology, and professional issues in psychology. Dr. Folen is Board Certified in Clinical Psychology, is past-president of the Hawaii Psychological Association, and is a fellow of the American Psychological Association. He is one of 150 psychologists in the country recognized as a Distinguished Practitioner by the National Academies of Practice. His current courses include personality assessment, assessment integration, and diversity issues in health psychology.

Claudette H. Ozoa, Ph.D.

University of Nebraska-Lincoln
Faculty in Graduate Psychology

Dr. Ozoa has held appointments as staff psychologist at the Stratton Veterans Administration Medical Center, New York where she specialized in psycho-oncology/hospice and geriatrics, and Memorial Hospital, Albany, New York where she gained extensive experience working with multidisciplinary teams. Dr. Ozoa was a principal partner, Capital Psychological Associates, Albany, New York and founded OnePinkRibbon.com. Her clinical work has focused on women's health issues; in particular breast cancer and the impact psychoeducational and coaching techniques have on women's response to treatment and recovery. Additionally, she has clinical interests in post-traumatic stress disorder, sexual abuse, and relationship issues. Currently, Dr. Ozoa maintains a part-time private practice primarily focused on pain management and behavioral medicine with a special focus on how psychological well-being impacts recovery from and coping physical illness. Dr. Ozoa teaches courses in group therapy, child and family therapy, assessment I, developmental psychology, and leads practicum seminars.

Louise Penkman, Ph.D., C.Psych.

University of Victoria
Faculty in Graduate Psychology

Dr. Penkman has interests in pediatric oncology which is implicated through her active involvement in research such as: developing educational and rehabilitative interventions for children with neurological dysfunction, creating links for professionals working with understudied populations, and a focus on psychosocial programs for children with cancer and their families. Prior to joining Argosy University/Honolulu, she was an adjunct assistant professor at the University of Calgary's Department of Oncology. Her areas of interests are in educational and rehabilitative interventions for children with neurological dysfunctions and children with cancer and their families. She has clinical experience working with indigenous youth and their families on Canada's west coast.

Nancy M. Sidun, Psy.D, ABPP, ATR

Illinois School of Professional Psychology
*Head of Graduate Psychology, Director of the
Internship Consortium*

Dr. Sidun is Board Certified in Clinical Psychology, and is presently the chair of the Women's Issue Committee for National Council of Schools of Programs of Professional Psychology and the Chair of International Committee for Women and APA Division 52, International Psychology. Prior to joining Argosy University/Honolulu, she was the director of Clinical Training at the Chicago School of Professional Psychology from 1991 to 2000 and an associate faculty member at the School of the Art Institute of Chicago from 1985 to 1999. Her areas of interest are in expressive therapies, international women's issues, transracial adoption and identity development, white racial identity, adolescent psychopathology and psychotherapy, and sexual abuse. She has published and presented extensively at the national and international level. Additionally, Dr. Sidun has lived in and studied specific South Pacific cultures that have greatly informed her work. She maintains a small private practice working with adolescents and adults.

Joy M. Tanji, Ph.D.

University of Nebraska-Lincoln
Faculty in Graduate Psychology

Dr. Tanji has been teaching at Argosy University/Honolulu Hawai'i campus since 1995. Her specializations and areas of interest include systemic and process-experiential approaches to therapy, qualitative method, clinical supervision, diversity education, creative process, personal myth construction, and East Asian meditation. She has published in the areas of qualitative inquiry and evaluation, and made local presentations in the areas of narrative psychology; mindfulness meditation; qualitative method; multicultural counseling; clinical supervision training; and systemic and diversity training models. She teaches courses in family and couple therapy, clinical supervision, and person-centered therapy. She has consulted with local agencies about clinical supervision and strength-based systemic models and skill development.

Rick Trammel, Ph.D.

Arizona State University
Faculty in Graduate Psychology

Dr. Trammel has been faculty in Graduate Psychology since 1998, and was the director of the Internship Consortium from 1998 to 2001. He has clinical and research interests in existential/humanistic psychotherapy, group therapy approaches, substance abuse and addictions, suicide, gay/lesbian/bisexual/transgender issues, and organizational development and consultation. Dr. Trammel teaches courses in group psychotherapy, adult psychopathology, forensic assessment, consultation, treatment and evaluation of substance abuse, professional writing, child/adolescent and adult development, and lesbian, gay, bisexual, and transgender issues. He is particularly interested in how group therapy approaches and addictions treatment are delivered to diverse, marginalized populations, and multicultural populations.

