

Argosy University/Washington DC

Academic Catalog Addendum 2004–2005



Effective September 1, 2004–August 31, 2005

Table of Contents

Section One

Accreditation and Programs	
Institutional Accreditation	3
State Licensing	3
Programmatic Accreditation	3
Argosy University/Washington DC Programs	3

The American School of Professional Psychology

Section Two

Master of Arts in Clinical Psychology Program	
Program Overview	6
Clinical Training Overview	6
Admissions Requirements	7
Enrollment Requirements	8
Graduation Requirements	9
Program Requirements	9
Recommended Course Sequence for the Master of Arts in Clinical Psychology Program	13
Master of Arts in Clinical Psychology Program Course Prerequisites	14
Course/Credit Transfer Policies	15

Section Three

Master of Arts in Counseling Psychology Program	
Program Overview	16
Admissions Requirements	17
Enrollment Requirements	18
Graduation Requirements	19
Program Requirements	20
Recommended Course Sequence for the Master of Arts in Counseling Psychology Program	23
Course/Credit Transfer Policies	24

Section Four

Doctor of Education in Counseling Psychology Program	
Program Overview	25
Admissions Requirements	25
Enrollment Requirements	26
Graduation Requirements	27
Program Requirements	28
Recommended Course Sequence for the Doctor of Education in Counseling Psychology Program	29
Course/Credit Transfer Policies	29

Section Five

Doctor of Psychology in Clinical Psychology Program	
Program Overview	30
Postdoctoral Respecialization Program in Clinical Psychology Program Overview	31
Clinical Training Overview	31
Admissions Requirements	32
Enrollment Requirements	34
Graduation Requirements	35
Program Requirements	36
Recommended Course Sequence for the Doctor of Psychology in Clinical Psychology Program— Five-Year Curriculum	62
Completing the Doctor of Psychology in Clinical Psychology Program in Four Years	63
Doctor of Psychology in Clinical Psychology Program Course Prerequisites	65
Concentrations in the Doctor of Psychology in Clinical Psychology Program	66
Application to the Master of Arts in Counseling Psychology Program from the Master of Arts or Doctor of Psychology in Clinical Psychology Programs	67

Application to the Doctor of Clinical Psychology Program from the Master of Arts in Clinical Psychology Program	67
Application to the Doctor of Clinical Psychology Program from the Master of Arts in Counseling Psychology Program	68
Qualifying for the Master of Arts in Clinical Psychology Program as a Doctor of Psychology in Clinical Psychology Student	69
Course/Credit Transfer Policies	69
Program Transfer from the Doctor of Clinical Psychology Program to the Master of Arts in Clinical Psychology Program	70
Procedures for Applying for Admission to the Doctor of Psychology in Clinical Psychology Program	71
Independent Clinical Psychology or Counseling Practice	71
<i>Appendix I</i> Schedule of Tuition and Fees	72
<i>Appendix II</i> Faculty Descriptions	74

Accreditation and Programs

ARGOSY UNIVERSITY/WASHINGTON DC

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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

Argosy University/Washington DC is certified to operate by the State Council of Higher Education for Virginia (James Monroe Building, 101 North 14th Street, Richmond, VA 23219, 1.804.225.2628).

PROGRAMMATIC ACCREDITATION

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

ARGOSY UNIVERSITY/WASHINGTON DC PROGRAMS

The College of Business and Information Technology

Bachelor of Science (B.S.)

- Business Administration (Degree Completion Program)

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

- Business Administration

Must choose a concentration in either:

International Business

Marketing

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

- Management

The College of Education and Human Development

Education Specialist (Ed.S.)

- Curriculum & Instruction

Must choose one of three concentrations:

Gifted/Talented Education: K–12

K–12 Education

Special Education: K–12

- Educational Leadership

Doctor of Education (Ed.D.)

- Curriculum & Instruction

Must choose one of four concentrations:

Gifted/Talented Education

Higher Education

K–12 Education

Special 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)

May choose one of three optional concentrations:

Criminal Justice

Organizational Psychology

Substance Abuse

Master of Arts (M.A.)

- Clinical Psychology

- Counseling Psychology

May choose an optional concentration in:

Forensic Counseling

- Forensic Psychology

Doctor of Education (Ed.D.)

- Counseling Psychology with a concentration in Counselor Education and Supervision

Doctor of Psychology (Psy.D.)

- Clinical Psychology

May choose one of four optional concentrations:

Child & Family Psychology

Diversity & Multicultural Psychology

Forensic Psychology

Health & Neuropsychology

The American School of Professional Psychology

As a school devoted to the education and training of individuals entering the human services field, the American School of Professional Psychology (ASPP) at Argosy University/Washington DC has committed itself to fostering and cultivating the attitudes, values, knowledge, and skills that understand and respect diversity in all its forms. It is committed to alleviating human suffering and enhancing human functioning in all contexts, including individuals, families, groups, organizations, the community, and society at large. We seek to promote the highest standards of professional service, contribution to the understanding of human behavior, ethical conduct, and disciplined inquiry in an atmosphere of respect, openness, freedom, and collaboration.

Master of Arts in Clinical Psychology Program

PROGRAM OVERVIEW

The Master of Arts (M.A.) in Clinical Psychology Program is designed to meet the needs of both those students seeking a terminal degree at the master's level and those who eventually plan to pursue a doctoral degree. The master's degree provides students a strong clinical orientation as well as an emphasis in psychological assessment.

The M.A. in Clinical Psychology Program at the Argosy University/Washington DC offers several unique advantages to those individuals who hope to subsequently pursue a doctoral degree. The program can be completed entirely on a part-time basis. Admission to the master's program or completion of the master's degree does not guarantee admission to the Doctor of Psychology (Psy.D.) in Clinical Psychology Program at Argosy University/Washington DC. If admitted to the doctoral program, however, most master's level course work taken at Argosy University/Washington DC will apply toward the Argosy University/Washington DC Psy.D. in Clinical Psychology Program.

CLINICAL TRAINING OVERVIEW (Program Goals and Objectives)

The M.A. in Clinical Psychology Program has been designed to educate and train students so that they might either be prepared to enter a doctoral program in clinical psychology or enter a professional career as master's-level practitioners. The program provides a strong background in assessment and introduces students to basic clinical interventions skills. Students also receive an introduction to scientific methodology and the bases of scientific psychology. Specific objectives of the program include:

- Entry-level preparation of practitioner of psychology capable of ethically delivering diagnostic and therapeutic services effectively to diverse populations of clients in need of such treatment
 - Students know the current body of knowledge in applied areas of psychology that serve as foundations for clinical practice or as a bases for entry into a doctoral program.
 - Students value diversity (broadly defined as issues related to gender, age, sexual orientation, race/ethnicity, national origin, religion, physical ability, and social economic status) and be able to work effectively with diverse clients.
 - Student will gain an entry-level understanding of the principles of assessment as well as understand and competently us specific techniques.
 - Students develop a competency in at least two theoretical orientations and be able to apply therapeutic techniques derived from these orientations to clients. Additionally, students know how to monitor their professional activities and guide their actions in accordance to the professions' ethical standards.
- Entry-level preparation of practitioner of psychology who understand the bases of scientific psychology.
- Students will know the current body of knowledge in developmental psychology and at least one other bases of human functioning (e.g., including biological aspects of behavior, cognitive/affective aspects of behavior, and historical and philosophical context of psychology).
- Entry-level preparation of practitioners of psychology who are able to evaluate and use the existing and evolving body of knowledge and methods in the practice and science of psychology to enhance applications of psychology.
- Students demonstrate an entry-level proficiency in being able to critically evaluate the existing theoretical and research literature in psychology.

Graduates will, at an entry-level skills, evaluate and use the existing and evolving body of knowledge and methods in the practice and science of psychology to enhance their practice.

ADMISSIONS REQUIREMENTS

The application process for admission into the M.A. in Clinical Psychology Program requires the submission of material that will enable the Admissions Department to verify the applicant's academic qualifications to enroll in the master's program in clinical psychology. Because the admissions process also takes into consideration the qualities essential to becoming an effective clinical psychologist, material is also required which will enable the Admissions Committee to make a determination about the individual's personal integrity, maturity, interpersonal skills, and ability to communicate effectively.

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)
- Personal statement with a self-appraisal of qualifications for the profession (2–3 pages in length)
- Current résumé
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended.
- TOEFL® (Required for all applicants who do not have a baccalaureate or master's degree from an English-speaking postsecondary institution. The minimum required score is 550, which corresponds to a score of 213 on the computer version.)

All application materials should be sent directly to Argosy University/Washington DC. Once all supporting documents have been received, the Admissions Committee will conduct an initial review of the application.

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

Applicants to the M.A. in Clinical Psychology Program must have a minimum GPA of 3.0 on a 4.0 scale or the equivalent for one of the following:

- Cumulative undergraduate coursework
- Undergraduate junior/senior year coursework
- Coursework in psychology
- Highest degree earned

Master's applicants are expected to possess experience relevant to the field of clinical psychology.

Prerequisites for Admission

Argosy University/Washington DC, requires applicants to successfully complete, with a "C" or better, five undergraduate courses that serve as a basic foundation for program coursework. Several of these courses serve as direct prerequisites to Argosy University/Washington DC courses. The five foundation courses are the following: a course in abnormal psychology or maladaptive behavior, a course in general psychology, a course in tests and measures or psychological assessment, a course in statistics or research methods, and a course in personality theories.

Applicants who have not completed these courses prior to admission must complete them no later than the end of the first academic year of enrollment. It is recommended that applicants complete these courses prior to admission. Missing foundation courses may prohibit students from enrolling in the required first-year curriculum that, in turn, may delay the start of practicum. Additionally, students who plan to enroll full-time may be unable to do so every semester if all foundation courses are not completed prior to matriculation. This may have implications for financial aid and, for international students, visa status.

Campus Interview

A personal interview is a required element of the admissions process. Candidates who are being seriously considered for the program will be invited to the campus for an interview.

Deadlines

All admissions materials for the M.A. in Clinical Psychology Program must be submitted by the following dates:

Application Deadlines for Fall Admission

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

Application Deadline for Spring Admission

October 15	Final deadline (interviews conducted in early November; final notification mid-November)
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After the interview, the Admissions Committee meets to review the applicant in order to render a final decision as to the applicant's acceptance into the master's program. The Admissions Department will notify all applicants of the Admissions Committee's decision as soon as the decision has been made. Accepted applicants are required to remit a non-refundable deposit by the date stipulated on the written notification to reserve a place in the entering class. This deposit will be applied toward the tuition of the student's first semester as a matriculated student.

Committee Decisions

The Argosy University/Washington DC Admissions Committee makes all admissions decisions. This committee is composed of select members of the faculty and administration. The director of Admissions will notify all applicants of the Admission Committee's decision. All decisions rendered by the Admissions Committee are final and not subject to appeal. It is the policy of Argosy University not to discuss reasons for admissions decisions with applicants.

Deferral Policy

An applicant admitted to Argosy University/Washington DC, who finds that pressing and unforeseen circumstances prevents 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 a non-refundable tuition deposit.

ENROLLMENT REQUIREMENTS

Students must be continuously enrolled for the duration of their program.

Satisfactory Academic Progress

Credit Hour Requirements for Satisfactory Academic Progress

End of Year One	9 credit hours
End of Year Two	18 credit hours
End of Year Three	27 credit hours
End of Year Four	36 credit hours
End of Year Five	45 credit hours

Student Advisement

Faculty Advisors

Faculty members serve as advisors to those students who have been or are in their Professionalization Groups. Faculty advisors are available for consultation on student professional development, academic/training progress, and other Argosy University/Washington DC professional issues.

Students are required to meet with their faculty advisors at least once each semester, usually once following receipt of grades and again for purposes of registration. Students are encouraged to meet as often as necessary with their advisor to review their progress through the program and to discuss their performance in classes, seminars, and training sites. Faculty will file a memo in the student's academic file indicating the date of the meeting and, if appropriate, a summary of the meeting. Registration and Add/Drop Request Forms require faculty advisor signatures.

Students are required to meet with their faculty advisor when directed to do so by the Student Evaluation and Ethics Committee (SEEC). This would occur when a student is experiencing academic, clinical, or personal difficulties.

Changing Faculty Advisors

A student may initiate a request for a change of advisor only after completing one full academic year. If a student wishes to change advisors, she or he should discuss this with the current advisor and the prospective advisor. If all parties agree to the change, the student must then obtain, complete, and return a Change of Status Form to the Student Services Department with signatures from the student, the original advisor, and the new advisor.

Mentor Program

The Argosy University/Washington DC Admissions Department with the clinical psychology program's Student Support Committee coordinates a peer-mentoring program for the clinical psychology department in which first-year students are matched with advanced students to provide advisement and emotional support.

GRADUATION REQUIREMENTS

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

- 45 credit hours, which must be completed by the end of the fifth year of matriculation. The total credit hours must include:
 - 35 credit hours of required courses
 - 3 credit hours of elective courses
 - 6 credit hours (one year) of practicum and practicum seminar
- Satisfactory completion of all sections of an Integrative Paper for 1 credit hour
- A grade point average of at least 3.0 on a 4.0 scale with no more than two grades below "B-"
- Completion of the Master's Clinical Presentation Evaluation,
- Submission of Petition to Graduate Form

Graduation Petition

Argosy University/Washington DC 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 form and fees to the Student Services Department at least eight weeks prior to the date of 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. In most states, graduates may begin counting postgraduate supervision hours for licensing after the date that all degree requirements have been met.

PROGRAM REQUIREMENTS

The M.A. in Clinical Psychology Program requires the satisfactory completion of 45 semester credit hours, distributed as follows:

Bases Course Requirements— Students Are Required to Take One of the Following

- PP7000 History and Systems (3)
 - PP7040 Cognition and Affective Processes (3)
 - PP7050 Physiological Psychology (3)
 - PP7060 Social Psychology (3)
-

Bases Course Requirements—3 Credit Hours

Assessment Requirements— Students Are Required to Take the Following

- PP7365 Clinical Interviewing (3)
 - PP7370 Cognitive Assessment (3)
 - PP7520 Personality Assessment (4)
-

Assessment Requirements—10 Credit Hours

Individual Differences Requirements— Students Are Required to Take the Following

- PP7010 Lifespan Development (3)
 - PP7330 Child and Adolescent Psychopathology (3)
 - PP7501 Adult Psychopathology (3)
-

Individual Differences Requirements—9 Credit Hours

Integrative Requirements— Students Are Required to Take the Following

- PP6011 Integrative Paper (1)
-

Integrative Requirements—1 Credit Hour

Intervention Requirements— Students Are Required to Take the Following

- PP6450 Foundations of Clinical Interventions (3)
 - PP7340 Issues in the Assessment and Treatment of Diverse Populations (3)
 - PP8010 Cognitive-Behavioral Theory and Therapy (3)
 - PP8030 Psychodynamic Theory and Therapy (3)
—or—
 - PP8050 Family and Couples Therapy (3)
—or—
 - PP8060 Group Psychotherapy (3)
-

Intervention Requirements—12 Credit Hours

Methodology Requirements— Students Are Required to Take the Following

- PP7200 Statistics and Research I (3)
-

Methodology Requirements—3 Credit Hours

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

PP6400 M.A. Professionalization Group (1)

Professional Issues Requirements—1 Credit Hour

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

PP6201 Master's Practicum I¹ (3)

PP6202 Master's Practicum II¹ (3)

Practicum Requirements—6 Credit Hours

Optional Courses (Year Two)

PC6300 Professional and Ethical Issues² (3)

PC6600 Lifestyle and Career Development² (3)

PP7373 Integrative Assessment² (3)

Writing Course Requirements

Students have the option of taking a Professional Writing Course at Argosy University/Washington DC. Faculty can recommend the course or another writing development option to students. If a student receives two such recommendations from faculty, then they are required to take the course or an approved alternative the semester after they are notified of the requirement.

Professionalization Group Requirements

The Professionalization Group, which meets on a weekly basis during the first semester, will provide first-year students with important direction and assistance as they begin their education and training. This group assists students with an orientation to the field as well as an introduction to key issues in the training and development.

Clinical Presentation Evaluation Requirements

For the master's student, the Clinical Presentation Evaluation (CPE) is a competency-based examination designed to evaluate the student's mastery of basic clinical skills. The master's CPE assesses competencies in assessment, case formulation, psychotherapy planning, and implementation.

¹ Practicum and corresponding seminar require concurrent enrollment.

² Courses not required for completion of degree.

Students should be capable of demonstrating clinical competence both conceptually and in application. Students prepare to demonstrate their competency by integrating classroom theoretical work, practice gained in class, clinical field training at their practicum and the practicum seminars. Therefore, passing the seminar and site evaluation do not guarantee a passing grade on the CPE.

To be eligible to take the CPE, a student must be in good standing, have a GPA of 3.0 on a 4.0 scale, not be on probation, and must be enrolled in the Master's Practicum sequence.

The master's CPE is composed of the formulation of a psychotherapy case and analysis of an associated session. The student should use a theoretical orientation represented by one of the intervention courses in the M.A. in Clinical Psychology Program or a treatment framework used by the practicum agency. This competency is demonstrated during the Spring Semester of the Master's Practicum. The student demonstrates this competency by successfully completing three related tasks:

- *Observational Component:* The practicum seminar leader observes the student performing a psychotherapy session and judges whether the student is demonstrating competency in maintaining a therapeutic relationship and in carrying out interventions appropriate to the treatment framework and the issues presented in the session. The seminar leader may directly observe the student interview a client or the student may submit a video or audiotape of an interview with a verbatim transcript. With approval of the director of Clinical Training, a role-played interview with a faculty member may be substituted for a client interview.
- *Written Component:* The seminar leader reviews the student's written report of the observed case as well as the student's self-critique of the interview with the client and judges whether the report demonstrates competency in understanding the client's presenting problem, case formulation, and analysis of the therapeutic process.

- *Oral Presentation:* The student presents the case in the practicum seminar and fields questions from seminar members. The seminar leader judges whether the student can present a case in a cogent, organized manner, integrate essential information, and provide thoughtful answers to questions in the seminar. While the student may be supervised on the case presented, she or he must not be supervised on the particular interview presented for the CPE. The interview, case formulation, and analysis of the session should offer a view of the student's independent clinical work. The interview should last no more than 60 minutes.

In the event that the student fails the CPE, feedback will be provided and the student will be given a second opportunity to demonstrate competence using a different case. Failure to demonstrate competency on the second case is grounds for dismissal from the program and the student will be referred to the SEEC.

Integrative Paper Requirements

As part of the requirements for the Master of Arts in Clinical Psychology Program, each student is required to complete the Integrative Paper (IP). The IP is designed to evaluate the student's ability to independently present and integrate psychological literature. The paper consists of an in-depth review, summary, and integration of the current literature on an approved topic. Each student must register for the 1-credit course "Integrative Paper" (PP6011) which is taught as a weekly three-hour seminar with a faculty member. This course is graded on a "Credit" or "No Credit" basis, credit being granted upon approval of the paper.

Practicum and Practicum Seminar Requirements

The practicum is the first opportunity provided to Argosy University/Washington DC students for clinical field training opportunity of working under supervision with a clinical population within a mental health delivery system. The practicum is an essential part of clinical training and all students are required to participate in the practicum experience. Liability insurance is an additional fee added to each practicum.

The practicum is a required 600-hour training experience that takes place during an academic year, beginning in September and concluding in June. The practicum is treated as a course and with the practicum seminar carries 3 credit hours per semester or 6 credit hours for the academic year. A practicum may not be done in a student's place of employment, nor is any student transferred from the practicum requirements. Students who come to the Argosy University/Washington DC with extensive clinical backgrounds are placed in practicum sites in areas where they have an interest and do not have previous experience.

All students enrolled in a practicum must also concurrently enroll in a practicum seminar. The seminar meets weekly through the Fall and Spring Semester 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 varies according to the practicum setting and focus of the enrolled students and the professional expertise of the faculty member.

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.

No student may begin a practicum without being in attendance at Argosy University/Washington DC for a minimum of two semesters.

To be eligible to begin the practicum, the student must have successfully completed the following:

Practicum Prerequisite

PP6450	Foundations of Clinical Interventions (3)
PP7330	Child and Adolescent Psychopathology (3)
PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (3)
PP7501	Adult Psychopathology (3)
PP7520	Personality Assessment (3)
PP8010	Cognitive-Behavioral Theory and Therapy (3)

Practicum and Probation

Students must not be on probation at the time of application to practicum, and at the time practicum begins. Students must remain off of probation while completing practicum. Students placed on probation or who become eligible for probation during practicum will be withdrawn from practicum for that year.

Permission to apply for practicum at times other than the normal times may be approved by the program chair upon recommendation from the director of Clinical Training. Such application is on a space available basis and must meet all other practicum and curricular requirements.

In cases when the director of Clinical Training or program faculty has reservations about a student's readiness for practicum, the director of Clinical Training will discuss the situation with the student and the student's advisor. In those cases where there is a shared concern among the student's mentors, a plan of remediation, to be implemented prior to the clinical training in question, will be designed by the Clinical Training Committee and forwarded to the SEEC.

Procedures for Practicum Remediation

The Clinical Training Committee reviews practicum students who may need remediation in clinical training. The director of Clinical Training institutes meetings to clarify whether deficit areas exist and to specify the nature of the deficits. When the review is complete and deficits have been identified, the director of training draws up a written plan describing specific areas of deficit and the recommended remediation strategies. This plan is presented to the Clinical Training Committee for its approval and then forwarded to the SEEC for approval and implementation.

At any point in this process, the student may request to meet with the Clinical Training Committee. The student may submit written materials and bring a support person (legal counsel is neither appropriate nor allowed). The Clinical Training Committee may also require that a student in need of remediation meet with the committee so that the committee has all pertinent information.

If the remediation includes additional training, a remedial practicum may be required. In such cases, the director of Clinical Training will amend the previously approved remediation plan with a learning contract. The contract will address how the training site will afford opportunities to remediate the identified deficit areas. This contract will be developed when a remedial site is located and in consultation with the Clinical Training Committee, the student and relevant site personnel. Once approved by the Clinical Training Committee, the contract will be forwarded to the SEEC.

Based on a thorough assessment of deficit areas and on the advisement of the director of Clinical Training, the Clinical Training Committee may recommend that a student be dismissed from the school. The Clinical Training Committee will draw up a written summary of problem areas and a detailed rationale for the dismissal recommendation. The dismissal recommendation goes to the SEEC.

Practicum Description

The goal of the practicum is to correlate students' field experience with attained levels of academic experience. The practicum is focused on assessment, diagnosis, and intervention in keeping with the overall emphases of the Argosy University/Washington DC master's program.

Relationship of Master's and Doctoral Level Practicum

The master's practicum is not equivalent to the Practicum in the doctoral program. Students who enroll subsequently in the doctoral program will have to take both the doctoral Practicum I and II sequence.

Evaluation of Student Progress

Evaluation of student progress in clinical field training focuses on three areas: theoretical knowledge base, clinical skills, and professional attitudes. A thorough review of site and seminar evaluations is conducted by the Clinical Training Department, and an overall grade of "Credit" or "No Credit" is included in the student's academic record.

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

Student progress through the Master of Arts in Clinical Psychology Program at Argosy University/Washington DC 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 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. This addendum and registration materials contain the prerequisites for any given course.

Year One

Fall Semester	Spring Semester	Summer Semester
PP7501 Adult Psychopathology (3)	PP7330 Child and Adolescent Psychopathology (3)	PP6450 Foundations of Clinical Interventions (3) (Summer I)
PP7365 Clinical Interviewing (3)	PP8010 Cognitive- Behavioral Theory and Therapy (3)	(Bases Course or Psychodynamic, latter for Option 1 students) (3) (Summer II)
PP370 Cognitive Assessment (3)	PP7520 Personality Assessment (4)	(Bases Course) (3)
PP6400 M.A. Professionalization Group (1)		

Year Two

Fall Semester	Spring Semester	Summer Semester
PP7200 Statistics and Research Methods I (3)	Treatment Elective ¹ (3)	PP7340 Issues in the Assessment and Treatment of Racially and Ethnically Diverse Populations (3) (Summer I)
PP7010 Lifespan Development (3)	Bases Course ² (3)	(Bases Course) (3) (Summer II)
PP6201 Master's Practicum I (3)	PP6202 Master's Practicum II (3)	
	PP6011 Integrative Paper (1)	

Year Two Options

Option 1: Students accepted for admission to the Psy.D. in Clinical Psychology Program (see Psy.D. curriculum)

Fall Semester	Spring Semester	Summer Semester
	PP7201 Statistics and Research Methods II (3)	PP7373 Integrative Assessment ³ (3) (Summer I)
		PP8030 Psychodynamic Theory and Therapy ⁴ (3) (Summer II)

Option 2: Students desiring licensure as a Professional Counselor⁵

Fall Semester	Spring Semester	Summer Semester
PC6300 Professional and Ethical Issues (3)	PC6600 Lifestyle and Career Development (3)	

¹ Family and Couple Therapy, or Group Therapy. (Family and Couple Therapy is required for students admitted to the Psy.D. in Clinical Psychology Program.)

² Students seeking admission to the Psy.D. in Clinical Psychology Program should take Statistics and Research Methods II; students pursuing licensure as a professional counselor should take another treatment course.

³ Only students accepted into the Psy.D. in Clinical Psychology Program may take this course.

⁴ Students accepted into the Psy.D. in Clinical Psychology Program must take this course to go on practicum in the first year.

⁵ May be taken through the Counseling Psychology Program. Additional courses and experiences beyond the ones in this clinical psychology curriculum are required for licensure as a professional counselor.

MASTER OF ARTS IN CLINICAL PSYCHOLOGY PROGRAM COURSE PREREQUISITES

Due to the importance of integrating course material in a clearly defined manner, Argosy University/Washington DC has established a sequence of courses. This sequencing establishes certain courses and other qualifications as necessary prerequisites for moving on to other courses and activities. No exceptions to the prerequisite policy are allowed. The following is a list of course prerequisites in the M.A. in Clinical Psychology Program at Argosy University/Washington DC:

Course Number and Title	Prerequisite
PC6600 Lifestyle and Career Development ³	PP7365, PP7370, PP7520
PC6300 Professional and Ethical Issues ³	PP6201 (co-requisite ¹)
PP6011 Integrative Paper	NONE (Must have completed 18 credits in the program prior to starting IP)
PP6201 Master's Practicum I ²	See Clinical Training Section of Addendum
PP6202 Master's Practicum II ²	See Clinical Training Section of Addendum
PP6400 MA Professionalization Group	NONE
PP6450 Foundations of Clinical Interventions	NONE
PP7000 History and Systems	NONE
–or–	
PP7050 Physiological Psychology	NONE
–or–	
PP7040 Cognition and Affective Processes	NONE
PP7010 Lifespan Development	NONE
PP7200 Statistics and Research I	Undergraduate Statistics or Research Methods
PP7330 Child and Adolescent Psychopathology	Undergraduate Abnormal Psychology,
PP7340 Issues in the Assessment and Treatment of Diverse Populations	PP8010 or PP8060 or PP8030
PP7365 Clinical Interviewing	PP7501 (co-requisite ¹)
PP7370 Cognitive Assessment	Undergraduate Psychological Assessment (co-requisite ¹)
PP7373 Integrative Assessment ³	PP7365, PP7370, PP7520
PP7501 Adult Psychopathology	Undergraduate Abnormal Psychology
PP7520 Personality Assessment	PP7501, PP7370
PP8010 Cognitive-Behavioral Theory and Therapy	PP7501 Theories of Personality
PP8060 Group Psychotherapy	PP7501
–or–	
PP8030 Psychodynamic Theory and Therapy	PP7501 Theories of Personality
–or–	
PP8050 Family and Couples Therapy	PP7501 Theories of Personality

¹ Co-requisite indicates course may be taken before or concurrently.

² Practicum and corresponding seminar require concurrent enrollment.

³ Courses not required for completion of degree.

Student Evaluation

Students must meet the same standards of conduct as outlined for the Doctor of Psychology in Clinical Psychology Program (see *Doctor of Psychology in Clinical Psychology Program* section in this addendum). Clinical psychology master's students are evaluated by the same Student Evaluation and Ethics Committee and in the same manner as the doctoral students (see the description of SEEC in the *Doctor of Psychology in Clinical Psychology Program* section of this addendum).

COURSE/CREDIT TRANSFER POLICIES

Please consult the *Argosy University Academic Catalog* for information regarding course transfers and transfer of credit from another Argosy University campus. In addition to the institutional requirements, Argosy University/Washington DC requires that all graduate work submitted for transfer be completed with the last five years. If coursework was completed more than five years prior to admission, then the student must provide evidence that they have remained current with the course's subject area (e.g., attendance of continuing education workshops, supervision). Students may only transfer a total of 15 semester credit hours.

The following is a list of other courses that may not be transferred at the Argosy University/Washington DC, unless the courses were taken within the Argosy University system and the course numbers are identical:

Non-transferrable Courses

PP6201	Master's Practicum I (3)
PP6202	Master's Practicum II (3)
PP7330	Child and Adolescent Psychopathology (3)
PP6400	M.A. Professionalization Group (3)
PP6450	Foundations of Clinical Interventions (3)
PP7501	Adult Psychopathology (3)

Two or more courses may be combined to transfer one Argosy University/Washington DC course if all other conditions are met (see the *Argosy University Academic Catalog*). The total number of hours of the courses submitted for transfer must meet or exceed the total number of hours for the courses being transferred.

Students requesting to transfer Cognitive Assessment (PP7370) or Personality Assessment (PP7520) must have both an approved course that meets the course transfer requirements and must pass a competency examination. Students wanting to transfer credit, should complete a course transfer forms for each course and submit to the Student Services Department. The Student Services Department will do an initial review and forward to appropriate faculty for decision. Students will be notified of faculty decision and approvals will be recorded on transcript. If request is denied, all material will be returned to student. Students may resubmit with additional information.

Master of Arts in Counseling Psychology Program

PROGRAM OVERVIEW

The Master of Arts (M.A.) in Counseling Psychology Program has been designed to educate and train students to function effectively as professional counselors. Argosy University/Washington DC provides its students an educational program with all the necessary theoretical and practical elements that will allow them to be effective members of a mental health team. The program introduces students to basic counseling skills that integrate individual and group theoretical foundations of professional counseling into appropriate client interaction and intervention skills.

The mission of the M.A. in Counseling Psychology Program is to prepare students to ethically and effectively deliver a range of counseling, consultation, career, and assessment services to diverse populations of clients.

Program Formats

The M.A. in Counseling Psychology Program is intended to make graduate training accessible to professionals who are employed full-time. Courses are offered in multiple formats. The primary course format is during weekends. In the weekend format, courses are offered on Friday evenings from 5:30 – 9:30 p.m. and Saturdays 9:00 a.m. – 5:30 p.m. Each course meets on alternate weekends with classes meeting on three weekends and the final examination on the fourth Friday evening. Students receive materials and assignments approximately three weeks prior to the first class meeting. Each semester has two sessions. Students can choose to take courses in additional formats to fit their schedules or to more readily complete the curriculum in two years. These additional formats include:

- Weeknight courses that are offered on one evening per week for the entire semester (15 weeks/three hours each week)

- Several courses are offered online
- Courses and seminars may be offered partially online and partially on campus (in a “blended” format). Greater than 50 percent of Argosy University/Washington DC coursework must be completed in a face-to-face or blended course delivery format.

Eligibility for Licensure

Licensure in Virginia, Maryland, and the District of Columbia each require a master's degree in Counseling, 60 semester credit hours of coursework, and post-master's supervised work experience (amount of hours varies from state to state). The 48-credit hour Master of Arts in Counseling Psychology Program primarily includes the required coursework for licensure. Students interested in pursuing this licensure will need to complete 12 hours of post-master's courses and the additional supervised experience. Several options for completing the 12 hours of coursework are available through this program either by taking additional courses prior to or subsequent to completing the master's degree. Much of the supervised experience may be obtained through employment in the field after completing the Master's degree.

Students are strongly encouraged to become familiar with the regulations governing professional counselor licensure. These regulations are available directly from each regulatory board listed.

Virginia

Board of Professional Counselors
Department of Health Professions
6606 West Broad Street
Richmond, VA 23230-1717
Phone: 804.662.7328
Web: www.dhp.state.va.us/prof/lpc.htm

Maryland

State Board of Examiners of Professional Counselors
Department of Health and Mental Hygiene
4201 Patterson Avenue
Baltimore, MD 21215-2299
Phone: 410.764.4732

District of Columbia

Board of Professional Counseling/
Application and Support Division
Department of Consumer and Regulatory Affairs
Occupational and Professional Licensing
Administration
P.O. Box 37200, Room 904
Washington, D.C. 20013-7200

ADMISSIONS REQUIREMENTS

The application process for admission into the M.A. in Counseling Psychology Program requires the submission of material that will enable the Admissions Department to verify the applicants academic qualifications for enrollment in the program. Individuals interested in applying for entry into the M.A. in Counseling Psychology Program must submit the following materials.

Applicants to the program must submit the following materials by the application deadline:

- Completed Application for Admission Form
- Application fee (non-refundable except in California)
- Official transcripts from all postsecondary institutions attended.
- Personal statement expressing the applicant's interest in psychology, career and professional goals, and experience in the field of counseling (two–three pages typed).

- Current résumé
- Three completed Applicant Recommendation Forms
- TOEFL® (required for all applicants who do not have a baccalaureate or master's degree from an English speaking postsecondary institution)

The Admissions Department reserves the right to require a personal interview of its applicants. Additional documentation may be required.

To be considered for admission to the M.A. in Counseling Psychology Program, the applicant is required to:

- Hold a baccalaureate degree from regionally accredited institution or an appropriately certified foreign institution.
- Evidence of scholastic ability and commitment to graduate study.
- Possess and demonstrate interest in the area of counseling and psychology.
- Indication of strong personal character.
- Students may be admitted to the Counseling Psychology Program at the beginning of each semester.

The Argosy University/Washington DC Admissions Committee makes all admissions decisions. This committee is composed of select members of the faculty and administration. The director of Admissions will notify all applicants of the Admission Committee's decision. Accepted applicants are required to remit a non-refundable deposit by the date stipulated on the written notification to reserve a place in the entering class. This deposit is applied toward the tuition of the student's first semester as a matriculated student. All decisions rendered by the Admissions Committee are final and not subject to appeal. It is the policy of Argosy University not to discuss reasons for admissions decisions with applicants.

Deadlines

All admissions materials for the Master of Arts in Counseling Psychology must be submitted by the following dates:

Fall Admission: June 15

Spring Admission: November 1

Summer Admission: March 1

ENROLLMENT REQUIREMENTS

Students must remain continuously enrolled once matriculated in the program. If a student will not be enrolled in a course or seminar during any semester, a leave of absence must be requested through the Student Services Department.

Satisfactory Academic Standards

Each campus of Argosy University is committed to developing professionals who demonstrate high levels of integrity. All programs have been designed to be challenging and demanding. They require that students continually apply themselves to their academic program over an extended period of time.

Credit Hour Requirements for Satisfactory Academic Progress

End of Year One	9 credit hours
End of Year Two	18 credit hours
End of Year Three	27 credit hours
End of Year Four	36 credit hours
End of Year Five	45 credit hours

Argosy University closely monitors student academic progress. Monitoring by both faculty and training supervisors addresses the issues of field preparation as well as academic achievement. Aspects of students' personal adjustment, interpersonal relationships, and behavior in all settings are relevant to student progress. Argosy University endeavors to ensure that students realize their potential to become competent and ethical professionals.

Argosy University requires that all students meet the standards of the profession for which they are preparing. Students are required to do more than complete certain academic and field training requirements. Students are expected to conduct themselves in a manner consistent with professional ethics at all

times. Professional conduct requires that faithful discharge of all responsibilities undertaken during practicum and internships, as well as the maintenance of respectful interpersonal relationships with all individuals.

Student Advisement

The department assigns advisors to students enrolled in the M.A. in Counseling Psychology Program. The advisor is available for consultation on student professional development, academic/training progress, and other Argosy University/Washington DC or professional issues.

Students are encouraged to meet with their advisor as often as necessary to review their progress through the program and to discuss their performance in classes, seminars, and training sites. The advisor will file a memo in the student's academic file indicating the date of the meeting and, if appropriate, a summary of the meeting. Registration and Add/Drop Request Forms require advisor signatures.

Students are required to meet with their advisor when directed to do so by the Student Evaluation and Ethics Committee. This would occur when a student is experiencing academic, clinical or personal difficulties.

Student Evaluations

Student Grade Sheets

Faculty members are required to submit a Student Evaluation and Grade Sheet for each student enrolled in a campus-based course no later than 14 days from the last day of the course. Each student will receive an individual copy of his/her Student Evaluation and Grade Sheet. On this report the faculty member will place:

- The student's final, overall grade for the course.
- Observations on performance in specific areas where applicable.
- Additional information and comments where appropriate.

Student Evaluation and Grade Sheets are placed in the student's academic file and retained there.

Attendance

All required experiences at Argosy University/Washington DC (courses, practicum, and seminars) will have an attendance requirement that will figure into the evaluation component of the experience.

Student Review

The administration regularly reviews student progress and evaluates any special academic, ethical or professional problems that may arise. The major goals of the review are to identify student problems early and to initiate remediation efforts, where appropriate, as soon as possible.

The administration considers a wide range of student problems including, but not limited to, academic insufficiency, unethical or unprofessional behavior, and professional unsuitability. Problems that may be reviewed by the administration include, but are not limited to:

- One or more grade(s) below ("B-") or a pattern of marginal performance ("B-") across many classes.
- Academic insufficiency, as outlined in the *Argosy University Academic Catalog*.
- Inconsistent or non-continuous enrollment.
- Incompletes or withdrawals from multiple courses in any semester or a pattern of incompletes or withdrawals across semesters.
- Specific faculty concerns about academic potential, professional suitability, or inappropriate personal or professional conduct.
- Two or more notations on grade sheets about writing problems.
- Violation of American Psychological Association or American Counseling Association Ethical principles.

The administration may select from a wide range of responses to problems. These responses include, but are not limited to:

- No action
- Letter of concern with recommendations for action
- Remediation plan
- Academic probation
- Leave of absence
- Dismissal from the program

Students have the right to appeal an administrative decision on the grounds of lack of due process or discrimination. See the *Argosy University Academic Catalog* for information concerning appeals.

The administration will make a concerted effort to protect the privacy of students under review and only those directly involved in the review of student problems will receive sensitive documents. Notices of the administrative actions will be maintained in Argosy University/Washington DC student files.

GRADUATION REQUIREMENTS

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

- The master's in Counseling Psychology Program requires the student to complete 48 credit hours by the end of the fifth year of matriculation. The total credit hours must include:
 - 39 credit hours of required courses
 - 6 credit hours (two semesters) of required practicum and practicum seminar groups
 - 3 credit hours of an elective course
- Successful completion of the Comprehensive Examination
- Grade Point Average (GPA) of at least 3.0 on a 4.0 scale
- Grades of "B-" or better on all required courses
- Completion of all requirements within five years of matriculation into the program
- Submittal of Petition to Graduate

Petition to Graduate

Argosy University/Washington DC holds a commencement ceremony annually, usually in the Fall. All students who desire to graduate, even those who do not intend to participate in the annual commencement ceremonies, must submit the appropriate graduation form and fees to the Student Services Department at least eight weeks prior to the date of commencement or anticipated completion date. In addition, all graduation requirements must be completed eight weeks prior to the commencement.

Although commencement is held annually, students who complete graduation requirements at other times during the year should submit a petition to graduate at least eight weeks prior to the end of the semester in which the graduation requirements will be completed and will be recognized as a graduated student and receive a letter of completion.

PROGRAM REQUIREMENTS

Course Requirements— Students Are Required to Take the Following

PC6000	Counseling Theory (3)
PC6005	Maladaptive Behavior and Psychopathology (3)
PC6025	Human Development and Learning (3)
PC6104	Counseling Skills I (3)
PC6300	Professional and Ethical Issues (3)
PC6405	Counseling Skills II (3)
PC6505	Group Counseling (3)
PC6511	Social and Cultural Foundations of Counseling (3)
PC6521	Research and Evaluation (3)
PC6525	Individual Assessment ¹ (3)
PC6600	Lifestyle and Career Development (3)
PC6700	Couples and Family Counseling (3)
PC6900	Substance Abuse Counseling (3) Elective (3)

Course Requirements—42 Credit Hours

¹ Prior to taking the Individual Assessment course, students are strongly encouraged to complete a one-day workshop on assessment psychometrics at Argosy University/Washington DC on this subject if they have not recently successfully completed a test and measures or statistics course. The cost for this workshop is one-quarter of a credit hour (no credits are received) and it will be offered on a Saturday prior to the first meeting of the Individual Assessment course.

Practicum Requirements— Students Are Required to Take the Following

PC6400	Practicum I (3)
PC6401	Practicum II (3)

Practicum Requirements—6 Credit Hours

Writing Program Requirements

Students' writing skills are evaluated over the course of the program. During the first-semester classes, an initial writing evaluation is conducted. Students identified at that time as needing improvement will be referred to a professional writing course, which can be completed on campus or online through regularly scheduled writing courses offered by Argosy University/Washington DC. In addition to the writing evaluation conducted as part of the first-semester classes, faculty may recommend students for additional writing assistance if the student is not meeting expectations for graduate-level professional writing skills.

Forensic Specialty

Students with a career interest in providing counseling services in forensic settings may apply for admission to the Forensic Specialty. This specialty area requires completion of a practicum in forensic placement and the following four courses (12 credit hours):

Forensic Specialty Requirements— Students Are Required to Take the Following

FP6010	Psychology and the Legal System (3)
FP6015	Psychology of Criminal Behavior (3)
FP6525	Psychology of the Victim (3)
FP6035	Evaluation and Treatment of Offenders (3)

Forensic Specialty Requirements—12 Credit Hours

Course calendars for a given year may be obtained through the program chair.

Practicum and Practicum Seminar Requirements

The practicum is an essential part of the M.A. in Counseling Psychology Program. A practicum is supervised field training within a mental health services system. This is a required, essential component of the degree program. Students are supervised by experienced clinicians who teach relevant skills, provide supervision of on-going work, and serve as role models of professional identity and behavior. Liability insurance is included in the cost of the practicum.

Students may be placed in a practicum and seminar during the second year of study after completing all first-year coursework. 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 as courses. The practicum and seminar together carry 3 credit hours per semester and 6 credit hours per academic year. Practicum usually begin in September and conclude in May; some may begin in January and end in August. Throughout the academic year, the student will be required to spend a minimum of 600 hours (including practicum and seminar) in the practicum training experience. Students can expect to spend an average of 18–20 hours per week at their practicum site.

A practicum may not be done in a student's place of employment, nor is any student exempt from the practicum requirements. Students who come to Argosy University/Washington DC with extensive clinical backgrounds are placed in practicum sites in areas where they have an interest and do not have previous experience. Detailed practicum guidelines and application materials are available from the coordinator of the counseling psychology program.

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 all the practicum prerequisite courses prior to the beginning of practicum with a "B-" or better. Requirements for the practicum include good academic standing after completion of the following courses.

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

PC6000	Counseling Theory (3)
PC6005	Maladaptive Behavior and Psychopathology (3)
PC6104	Counseling Skills I (3)
PC6405	Counseling Skills II (3)
PC6025	Human Development and Learning (3)
PC6505	Group Counseling (3)
PC6525	Individual Assessment (3)

Students may not leave their practicum site without appropriate approval from the counseling psychology program Training Department. The practicum will normally be completed at one agency.

All students enrolled in the practicum are concurrently enrolled in a seminar. The seminar meets throughout the practicum placement and allows the student to reflect on various practicum experiences while acquiring additional skills and attitudes useful in field training. Specific seminar content an emphasis varies according to the practicum setting, focus of the enrolled students, and the professional expertise of the faculty member.

The goals of this practicum seminar are:

- Further development of counseling and case formulation skills
- Provision of information and consultation to supplement the experiences provided at the practicum site.
- Assistance developing a professional style for case presentations
- Improved ability to provide and receive feedback in an effective manner.
- Discussion of the ethical issues as they pertain to specific counseling cases.
- Preparation for the Comprehensive Case Conference (CCC) during the final practicum semester.

Practicum and Probation

Students who are on academic probation are not allowed to participate in or apply to the practicum or practicum placement until they are returned to good academic standing. The program chair has the discretion to make decisions on any probationary student who is beyond the first year of attendance.

Comprehensive Case Conference Requirements

The Comprehensive Case Conference (CCC) is the culminating experience of the practicum seminar. The CCC provides evidence of the student's growth and development of clinical competency, in accordance with the standards of Argosy University/Washington DC, and assures acquisition of the appropriate skill levels for subsequent supervised clinical practice.

The CCC assesses competency in assessment, case formulation, and psychotherapy planning and implementation. This requirement is accomplished through a presentation of a therapy hour and an accompanying presentation of the assessment, case formulation, course of therapy, and a critique of the therapy session chosen for the CCC. Students must not have been previously supervised on the particular session chosen for this requirement including specific content, organization or the accompanying case presentation.

Practicum Evaluation

The goal of the practicum is to train competent counselors capable of effective counseling and therapeutic intervention. Student evaluation during field training includes: theoretical knowledge, counseling skills, and professional attitude. A thorough review of site and seminar evaluations is conducted by the Counseling Psychology Department. An overall grade of "Credit" (CR) or "No Credit" (NC) is included in the student's academic record along with a comprehensive overview of the student's practicum experience.

Capstone Examination Requirements

All students are required to successfully complete a Comprehensive Examination.

48 Credit Hour Program

The Comprehensive Examination is the nationally-administered Counselor Preparation Comprehensive Examination. The exam is produced by the Center for Credentialing and Education, Inc, an Affiliate of the National Board for Certified Counselors. This exam is a multiple-choice format exam covering the 48-credit hour counseling psychology program content. Students who do not pass the exam on the first attempt will have two additional opportunities to complete the exam.

Comprehensive Examination Prerequisites

The student must successfully complete all required first- and second-year courses (with a "B-" or better), excluding the practicum in order to take the Comprehensive Examination. Also, an application to take the exam must be returned to the program chair. Courses that are transferred 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.

Comprehensive Examination Procedures

This examination is offered three times a year. The schedule of the exams is distributed by the department. Students interested in taking the Comprehensive Examination should fill out the request form to do so at least two months before they intend to take the exam and return the form to the department. More information concerning preparation for the Comprehensive Examination will be provided as students become eligible to take the examination.

RECOMMENDED COURSE SEQUENCE FOR THE MASTER OF ARTS IN COUNSELING 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.

Course Sequencing

Counseling Theory (PC6000) must be satisfactorily completed or transferred (with a grade of “B-” or better) in the first semester of the program before a student is allowed to take additional courses in the program.

On-campus Year One courses (courses required prior to starting the practicum) are scheduled based on the starting semester of students. Full-time students complete two courses each semester. As previously described in the *Program Formats*, there are options for completing three or more courses (Year One or Year Two courses) during each semester. The recommended course sequence in Year One for a full-time student completing on campus courses is described below. It includes the seven courses that are practicum prerequisites.

Therefore, the following Year One course sequence is recommended based upon the scheduling of on campus courses and independent of whether a student completes additional courses during any given semester:

Course Sequencing for Fall Admits—Year One

If you begin in the Fall Semester, the following is your anticipated course sequencing for Year One:

Fall Semester		Spring Semester		Summer Semester	
PC6000	Counseling Theory (3)	PC6104	Counseling Skills I (3)	PC6025	Human Development and Learning (3)
PC6005	Maladaptive Behavior and Psychopathology (3)	PC6525	Individual Assessment (3)	PC6505	Group Counseling (3)
				PC6405	Counseling Skills II (3)

Course Sequencing for Spring Admits—Year One

If you begin in the Spring Semester, the following is your anticipated course sequencing for Year One:

Spring Semester		Summer Semester		Fall Semester	
PC6000	Counseling Theory (3)	PC6025	Human Development and Learning (3)	PC6104	Counseling Skills I (3)
PC6525	Individual Assessment (3)	PC6505	Group Counseling (3)	PC6005	Maladaptive Behavior and Psychopathology (3)
				PC6105	Counseling Skills II (3)

Course Sequencing for Summer Admits—Year One

If you begin in the Summer Semester, the following is your anticipated course sequencing for Year One:

Summer Semester	Fall Semester	Spring Semester
PC6000 Counseling Theory ¹ (3)	PC6104 Counseling Skills I (3)	Elective (3)
PC6505 Group Counseling (3) Psychopathology (3)	PC6005 Maladaptive Behavior and	PC6525 Individual Assessment (3)
PC6025 Human Development and Learning ¹ (3)	PC6105 Counseling Skills II (3)	

Following the completion of Year One courses (prerequisites to the practicum), students have multiple options for completion of the program. In their second year, student may elect to start the practicum and complete the number of post-Year One courses that their schedule allows. Alternatively, students may elect to complete all coursework prior to starting the practicum. Post-Year One courses are offered in a variety of formats throughout each year. Students have up to five years to complete the program.

COURSE/CREDIT TRANSFER POLICIES

Students may transfer a maximum of three courses toward the M.A. in Counseling Psychology Programs. Transfers are reviewed by the program chair following a student’s acceptance into the program. To be considered for a transfer:

- The course must have been taken no more than five years before the student’s entry into Argosy University, except when evidence is presented of ongoing work experience or continuing education in that area.
- The course must be graduate-level and 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.
- The course must have carried an equivalent number of graduate credit hours and a grade of “B” or better must have been earned.

The following courses may not be transferred at Argosy University/Washington DC:

Non-transferable Courses

- PC6104 Counseling Skills I (3)
- PC6405 Counseling Skills II (3)
- PC6400 Practicum I and Practicum Seminar (3)
- PC6401 Practicum II and Practicum Seminar (3)

Students who wish to petition for a course transfer should refer to the *Argosy University Academic Catalog* for more information.

¹ For Summer admits, the completion of Counseling Theory (PC6000) takes priority over the completion of Human Development and Learning (PC6025). Both courses be taken in the Summer Semester by taking Counseling Theory (PC6000) in the weekend format and Human Development (PC6025) on a weekday evening, or either course in online format.

Doctor of Education in Counseling Psychology Program

PROGRAM OVERVIEW

The Doctor of Education (Ed.D.) in Counseling Psychology is designed to meet the special requirements of working professionals motivated to develop their knowledge and skills to handle the changing needs of modern organizations. The program is designed to provide working professionals with the opportunity to pursue their personal and professional goals through the completion of a graduate program.

Program Formats

The Ed.D. in Counseling Psychology Program is intended to make graduate training accessible to professionals who are employed full-time. Courses are offered in multiple formats. The primary course format is during weekends. In the weekend format, courses are offered on Friday evenings from 5:30 – 9:30 p.m. and Saturdays 9:00 a.m. – 5:30 p.m. Each course meets on alternate weekends with classes meeting on three weekends and the final examination on the fourth Friday evening. Students receive materials and assignments approximately three weeks prior to the first class meeting. Each semester has two sessions. Students can choose to take courses in additional formats to fit their schedules or to more readily complete the curriculum in two years. These additional formats include:

- Weeknight courses that are offered on one evening per week for the entire semester (15 weeks/three hours each week).
- Several courses are offered online.
- Courses and seminars may be offered partially online and partially on-campus (in a “blended” format). Greater than 50 percent of Argosy University/Washington DC coursework must be completed in a face-to-face or blended course delivery format.

Eligibility for Licensure

This degree does not prepare graduates for licensure. In the counseling field, practice licensure is generally earned at the master’s level. The licensure laws vary from state to state. In Virginia, the license to practice independently is the Licensed Professional Counselor. Practitioners in closely related fields (social work, clinical psychology, marriage and family therapy) also qualify for independent licensure as practitioners. The doctoral curriculum expands upon the general preparation of master’s-level practitioners.

ADMISSIONS REQUIREMENTS

- A master’s degree from a regionally accredited educational institution, an appropriately certified international educational institution, or a program approved by Argosy University.
- Evidence of scholastic ability and commitment to doctoral-level study.
- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) required of applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- The Ed.D. in Counseling Psychology does not lead to any credential as a provider of counseling services, the degree is of limited value without having first achieved those credentials at the master’s level. In no way should the doctoral degree be seen as preparation for entry-level practice.

Deadlines

All admissions materials for the Ed.D. in Counseling Psychology Program must be submitted by the following dates:

Fall Admission: June 15

Spring Admission: November 1

Summer Admission: March 1

The Argosy University/Washington DC Admissions Committee makes all admissions decisions. This committee is composed of select members of the faculty and administration. The director of Admissions will notify all applicants of the Admission Committee's decision. Accepted applicants are required to remit a non-refundable deposit by the date stipulated on the written notification to reserve a place in the entering class. This deposit is applied toward the tuition of the student's first semester as a matriculated student. All decisions rendered by the Admissions Committee are final and not subject to appeal. It is the policy of Argosy University not to discuss reasons for admissions decisions with applicants.

ENROLLMENT REQUIREMENTS

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Satisfactory Academic Standards

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Argosy University closely monitors student academic progress. Monitoring by both faculty and training supervisors addresses the issues of field preparation as well as academic achievement. Aspects of students' personal adjustment, interpersonal relationships, and behavior in all settings are relevant to student progress. Argosy University endeavors to ensure that students realize their potential to become competent and ethical professionals.

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discharge of all responsibilities undertaken during practicum and internships, as well as the maintenance of respectful interpersonal relationships with all individuals.

Student Advisement

Advisors

The student advisor is available for consultation on student professional development, academic/training progress, and other University or professional issues.

Students are encouraged to meet with their advisor as often as necessary to review their progress through the program and to discuss their performance in classes, seminars, and training sites. The advisor will file a memo in the student's academic file indicating the date of the meeting and, if appropriate, a summary of the meeting. Registration and Add/Drop Request Forms require advisor signatures.

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Student Evaluations

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- Inconsistent or non-continuous enrollment.
- Incompletes or withdrawals from multiple courses in any semester or a pattern of incompletes or withdrawals across terms.
- Specific faculty concerns about academic potential, professional suitability, or inappropriate personal or professional conduct.
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- Academic probation
- Leave of absence
- Dismissal from the program

Students have the right to appeal an administrative decision on the grounds of lack of due process or discrimination. See the *Argosy University Academic Catalog* for information concerning appeals.

The administration will make a concerted effort to protect the privacy of students under review and only those directly involved in the review of student problems will receive sensitive documents. Notices of the administrative actions will be maintained in Argosy University/Washington DC student files.

GRADUATION REQUIREMENTS

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

- Satisfactory completion of 60 credit hours beyond the master’s degree, including 45 credit hours of coursework and 15 credit hours of dissertation
- A grade point average of 3.0 or better
- Satisfactory performance on the Comprehensive Examination
- Successful completion and defense of the dissertation
- A completed Petition to Graduate submitted to Student Services.

Petition to Graduate

Argosy University/Washington DC holds a commencement ceremony annually, usually in the Fall. All students who desire to graduate, even those who do not intend to participate in the annual commencement ceremonies, must submit the appropriate graduation form and fees to the Student Services Department at least eight weeks prior to the date of commencement or anticipated completion date. In addition, all graduation requirements must be completed eight weeks prior to the commencement.

Although commencement is held annually, students who complete graduation requirements at other times during the year should submit a petition to graduate at least eight weeks prior to the end of the semester in which the graduation requirements will be completed and will be recognized as a graduated student and receive a letter of completion.

PROGRAM REQUIREMENTS

Ed.D. in Counseling Psychology Program students complete a 60 credit hour minimum course of study that includes 15 credit hours of dissertation. Students can begin the dissertation when their coursework and Comprehensive Exam are completed.

Course Requirements— Students Are Required to Take the Following

R7035	Qualitative Research (3)
C7433	Advanced Group Counseling (3)
C7440	Marriage and Family Therapy (3)
C7443	Multicultural Issues in Counseling and Supervision (3)
C7445	Brief Psychotherapies (3)
C7453	Clinical Consultation (3)
C7454	Models of Clinical Supervision (3)
C7455	Addictions Counseling (3)
C7458	Diagnosis and Treatment Planning (3)
C7459	Psychopharmacology for Counselors (3)
— or —	
E7033	Managing Change (3)
C7460	Techniques of Child and Adolescent Counseling (3)
C7462	Ethics in Practice and Supervision (3)
C7465	Teaching in Higher Education (3)
R7031	Descriptive Research (3)
R7036	Program Evaluation (3)

Course Requirements—45 Credit Hours

Additional skills course topics may be offered.

Students may join the program at any point in the cycle of courses.

Writing Program Requirements

Students' writing skills are evaluated over the course of the program. During the first-semester classes, an initial writing evaluation is conducted. Students identified at that time as needing improvement will be referred to a professional writing course, which can be completed on campus or online through regularly scheduled writing courses offered by Argosy University/Washington DC. In addition to the writing evaluation conducted as part of the first-semester classes, faculty may recommend students for additional writing assistance if the student is not meeting expectations for graduate-level professional writing skills.

Practicum and Practicum Seminar Requirements

An optional two-semester Advanced Practicum placement in a range of possible clinical and teaching settings may be completed.

Capstone Examination Requirements

As specified in the *Argosy University Academic Catalog*, satisfactory performance on the Comprehensive Examination is a graduation requirement for all doctoral students.

RECOMMENDED COURSE SEQUENCE FOR THE DOCTOR OF EDUCATION IN COUNSELING PSYCHOLOGY PROGRAM

There are no prerequisite courses in the program. The following table shows which courses are offered during each semester. The student can choose to take them in Years One, Two, or Three.

Year One

Fall Semester		Spring Semester		Summer Semester	
R7035	Qualitative Research (3)	R7036	Program Evaluation (3)	C7455	Addictions Counseling (3)
C7453	Clinical Consultation (3)	C7454	Models of Clinical Supervision (3)	R7031	Descriptive Research (3)
C7443	Multicultural Issues in Counseling and Supervision (3)	C7440	Marriage and Family Therapy (3)	C7433	Advanced Group Counseling (3)

Year Two

Fall Semester		Spring Semester		Summer Semester	
C7459	Psychopharmacology for Counselors (3)	C7462	Ethics in Practice and Supervision (3)	C7445	Brief Psychotherapies (3)
– or –					
E7033	Managing Change (3)				
C7460	Techniques of Child and Adolescent Counseling (3)	C7465	Teaching in Higher Education (3)	C7458	Diagnosis and Treatment Planning (3)

Additional skills course topics may be offered.

Students may join the program at any point in the cycle of courses.

COURSE/CREDIT TRANSFER POLICIES

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 the Program, except when students present evidence of ongoing work experience or continuing education in that area.
- The course must have been a doctoral-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 towards a transfer of a 3 credit hour course must have itself carried 3 or more graduate credit hours.

- A student must have earned a grade of "B" or better on any course submitted for a transfer.
- A maximum of three courses (9 credit hours) may be transferred towards the program.
- The school 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.

Doctor of Psychology in Clinical Psychology Program

PROGRAM OVERVIEW

The Doctor of Psychology (Psy.D.) in Clinical Psychology Program has been designed to educate and train students so that they may eventually be able to function effectively as clinical psychologists. To ensure that students are prepared adequately, the curriculum provides for the meaningful integration of theory, training, and practice. The Psy.D. in Clinical Psychology Program at Argosy University/Washington DC emphasizes the development of attitudes, knowledge, and skills essential in the formation of professional psychologists who are committed to the ethical provision of quality services.

Training Model

The program follows a practitioner-scholar model and is based on the competencies developed by the National Council of Schools and Programs in Professional Psychology. The curriculum provides students with a broad array of theoretical perspectives, in preparation for the general practice of clinical psychology. Required courses expose students to assessment and intervention strategies that are based on psychodynamic, cognitive-behavioral, client-centered/experiential, and systemic approaches. As a group, the program faculty is also representative of this diversity. Rather than being immersed in a single theoretical perspective, students are encouraged to consider these alternative perspectives, to critically evaluate the full range of theories and associated practices, and to be able to apply multiple theoretical perspectives to clinical issues. Opportunities are available for students to develop expertise in a number of specialized areas, including the provision of services to specific populations such as children and families, and areas of application such as forensics and health psychology.

The Psy.D. in Clinical Psychology Program is a five-year program with an option for an accelerated four year progression. Three full-time academic years (or the equivalent thereof) are dedicated to graduate coursework, including two years of practicum training during the second and the third academic years. The fourth academic year allows students to complete advanced elective courses, engage in an advanced practicum (if desired), and complete the Clinical Research Project (CRP). The fifth academic year is devoted to an internship in clinical psychology.

There is also an option for completion of the master's degree en route to the Psy.D. for students who enter the program with a bachelor's degree or a master's degree in an area other than clinical psychology.

Council of Chairs of Training Councils Policy Statement

The clinical faculty at Argosy University/Washington DC endorse the language developed by the Council of Chairs of Training Councils (CCTC; 2003) for inclusion in doctoral, internship, and postdoctoral training programs in program handbooks and other written materials. The policy language is as follows: Students in psychology training programs (at the doctoral, internship, or postdoctoral level) should know—at the outset of training—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, and
- Ensure — insofar as possible — that the 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, 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.

Therefore, 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 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 students 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 problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

Eligibility for Licensure and Credentialing

This doctoral program is accredited by the APA (see Accreditation listing in *Section One*) and meets the Association of State and Provincial Psychology Boards/National Register of Health Service Providers in Psychology “Guidelines for Defining Doctoral Degree in Psychology.” Therefore, graduates of this

program who decide to apply for licensing as psychologists

typically will meet the educational requirements for licensing. In each jurisdiction, however, there may be additional requirements that must be satisfied. For exact information, please contact the state or provincial licensing board in the jurisdiction in which you plan to apply.

Once licensed, graduates are eligible to apply for credentialing as a Health Service Provider in Psychology. Graduation from a designated program ensures that the program you completed meets the educational requirements for listing in the National Register. However, there are additional requirements that must be satisfied prior to being listed in the National Register of Health Service Providers in Psychology. For further information, consult the National Register’s web site: <http://www.nationalregister.com>

POSTDOCTORAL RESPECIALIZATION PROGRAM IN CLINICAL PSYCHOLOGY OVERVIEW

The Postdoctoral Respecialization Program in Clinical Psychology is designed for qualified individuals with doctoral degrees in areas of psychology other than clinical psychology. The program provides the opportunity to obtain clinical knowledge and skills, to participate in supervised clinical practicum, and to become familiar with areas of current professional interest. Prior coursework of the Postdoctoral Respecialization candidate is reviewed carefully; and a highly individualized program of study can be developed to complement the student’s previous training and expertise.

CLINICAL TRAINING OVERVIEW

The Psy.D. in Clinical Psychology Program has been designed to educate and train students so that they may eventually be able to function effectively as clinical psychologists. To ensure that students are prepared adequately, the curriculum provides for the meaningful integration of theory, training, and practice. The clinical psychology program at Argosy University/Washington DC emphasizes the development of attitudes, knowledge, and skills essential in

the formation of professional psychologists who are committed to the ethical provision of quality services. Specific objectives of the program include:

The preparation of practitioners of psychology capable of ethically delivering diagnostic and therapeutic services effectively to diverse populations of clients in need of such treatment.

- Students will acquire an understanding of the current body of knowledge in applied areas of psychology that serve as foundations for clinical practice.
- Students will value diversity, broadly defined as issues related to gender, age, sexual orientation, race and ethnicity, national origin, religion, physical ability, and social economic status, and will work effectively with diverse clients.
- Students will understand the principles of assessment as well as understand and competently use specific techniques.
- Students will draw from a broad range of theoretical orientations and therapeutic techniques to promote, support, sustain, or enhance positive functioning and a sense of well being in clients.
- Graduates will engage in the delivery of diagnostic and therapeutic services with diverse populations of clients in need of such treatment.

The preparation of practitioners of psychology who understand the biological, psychological, and social bases of human functioning.

- Students will be familiar with the current body of knowledge in biological, psychological, and social bases of human functioning.

The preparation of practitioners of psychology who are prepared to evaluate and use the existing and evolving body of knowledge and methods in the practice and science of psychology to enhance applications of psychology.

- Students will engage in critical and disciplined thought as they acquire and organize clinical information.

- Students will be able to critically evaluate the existing theoretical and research literature in psychology.
- Graduates will evaluate and use the existing and evolving body of knowledge and methods in the practice and science of psychology to enhance their practice.

The preparation of practitioners of psychology who are capable of exercising leadership in health care delivery systems and in the training of mental health professionals capable of expanding the role of psychologists within society and working with individuals from other disciplines as part of a professional team.

- Students will acquire the attitudes as well as entry-level knowledge and skills that will enable them to engage in the continued development necessary to succeed in the above listed areas.

ADMISSIONS REQUIREMENTS

The application process for admission into the Psy.D. in Clinical Psychology Program requires the submission of material that will enable the Admissions Department to verify the applicant's academic qualifications to enroll in the doctoral program in professional psychology. Because the admissions process also takes into consideration the qualities essential to becoming an effective clinical psychologist, material is also required which will enable the Admissions Committee to make a determination about the individual's personal integrity, maturity, interpersonal skills, and ability to communicate effectively.

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)
- Personal statement with a self-appraisal of qualifications for the profession (two–three pages in length)
- Current résumé
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended.

- TOEFL® (Required for all applicants who do not have a baccalaureate or master's degree from an English-speaking postsecondary institution. The minimum required score is 550, which corresponds to a score of 213 on the computer version.)

All application materials should be sent directly to Argosy University/Washington DC. Once all supporting documents have been received, the Admissions Committee will conduct an initial review of the application.

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

Applicants to the Psy.D. in Clinical Psychology Program must have a minimum GPA of 3.25 on a 4.0 scale or the equivalent for one of the following:

- Cumulative undergraduate coursework
- Undergraduate junior/senior year coursework
- Coursework in psychology
- Highest degree earned

Doctoral applicants are expected to possess experience relevant to the field of clinical psychology.

Prerequisites for Admission

Argosy University/Washington DC, requires applicants to successfully complete, with a "C" or better, five undergraduate courses that serve as a basic foundation for program coursework. Several of these courses serve as direct prerequisites to Argosy University/Washington DC courses. The five foundation courses are the following: a course in abnormal psychology or maladaptive behavior, a course in general psychology, a course in tests and measures or psychological assessment, a course in statistics or research methods, and a course in personality theories.

Applicants who have not completed these courses prior to admission must complete them no later than the end of the first academic year of enrollment. It is recommended that applicants complete these courses prior to admission. Missing foundation courses may prohibit students from enrolling in the required first-year curriculum that, in turn, may delay the

start of practicum. Additionally, students who plan to enroll full-time may be unable to do so every semester if all foundation courses are not completed prior to matriculation. This may have implications for financial aid and, for international students, visa status.

Campus Interview

A personal interview is a required element of the admissions process. Candidates who are being seriously considered for the program will be invited to the campus for an interview.

Deadlines

All admissions 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 and March; final notification April 1)
May 15	Final deadline (dependent on space availability)

Application Deadline for Spring Admission

October 15	Final deadline (interviews conducted in early November; final notification mid-November)
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After the interview, the Admissions Committee meets to review the applicant in order to render a final decision as to the applicant's acceptance into the Psy.D. in Clinical Psychology Program. The Admissions Department will notify all applicants of the Admissions Committee's decision as soon as the decision has been made. Accepted applicants are required to remit a nonrefundable deposit by the date stipulated on the written notification to reserve a place in the entering class. This deposit will be applied toward the tuition of the student's first semester as a matriculated student.

Committee Decisions

The Clinical Psychology program's Admissions Committee makes all admissions decisions. This committee is composed of select members of the faculty and administration. The director of Admissions will notify all applicants of the Admission Committee's decision. All decisions rendered by the Admissions Committee are final and not subject to appeal. It is the policy of Argosy University not to discuss reasons for admissions decisions with applicants.

Deferral Policy

An applicant admitted to Argosy University/Washington DC, who finds that pressing and unforeseen circumstances prevents 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 a nonrefundable tuition deposit. The program chair must approve the deferral.

Postdoctoral Respecialization Program in Clinical Psychology Admissions Requirements

Application to the Postdoctoral Respecialization Program can be made at any time. There is no application deadline.

The application requires submission of the following materials:

- Completed Application for Admission Form
- Application fee (non-refundable except in California)
- Personal statement
- Official transcripts from institution where doctorate was obtained.
- Three completed Applicant Recommendation Forms

Respecialization applicants are required to have received a doctorate in psychology from a regionally accredited institution, department or school of psychology, or a designated program in psychology. Postdoctoral Respecialization Program applicants will also be required to interview with the Admissions Committee and the program chair.

Committee Decisions

The clinical psychology program's Admissions Committee makes all admissions decisions. This committee is composed of select members of the faculty and administration. The director of Admissions will notify all applicants of the Admission Committee's decision. Accepted applicants are required to remit a non-refundable deposit by the date stipulated on the written notification to reserve a place in the entering

class. This deposit is applied toward the tuition of the student's first semester as a matriculated student. All decisions rendered by the Admissions Committee are final and not subject to appeal. It is the policy of Argosy University/Washington DC not to discuss reasons for admissions decisions with applicants.

ENROLLMENT REQUIREMENTS

Students must enroll for the equivalent of 9 credit hours during the Fall and Spring Semester and 6 credit hours during the Summer I Semester. One exception is during and after internship. Doctoral students are required to be continuously enrolled in Fall, Spring, and Summer I Semesters, unless on an approved leave of absence. Doctoral students wishing to be enrolled for less than 9 credit hours during the Fall and Spring terms or less than 6 credit hours during the Summer I Semester must petition to the program chair of the Clinical Psychology Program for part-time status. Students are required to be in full-time residence in the program for a minimum of one academic year of pre-internship enrollment for graduation.

Satisfactory Academic Progress

Students must make satisfactory progress toward their degree by maintaining a GPA of 3.0 (on a scale of 4.0). Students must complete the program within seven years after matriculation, with all coursework and practicum completed by the end of the fifth year and the Clinical Research Project completed by the end of the sixth year.

Students taking an approved leave of absence will have the maximum timeframe for completion of the program extended for the length of the leave period, up to a period of one year. The leave period will not be counted in the determination of the student's year in the program.

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

Credit Hour Requirements for Satisfactory Academic Progress

End of Year One	15 credit hours
End of Year Two	30 credit hours
End of Year Three	45 credit hours
End of Year Four	60 credit hours
End of Year Five	88 credit hours

Student Advisement Requirements

Faculty Advisors

For the clinical psychology programs, faculty members serve as advisors to those students who have been or are in their professionalization groups. Faculty advisors are available for consultation on student professional development, academic and training progress, and other University or professional issues.

Students are required to meet with their faculty advisors at least once each semester, usually once following the receipt of grades and again for purposes of registration. Students are encouraged to meet as often as necessary with their advisor to review their progress through the program and to discuss their performance in classes, seminars, and training sites. Faculty will file a memo in the student's academic file indicating the date of the meeting and, if appropriate, a summary of the meeting. Registration and Course Add/Drop Request Forms require faculty advisor signatures.

Students are required to meet with their faculty advisor when directed to do so by the Student Evaluation and Ethics Committee (SEEC). This would occur when a student is experiencing academic, clinical, or personal difficulties.

Changing Faculty Advisors

A student may initiate a request for a change of advisor only after completing one full academic year. If a student wishes to change advisors, she or he should discuss this with the current advisor, and if permitted, the prospective advisor. If all parties agree to the change, the student must then obtain, complete, and return a Change of Status Form to the Student Services Department with signatures from the student, the original advisor, and the new advisor.

Mentor Program

The Argosy University/Washington DC Admissions Department with the clinical psychology program's Student Support Committee coordinates a peer-mentoring program for the clinical psychology department in which first-year students are matched with second and third-year students to provide advisement and emotional support.

GRADUATION REQUIREMENTS

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

- 90 credit hours, of which 88 credit hours must be completed by the end of the fifth year of matriculation. The total credit hours must include:
 - 64 credit hours of required courses
 - 12 credit hours (two years) of practicum and practicum seminar groups
 - A minimum of 12 credit hours of electives
 - 2 credit hours of Clinical Research Project
- Successful completion of all sections of the clinical presentation evaluation (CPE)
- Successful completion of the Clinical Competence Examination (CCE) no later than the end of the fifth year after matriculation.
- Successful completion of a one year, full-time internship or its equivalent.
- 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 Petition to Graduate, graduation fee, and career services survey.

Graduation Petition

Argosy University/Washington DC 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 form and fees to the Student Services Department at least eight weeks prior to the date of commencement or anticipated completion date. In addition, all graduation requirements with the exception of the internship must be completed eight weeks prior to the commencement, including submission of a 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. In most states, graduates may begin counting postdoctoral supervision hours for licensing after the date that all degree requirements have been met.

PROGRAM REQUIREMENTS

Foundation Courses

Argosy University/Washington DC, 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. Generally, students should have completed successfully the following courses prior to admission: a course in abnormal psychology or maladaptive behavior, a course in general psychology, a course in tests and measures or psychological assessment, a course in statistics or research methods, and a course in personality theories.

Students who have not completed these courses prior to admission must complete them prior to the end of the first year of enrollment and before taking courses for which they are required prerequisites. Students are encouraged to complete foundation courses prior to matriculation since failing to do so may preclude practicum eligibility during their second year. No exceptions to this policy are allowed.

In addition, the foundation courses serve as prerequisites for several required courses. Students who register for Cognitive Assessment (P7370) must have completed an undergraduate course in Psychological Assessment or Tests and Measures, or must be enrolled concurrently. Students who register for Adult Psychopathology (PP7501) must have completed maladaptive behavior or abnormal psychology courses. Those who register for (Child and Adolescent Psychopathology (PP7330) must have completed undergraduate courses in maladaptive behavior or abnormal psychology. Students enrolling in Statistics and Research Methods I (PP7200) must have the necessary undergraduate background in statistics or research methods. To assist students seeking to fulfill this requirement, Argosy University offers undergraduate courses in all of these subject areas.

Core Courses

All courses other than electives are considered core courses. Students are required to retake a core course if they receive a grade below “B-.” The course must be retaken no later than the end of the next calendar year with an earned grade of “B-” or better.

Bases Course Requirements¹— Students Are Required to Take the Following

PP7000	History and Systems (3)
PP7040	Cognitive and Affective Processes (3)
PP7050	Physiological Psychology (3)
PP7060	Social Psychology (3)

Bases Course Requirements—12 Credit Hours

Assessment Requirements¹— Students Are Required to Take the Following

PP7373	Integrative Assessment (3)
PP7365	Clinical Interviewing Techniques (3)
PP7370	Cognitive Assessment (3)
PP7520	Personality Assessment (4)

Assessment Requirements—13 Credit Hours

Individual Differences Requirements¹— Students Are Required to Take the Following

PP7010	Lifespan Development (3)
PP7330	Child and Adolescent Psychopathology (3)
PP7501	Adult Psychopathology (3)

Individual Differences Requirements—9 Credit Hours

Interventions Requirements¹—**Students Are Required to Take the Following**

PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)
PP7360	Clinical Psychopharmacology (3)
PP7550	Consultation in Diverse Settings (3)
PP8010	Cognitive-Behavioral Theory and Therapy (3)
PP8030	Psychodynamic Theory and Therapy (3)
PP8041	Integrative Approaches to Therapy (3)
PP8050	Family and Couples Therapy (3)

Interventions Requirements—21 Credit Hours

Methodology Requirements¹—**Students Are Required to Take the Following**

PP7200	Statistics and Research I (3)
PP7201	Statistics and Research II (3)

Methodology Requirements—6 Credit Hours

Professional Issues Requirements¹—**Students Are Required to Take the Following**

PP7100	Professional Issues: Ethics, Conduct and Law (3)
PP7110	Professionalization Group I (0)
PP7111	Professionalization Group II (0)

Professional Issues Requirements—3 Credit Hours

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

PP8201	Practicum I (3)
PP8202	Practicum II (3)
PP8203	Practicum III (3)
PP8204	Practicum IV (3)

Practicum Requirements—12 Credit Hours

Clinical Research Project Requirements—**Students Are Required to Take the Following**

PP8502	Clinical Research Project (1)
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Clinical Research Project Requirements—
Minimum 2 Credit Hours**Elective Examples**

PP7349	Career Assessment and Counseling (3)
PP7352	Clinical Supervision (3)
PP7374	Assessment: Advanced Rorschach (3)
PP8011	Advanced Cognitive Behavioral Psychotherapy (3)
PP8060	Group Psychotherapy (3)
PP8084	Advanced Experiential Psychotherapy (3)
PP8102	Advanced Family and Couples Therapy (3)
PP8175	Child and Adolescent Therapy (3)
PP8185	Social Psychology and Difference (3)
PP8401	Child Psychotherapy (3)
PP8620	Introduction to Forensic Psychology (3)
PP8627	Forensic Assessment (3)
PP8645	Introduction to Neuropsychology (3)
PP8650	Substance Abuse Interventions (3)
PP8665	Medical Issues (3)
PP8711	Child Maltreatment (3)
PP8715	Geropsychology (3)
PP8717	Psychology of Gender (3)
PP8721	Advanced Neuropsychological Assessment (3)

Elective Requirements—12 Credit Hours

Writing Course Requirements

Students have the option of taking a professional writing course at Argosy University/Washington DC. Faculty can recommend or require the course or another writing development option to students. If required, the student must enroll in this course the following semester. The course does not count towards the credits required for graduation, though students are encouraged to take it.

Postdoctoral Respecialization Program in Clinical Psychology Requirements

The academic program is individualized to commensurate with the student's previous coursework and training background. The school will work closely with individuals to design an appropriate program of study for respecialization. Some standard elements are outlined below:

- Respecialization students must meet all of the requirements of the Psy.D. in Clinical Psychology Program.

¹ Indicates core courses.

Other courses as developed and approved by the faculty.

Students may wish to take elective courses in an area of concentration. Only the elective courses required for a concentration will be offered yearly.

- Academic credit will be given for equivalent coursework; regardless of when the coursework was completed. There is no limit to the number of credits that may be applied.
- The Postdoctoral Respecialization Program involves a minimum of three years of study (students must complete two years of practicum training and one year of internship).

Program Policies

Students enrolled in the Postdoctoral Respecialization Program must adhere to all policies as outlined in the Psy.D. in Clinical Psychology Program.

CRP Workshop

Students have the option of taking the Clinical Research Project (CRP) Workshop at Argosy University/Washington DC. Faculty can recommend or require the course. If required, the student must enroll in this course the following semester. The course does not count towards the credits required for graduation.

Professionalization Group Requirements

The Professionalization Group, which meets on a weekly basis, will provide first-year students with important direction and assistance as they begin their education and training. This group assists students with an orientation to the field as well as an introduction to key issues in the training and development of a clinical psychologist.

Clinical Presentation Evaluation

The Clinical Presentation Evaluation (CPE) is a series of competency-based examinations designed to evaluate doctoral clinical psychology students' mastery of major clinical assessment and therapeutic skills.

Students prepare to demonstrate competency by integrating theoretical work and applied bases from the classroom with clinical experience acquired during the practicum. Students are expected to demonstrate competence both conceptually and in application. Thus, successfully completing coursework and practicum, alone, does not guarantee passing a given CPE task.

Description of Clinical Presentation Evaluation

There are four clinical presentation evaluations (CPE). They are described in the four sections listed below. Sections one and two must be completed prior to beginning the Practicum I sequence. All sections must be completed prior to applying for internship.

Section One

Diagnostic Administration and Scoring. The student meets this requirement by successfully completing Cognitive Assessment (PP7370) and Personality Assessment (PP7520) with a grade of "B-" or better and passing a Presentation Evaluation in each course. The Presentation Evaluation is comprised of:

- A video taped administration (WISC-IV or WAIS-III for Cognitive Assessment, Rorschach for Personality Assessment)
- Scoring
- Interpretation, analysis of a protocol, and a submitted written report. The CPE must be passed in order for the student to receive a passing grade in the course, regardless of the grades received on other assignments for the course. Students will have two opportunities to pass the CPE during the offering of the course. A core faculty member will review a second CPE. The faculty member evaluators will reach a consensus regarding the pass or failure of the examination. If the CPE is failed, the highest grade a student can receive for the course is a "C+." Once it is determined that a "B-" or better has been achieved on the CPE, the grade on the examination may be weighed with other assignments to calculate the final grade, as specified on the course syllabus.

If requesting to transfer either Cognitive Assessment (PP7370) or Personality Assessment (PP7520,) a comparable course that meets all the transfer requirements must be approved and the CPE as described above must be passed. The student will have one opportunity to pass the CPE for transfer, and should consult with the program chair prior to beginning the examination. Failure to pass the CPE requires the student to enroll in the appropriate course (Cognitive Assessment or Personality Assessment).

Successful passage of the Diagnostic Administration and Scoring Presentation Evaluation and passage or transfer of Cognitive Assessment (PP7370) and Personality Assessment (PP7520) is a prerequisite for Practicum I.

Section Two

Diagnostic Interpretation. The student meets this requirement by passing Integrative Assessment (PP7373) with a grade of “B-” or better. This course includes a presentation evaluation that must be passed in order to pass the course.

Section Three

Diagnostic Interview and Case Formulation Competency. This competency is demonstrated during the Spring Semester of Practicum sequence I. The student demonstrates this competency by successfully completing three related tasks.

- *Observation component:* The practicum seminar leader observes the student performing a diagnostic interview and judges whether the student is demonstrating competency in interviewing. The seminar leader may directly observe the student interviewing a client or the student may submit a video or audiotape of an interview. With the approval of the director of Clinical Training, a student may substitute a role-played interview of a faculty member.
- *Written component:* The seminar leader reviews the student’s diagnostic report of the observed case, as well as the student’s self-critique of the interview with the client and judges whether the report demonstrates competency in case formulation.
- *Oral presentation component:* The student presents the case in the practicum seminar and fields questions from the seminar members. The seminar leader judges whether the student can present a case in a cogent, organized manner.

Although the student may be supervised on the case presented, she or he must not be supervised on the particular interview presented for the CPE. The interview and case formulation should offer a view of the student’s independent clinical work. The interview should last no more than 60 minutes.

This CPE must be passed in order for the student to receive credit for the final semester of practicum seminar and the overall practicum experience. Students will have two opportunities to pass the CPE during the Spring Semester. This includes one re-write if the written report of a satisfactory interview is deemed unsatisfactory, or a second CPE with a new client if the initial interview is deemed unacceptable. A second presentation evaluation failure will be reviewed independently by another program faculty member.

The faculty evaluators will reach a final consensus regarding the passage or failure of the evaluation. Failure on either of these second attempts means failure of the practicum seminar for the semester and no credit for the practicum experience. This failure will be considered a course failure for purposes of determining the student’s standing in the program. A failing student, if otherwise in good standing, will be referred to the Clinical Training Committee to develop recommendations for a remediation plan for the SEEC.

Section Four

Scientific Inquiry: The student meets this requirement in Statistics and Research I (PP7200). The CPE is integrated in the course and students are required to pass the CPE in order to successfully pass the course. If requesting to transfer Statistics and Research I (PP7200), a comparable course that meets all the transfer requirements must be approved and the CPE as described above must be passed. The student will have one opportunity to pass the CPE for transfer, and should consult with the program chair prior to beginning the examination. Failure to pass the CPE requires the student to enroll in Statistics and Research I (PP7200).

Clinical Competence Examination Requirements

At the conclusion of three years of professional studies and training in psychology, Argosy University and faculty expect that students should be prepared and able to integrate the material they have learned into a cohesive and demonstrable form, characterized by breadth, depth, refined organization and differentiated thinking required for successful completion of the Clinical Competence Examination (CCE). The examination is given to:

- Assist students with conceptual development, assimilation and application of theory, clinical experience, and research learned from a curriculum in professional studies in psychology, into an organized, diverse, yet integrated body of knowledge;
- Identify and affirm those students who have developed this knowledge base and who can apply it successfully;
- Identify students who have neither mastered nor developed this body of knowledge, and therefore cannot successfully apply it; and to assist these students with remediation in order to facilitate successful mastery.
- Evaluate the success of the teaching and curriculum presentation.

All doctoral students are required to successfully complete the CCE. The successful passage of this examination marks the official acceptance of the matriculated student as a doctoral candidate. The examination must be passed prior to applying for the internship.

For students taking the CCE in Fall 2004 the format will follow the outline described below. For those taking the CCE in 2005 the format will be changed to include the presentation of a standardized clinical interview followed by two days of written exams. Details of the exact outline of the exam will be provided to students in Fall 2004.

The CCE consists of two parts:

- A written component with a tape accompanied by a transcript of a session
- An oral component

Each student presents a case formulation, a treatment summary/analysis, a tape of a session (with a written transcript), a self-critique, and a discussion and application of theory and research. This format is designed to provide an assessment of students' clinical reasoning within a conceptual model, specifically with regard to the ability to gather and use clinical data, to devise a treatment plan, to direct interventions according to the plan, and to relate individual client issues to the published literature.

Eligibility

Five-Year Track

Most students will schedule the exam during Summer Semester I of their second practicum (Practicum II sequence) if they completed the following third-year courses:

CCE Prerequisites

PP7050	Physiological Psychology (3)
PP7360	Clinical Psychopharmacology (3)
PP7040	Cognition and Affect (3)
PP7100	Professional Issues: Ethics, Conduct, and Law (3)

Each student must submit a CCE Request Form to the program chair after registration for Spring Semester at a date designated by the training department. Students must register for the CCE at their earliest eligibility and must successfully complete the CCE by the end of their fifth year of matriculation. The CCE will be taken in Summer Semester Semester I of the student's second practicum (Practicum II sequence). Only students who are on the Four-Year Track, are transfers from Argosy University/ Washington DC master's in clinical psychology program, or who are retaking the examination may do so during the Fall offering unless they petition for permission to take the CCE in the Fall from the program chair.

Four-Year Track

Students may schedule the exam if they will have completed all second-year courses outlined in the Four-Year Track by the end of the Summer I Semester and are making satisfactory progress in the Practicum I sequence. These students must pass the Diagnostic Interview and Case Formulation CPE prior to scheduling the CCE. This option is recommended primarily to students entering the doctoral program with a master's degree in psychology that included supervised practicum experience, and who have substantial clinical experience. Each student, including any five-year-track students retaking the examination and students who entered from the Argosy University/Washington DC master's program, must submit a CCE Request Form to the program chair no later than the last day of the Spring Semester.

For students on the Four-Year Track, and others as indicated above, there will be a Fall Semester offering.

Procedures for Successful Completion

Once students have submitted CCE Request Forms, the CCE committee will assign two faculty members to each CCE Review Committee to conduct reviews of the students' clinical work. Review Committee members will evaluate the student's tape, written, and oral presentation to render independent judgments of "Pass" or "Fail" as described in the Evaluation Section. In the event that a student who previously failed the CCE is retaking the exam, the committee will consist of three faculty members. Committee assignments will be made with consideration to faculty workload and expertise with the type of clinical case.

Case Selection

The student will select an intervention case. The case must permit an adequate sampling of the student's knowledge and skill in the treatment modality used. The student must have served as the primary service provider. The case supervisor, or any other person, may provide consultation and supervision with regard to any aspect of management of the case. The student holds sole responsibility, however, for organizing, conceptualizing, and communicating the case presented. There should be no input from supervisors or others into the preparation of the written examination documents. The case may not have been presented in practicum seminar or used for the Diagnostic Interview and Case Formulation Competency, and a previous treatment summary may not have been submitted for feedback from the seminar leader.

Students are not limited in their choice of client characteristics or problems, type of treatment modality, or treatment setting. The tape or observation will be used to judge the student therapist's relationship and intervention skills. A session that does not demonstrate these skills (e.g., a relaxation exercise or hypnosis or any other intervention that involved minimal interaction with the client) will not be acceptable.

Written Component and Intervention Tape

The student will submit a tape of one intervention/therapy session (consent for taping should be obtained) and session transcript from the tape. Three copies of both the session tape and session transcript must be submitted. Students should indicate on the request to take CCE Form if their site will not allow them to audio or videotape a session for presentation for the CCE. The "Special Considerations" section should be used. Upon verification with the site, an on-site observation of a live session or videotape by one member of the review committee may be scheduled.

A written transcript will not suffice as a substitute for an intervention tape of inadequate quality. The student is responsible for submitting a tape of adequate quality to enable the examiners to hear the intervention session. The tape should be of standard format (i.e., VHS video tape, standard sized audiotape).

The written component will include a case presentation that describes an entire course of therapy, either planned or completed, which includes the following:

1. History, with information regarding course of previous and current therapy, any diagnostic testing, family history, and interviews.
2. Formulation of the problem according to a particular theory.
3. Use of clinical data to arrive at a diagnosis.
4. Treatment plan for course of therapy, including a discussion of the context of the current session in the overall course of treatment. The number and date of the session should be noted.
5. Self-critique of content and process of session and overall process of intervention as they relate to the treatment plan.
6. Discussion of the general biological, cognitive, affective and sociocultural factors that have been implicated in the etiology and maintenance of the disorder as diagnosed.
7. Discussion of which of the factors described in number 6 above are most relevant to this particular case formulation.

8. A review of the relevant literature regarding the efficacy of the treatment with the type of client presented.

The paper should not exceed 30 pages in length, excluding title page, any table of contents, and references. Papers longer than the specified length will be evaluated on only the first 30 pages. The paper is to be written in narrative style, and should conform to the style described in the 5th edition of the *APA's Publication Manual* (e.g., size 12 font, double-spaced with 1 inch margins all around, appropriate grammar, use of language to avoid bias).

Three copies of all materials (tape, transcript, and written component) should be submitted four weeks prior to the oral exam. The student is responsible for finding an audible tape. Four copies should be submitted if the student is re-taking the CCE.

Students' written materials will be evaluated with respect to: completeness, relevance, depth, integration, appropriateness of recommendations and intervention strategies, clarity of writing, and diagnosis. Competencies assessed by this portion of the CCE include assessment, intervention and relationship, foundations in scientific psychology, and scientific inquiry.

Evaluation of Written Component and Session Tape

The committee members will review independently the written component and the intervention tape, with transcript, prior to the oral defense. They will come to a consensual decision of proceed to the oral review or fail. Students who proceed to the oral review will be given a brief paragraph of feedback highlighting any areas that need to be further addressed in the orals and the alternate model to be discussed. The committee members will integrate their separate comments into one paragraph to the student. The evaluation of the student's tape and self-critique must be considered satisfactory in order for the student to proceed to the oral defense. When an observed live session is considered unsatisfactory, the student may schedule a second session to be observed by the other committee member.

If the committee comes to a consensual decision that the student has failed this first component of the CCE, the student must reschedule the CCE within one year and with a new case. In lieu of an oral review in this instance, the meeting time will be used to discuss the strengths and weaknesses of the tape or written materials to assist the student in developing a plan for remediation.

Oral Component

Faculty will review the written materials prior to the meeting. The student will present the case at the beginning of the meeting. The oral presentation should build upon, but not repeat, the basic information conveyed in writing. The student presentation should not exceed 20 minutes in length. The majority of the time will be allotted to the evaluation of the student's ability to respond to questions addressing theoretical knowledge and clinical skills. The student will be required to consider and evaluate an alternative theoretical formulation selected by the committee and corresponding interventions. The student will also be asked to support and critique the approach taken using both clinical case material and relevant literature, and to demonstrate knowledge of related psychological issues. Questions may address any aspect of the written materials and may include the following areas (competencies assessed are included in parentheses):

- Appropriateness of diagnoses and differentials (foundations of clinical psychology, assessment).
- Appropriateness of assessment strategy and possible alternate strategies (assessment).
- Knowledge of tests used, if any (assessment).
- Rationale for therapy (intervention, foundations of clinical psychology).
- Knowledge of relevant literature regarding the efficacy of the treatment with type of client and regarding factors implicated in the etiology and maintenance of disorder (intervention, scientific inquiry).
- Application of theory from written formulation and one theory selected by committee (foundations of clinical psychology, intervention).

- Ability to explain the utility of specific behaviors from the transcript (such as listening skills, empathy, structure, confrontation) as they apply to the treatment plan (intervention).
- Understanding issues concerning the therapeutic relationship (relationship).
- Dealing with termination, planned or previous (relationship, intervention).
- Possible ethical implications or dilemmas (foundations of clinical psychology).
- Hypothetical questions about the case (all competencies).

The committee is free to examine the student until the committee is satisfied it can render an accurate decision. Students may bring prepared materials for the oral review presentation as well as reference materials. However, it is at the discretion of the committee to determine how the oral defense is structured.

The entire oral review will be of approximately one hour in duration. The student will be notified of the day, time, and room for their oral review.

Approximately two weeks before their oral review, students will be told what alternative theoretical formulation to use for the oral presentation. Students will receive feedback from their tape and written component approximately one week before their oral review. The committee is responsible for arranging to tape the oral review and any feedback session. The tape becomes the property of the program.

Final Disposition of Oral Component

The committee members will make independent ratings of pass or fail for the student. Immediately following the oral presentation, the committee members will ask the student to leave before discussing the ratings to reconcile any discrepancy. The committee is encouraged to call the student back if more information is needed to reconcile a discrepancy in ratings. If no agreement can be reached, a tape of that review and all written materials will be submitted to a third judge to resolve the discrepancy.

As a final outcome following an oral review:

- The student may pass the CCE
- The student may fail, but be allowed to resubmit the written component for minor revisions following guidelines in writing from the committee. Only one committee person will review the re-submission for pass.
- The student may fail the CCE and be required to retake it with a new case.

In the event that a student fails the exam on the first attempt, he or she must seek remediation and must retake the examination within one year. A student failing the CCE twice is automatically dismissed from the program.

Clinical Research Project Requirements

The Clinical Research Project (CRP) is the final step in the more formal research training sequence. The primary training objective of the CRP process is to help students develop the skills needed to become critical consumers of the literature in psychology and understand how to apply their knowledge to their experiences in clinical practice, and other roles they will assume as professionals. The CRP, which students work on during their last year prior to internship, provides them with the opportunity to do an independent piece of scholarship. This scholarly project demonstrates students' ability to:

- Articulate a clearly operationalized clinical question or set of questions.
- Critically evaluate and synthesize the relevant theoretical, clinical, and empirical (qualitative and quantitative) literature across a range of studies.
- Analyze collected data in light of the organizing question(s) and the prevailing knowledge in the area chosen for study.
- Write a scholarly and professional viewpoint informed by the literature or investigation.

By becoming competent users of the psychological literature and critical thinkers about professional issues, students ground their work in the current scientific foundations of clinical psychology. In

addition, they acquire the requisite tools to keep abreast of the evolving body of scientific and professional knowledge and, thereby, keep their work up to date throughout their professional careers.

Students select the type of CRP with the approval of the chairperson and the CRP Committee. It should be noted that students may need to seek additional training (e.g., advanced statistics courses or computer applications) or resources external to the school (e.g., statistical consultation, research subjects) to complete other CRP options. Students will be required to develop a plan identifying training and resource needs as part of their CRP proposal.

Types of CRPs

The types of Clinical Research Projects most appropriate for students in training in the Argosy University/Washington DC campus model are as follows: critical review and theoretical CRPs, clinical problem/dilemma CRPs, case studies, single case research designs, and qualitative/descriptive CRPs. In order to conduct experimental and quasi-experimental studies, research on social systems, and program development/evaluation, it will be incumbent upon the student to demonstrate that he or she has received additional training beyond the core requirements of the Psy.D. in Clinical Psychology Program and has the necessary resources to complete these options.

Critical Review and Theoretical CRP

A critical review or theoretical CRP must include a new integration of previously published literature (empirical and theoretical) and will be based on a review of significant literature in the area addressed by the CRP. Thus, the data analyzed in this type of CRP will be the previously existing literature itself. This type of CRP (critical analysis/thesis) incorporates three parts:

- A set of relevant focused clinical questions around a case or topic.
- A critical analysis and synthesis of clinical and empirical (quantitative and qualitative research) literature surrounding the focus.
- A definitive thesis (stand, perspective) as espoused by the student given the literature review and analysis.

Students may be referred to *Psychological Bulletin* or *Clinical Psychology Review* for examples of this type of project. (*Note:* A student may not choose a topic where there is a lack of literature or research.)

Clinical Problem/Dilemma

A variation of the critical review CRP is the clinical problem/dilemma CRP. The student for this format begins by articulating a specific clinical problem or dilemma (e.g., reasons for clients not attending appointments at community clinics, efficacy of treatment with older dual-diagnosed clients) that the student is interested in investigating. Typically the problem was encountered during the student's training, but directly experiencing the problem is not required. The articulation of the clinical problem/dilemma should be in depth and detailed. After describing the problem, the student then critically evaluates and synthesizes the relevant theoretical, clinical, and empirical literature. Finally, the student would analyze this information gleaned from the literature and attempt to answer or address the problem or dilemma. This task needs to be of sufficient depth to demonstrate the student's ability to competently evaluate the psychological literature, critically think about relevant professional issues, and apply scientific and professional knowledge to a clinical situation.

Case Study

The focus of this type of CRP should be the theoretical discussions of a novel or innovative approach in treatment or conceptualization of an individual case.

The project should begin with a review of literature related to the main focus. The review should be comprehensive and include an integration of material that both assists in understanding the case dynamics and supports the author's views concerning the specific treatment approach and/or case conceptualization.

The theoretical discussion of a case study is not simply a case formulation, but rather a detailed explication that can provide other clinicians new understanding and skills to be applied in the context of treatment with similar clients. Toward this goal, the study should include indications and contra-indications regarding the applications of the theory or approach presented. Finally, the author should

present unanswered questions and implications for future research related to the specific focus of the study.

The Single Case Research Design

The project should begin with a review of literature related to the main focus. The review should be comprehensive and include an integration of material that both assists in understanding the case and supports the author's views concerning the specific treatment approach or case conceptualization.

Single case research designs require repeated observations of a subject or group on some measure over time. Usually the client's performance is observed on several occasions, most often before some intervention is made and then continuously or repeatedly while the intervention is in effect. Baseline data are collected on the performance under study before the intervention is made and then compared with performance levels during and after intervention.

Qualitative/Descriptive CRP

A CRP using qualitative, descriptive, or exploratory approaches presents another option for inquiry.

Studies of this type employ formal collection of data but do not use traditional methods of analysis.

Qualitative data will be approached in systematic and rigorous ways. The school recognizes the multiplicity of acceptable research approaches within the field of psychology.

Experimental and Quasi-Experimental Designs

Students may use either experimental or quasi-experimental designs. Studies involving clinical populations that examine test protocols, the effects of interventions, or compare clinical and non-clinical samples on relevant variables are some examples of the kinds of experimental designs that can be developed.

Research on Social Systems

Approaches designed to assess systems such as research design or evaluation survey approaches are also appropriate approaches to utilize in CRP.

Students are encouraged to study and understand how social systems influence the individual and vice versa, and students may design and execute CRPs of this type in local settings.

Clinical Research Project Procedures

The doctoral student should plan to conduct the CRP during the final year of classwork. Typically, the full-time student (five-year track) should begin consultation on the CRP in the third year of the program. However, some students in good standing, with approval from a faculty chairperson may start work earlier if the student has already demonstrated adequate scholarly and written skills.

Although the CRP should reasonably be written in 9–12 months of intensive, continuous effort, the process will begin earlier in the student's matriculation. Students should be aware that they will be expected to submit multiple drafts of a quality acceptable to the advisor.

Students are encouraged to familiarize themselves with faculty interests and expertise early in their matriculation. This may be done through course contact, attendance at formal presentations, informal discussions, or reading of the faculty member's scholarly works. Students should make an effort to develop research ideas that coincide with those of potential faculty supervisors and should not assume that a product prepared as part of the preparatory coursework will be acceptable to a faculty chairperson. Students may wish to read CRPs available in the Library as samples of the anticipated final product.

Conducting the CRP will generally proceed in the following manner:

1. The student initiates the CRP process by discussing ideas for a proposal with her or his advisor or a faculty member who is knowledgeable in the area of the student's interest. In the process of these discussions, the student needs to select a chairperson of his or her committee who is a member of the faculty. Please note that the selected topics must be in an area of expertise for the chairperson. If not, the student will either need to change the chairperson or develop a new topic.

2. Once the chairperson is selected, the student should complete selection of her or his committee member(s) with the approval of the chairperson. The committee should be composed of the chairperson and at least one other faculty, adjunct faculty, or clinical adjunct faculty member. A third member may be included who does not have to be an Argosy University faculty member, but who must be an expert in the student's area of study. The third member may be requested by the student or required by the chairperson. If the third member of the CRP committee is not a faculty, adjunct faculty, or clinical adjunct faculty member, the student must submit a written request for approval to the chairperson and, upon the chairperson's approval, to the program chair, stating the rationale for the outside committee member's participation and including a copy of the third reader's vita. The third member must have a doctoral degree in the area of student focus. When the committee is formed, names of all three members must be submitted to the Department of Student Services.

3. Students must first register for the CRP in the semester in which they begin work with their chairperson. (Students must be registered for the CRP for a minimum of two semesters prior to internship.)

For students preparing to apply for internship, the first registration will normally occur during the Spring Semester prior to internship application. These students should expect to have a draft proposal submitted to their chairperson during the Spring Semester. Students needing human subjects approval must have the proposal submitted to the Human Subjects Committee by June 1 in order to apply to internship the following Fall.

For each semester that a student is registered for CRP credit, it is the student's responsibility to complete and return to the chairperson one week before the last day of classes a CRP Progress Form that summarizes the progress for the semester and the anticipated CRP schedule for the remaining terms of enrollment.

4. Students will prepare a written proposal with guidance from the chairperson (see proposal section). Following chairperson approval, the proposal is sent for approval to the other committee member(s). Their review is needed to assure an integrated and coordinated reading of the final draft. Any questions or suggestions for changes should be communicated both to the student and chairperson for review before committee members give final approval for the proposal. The committee members are also required to sign a CRP Approval Form after they have approved the proposal.

5. Complete the *Human Subjects Form* and submit with the CRP Approval Form to the Human Subjects Committee (HSC). In consultation with the chairperson, incorporate changes required by the HSC. Resubmit for approval to HSC, if so directed.

6. The student will develop with their chairperson a general plan and schedule for proceeding. This plan should include the timing and frequency of review of sections of the CRP by the chairperson and the committee. This plan should be incorporated into the *CRP Progress Form* that students must complete and return to their chairpersons at the end of each semester that they are registered for CRP credit. It is expected that the chairperson contact the committee members(s), especially if they are not faculty, to review CRP procedures and expectations for committee member participation. The student is encouraged to meet with their chairperson every 3–4 weeks to review prearranged segments of the CRP.

The program faculty recommends that students make every effort to complete their CRP prior to beginning their internship. Not only are applicants for internships with completed CRPs more competitive, failure to complete the CRP while on internship will delay graduation and preclude many postdoctoral and employment opportunities, including accumulating hours for licensure. Finally, it is unrealistic to expect to write the entire CRP while on internship: revising drafts previously reviewed by the chairperson is a more realistic expectation.

7. With the approval of the chairperson, the student submits a draft copy of the CRP manuscript to the other committee member(s) for their feedback and approval. Further drafts should be reviewed by the chairperson and the reader(s), and the student must address all feedback to the satisfaction of the committee. Students preparing for Fall graduation should be aware that failure to submit a draft to the second reader(s) prior to the end of the Spring Semester may preclude graduation in that time frame.
8. All members of the student's CRP committee should sign the CRP Approval Form after approving the final draft. The student is responsible for getting these signatures. Students anticipating a Fall graduation will need to get the signatures by the end of the Summer I Semester.
9. After final approval from the committee, the student will take the CRP to the bindery. The manuscript will be bound according to the procedures outlined in this Addendum. The correctly bound and formatted copy must be received by Student Services eight weeks prior to graduation, which will generally mean about August 15 to meet Fall graduation requirements.
10. Completion of the CRP will be contingent on satisfaction of CRP criteria for approval, not on internship, job opportunities, or external factors. Students who do not complete the CRP prior to internship must register continuously for one credit hour of CRP per semester (excluding Summer II) until it is completed. A Leave of Absence from this requirement is granted by the program chair only in cases of medical or personal emergency.

Note: Students should anticipate that it will take approximately 9–12 months to complete the CRP. Faculty members are usually unavailable during July and August to work on CRPs. Students are encouraged to consult with his or her chairperson no later than the Spring Semester regarding Summer availability.

The Proposal

The Proposal should include the following elements:

- A presentation of the central problem(s) and major questions and hypotheses to be addressed in the CRP. Criteria for approval generally include: clarity, focus, and organization of the proposal as it forms the basic structure for a doctoral level project.
- An outline of the major critical areas of literature to be reviewed in terms of their relevance to the central questions and hypotheses.
- A brief description of the organization of the study including the data to be presented and the relevant methodology that will be used to collect and analyze the data. Criteria for approval generally include: availability of literature relevant to the problem to be studied and soundness and appropriateness of methodology to be used for gathering and analyzing data to be studied. Data to be used should be relevant and sufficient in terms of providing adequate opportunity to evaluate the validity of a particular set of clinical hypotheses or questions.
- Training and resource needs of the student in the execution of the CRP.
- A tentative bibliography of basic literature to be reviewed in order to assure the availability of an adequate body of knowledge in the area.
- The proposal will be approximately five–seven pages typed in APA format, plus references.

Student's writing should be grammatically correct and the presentation should be clear and articulate and done in full accordance with APA style. The chairperson may refer students to a writing course or instructor to develop students' skills in professional writing.

Human Subjects Approvals and Issues

Approval by the Human Subjects Committee (HSC) is part of the CRP proposal approval process and must be completed prior to applying for internship.

- *The form and instructions to be used for obtaining approval from the HSC are available from the HSC chair.*

The HSC must approve all research conducted through the Argosy University/Washington DC campus, including CRPs and IPs. Students should submit, in duplicate, the two-page Human Subjects Form to the committee, signed by the student, advisor, and all CRP committee members, indicating that they have approved the proposal. The proposal must be submitted along with the Human Subjects Form to provide additional clarification. The HSC may request additional information as well.

- *Release of Information from Agency*

When data from a practicum, internship site, or other agency are being used, a letter from the agency should be submitted, granting the student permission to use the data while the student is connected with the agency and, if necessary, after the practicum or internship ends, until the CRP is completed. If the agency has a HSC, the student should have the project approved independently by that committee.

- *Need for Informed Consent*

When CRPs draw upon clinical material, the student should review the APA's Ethical Principles of Psychologists and Code of Conduct, in particular the standards that cover confidentiality. In accordance with the code either adequate prior consent to present personal information is required or adequate disguise of "all identifying information" is necessary. The committee requires obtaining appropriate informed consent.

Under certain circumstances it may be harmful to the client or impossible to obtain informed consent. When students believe this to be the case, they must explain why they do not plan to obtain informed consent, how they plan to disguise identifying information, which specific categories of

information will be disguised, and how much risk there is to the client/subject. In estimating risk it should be noted that the CRPs are public documents, and therefore, available to the public as journal articles or presentations at professional meetings.

- *Welfare of the Consumer*

The APA Code also addresses the informed consent to participate in research. This is particularly relevant when a client is still in therapy with the student. If this is the case, students' Human Subjects forms should indicate how they will handle the possibility that a conflict of interest will arise and have an adverse effect on therapy.

Clinical Research Project (CRP): The Final Manuscript

Work on the final manuscript is best achieved through regular meetings between the student and chairperson to review and revise sections of the paper. Appointments should be made at the completion of each meeting and clear expectations regarding the material to be reviewed at the next meeting should be defined. The student should expect to see their chairperson at 3–4 week intervals until a draft fully satisfies the chairperson.

The general format for the final manuscript should minimally include:

1. Abstract of the paper
2. Introduction (a restatement of the central problems outlined in the proposal)
3. Review of the relevant literature
4. Discussion of the findings in light of the original questions, hypotheses, and literature review
5. Summary and conclusions

Depending on the type of CRP, other sections may be required by the chairperson to adequately address the CRP topic.

The final draft should be written and typed according to the most recent edition of the APA's Publication Manual, including nonsexist language. The final draft should be of appropriate quality, clarity, and focus so as to be appropriate for submission for peer review.

Editorial Style

It is essential that the CRP follow the highest standards for written communication. Sentences should be complete and grammatically correct. Spelling and typographical errors should be eliminated. The overall organization should be clear and easy to follow with proper transitions provided. Paragraphs should have topic sentences and conclusions. Colloquialisms and other examples of nonprofessional writing should be avoided.

Most errors in editorial style occur because students do not realize there are rules concerning subjects such as organization, hyphenation, and capitalization. Among the most common stylistic errors are those involving headings, seriation, hyphenation of compounds, indentation of long quotations, citations of published references, and reference format.

The current edition of the *APA's Publication Manual* is the authority both for writing style and typing instructions. Though it is oriented primarily to the preparation of journal articles, the *Publication Manual* includes a chapter (Chapter 6, pp. 321–330) on other documents such as dissertations. The conventions described in the *Publication Manual* apply to the CRP. The CRP guidelines provided in this addendum focus on what is specific to this institution.

The committee, and especially the chairperson, has the responsibility of monitoring the student's compliance with APA format. In addition to the committee's comments on content, they will also provide useful feedback about issues such as clarity and organization. It is not the committee's job, however, to rewrite the student's CRP or to serve as copyeditors.

As a grammar text, the *APA Publication Manual* is far from comprehensive, but it nevertheless does an excellent job of covering precisely those points that seem to give students the most trouble. Some of APA's grammatical standards are universal, others take a position where several forms are acceptable among grammarians (e.g., a comma after the penultimate item in a series).

Certain grammatical errors have become so commonplace that they are sometimes accepted as correct. The formality of a research review, however, calls for strictly correct usage. At least three such errors recur so frequently in scholarly reports that it may be worthwhile listing them here, to minimize editing by the student's committee.

Data is plural; datum is the singular (e.g., "The data speak for themselves," or "Few data are available.").

Due, except in rare expressions like "due north," is an adjective, not an adverb. For example, "Elevation of the mean was due to a single outlier," but not "Due to a single outlier, the mean was inflated."

"Had... be" is a mythical construction; there is no such thing in English. For example, "Future investigators would better be careful," not "Future investigators had better be careful."

Use American rather than British spelling (e.g., "labeling behavior" rather than "labeling behaviour").

Respect for diversity includes consideration of bias in language. The *APA Publication Manual* provides guidelines for reducing such bias. Specific examples are given to help guide test revisions. Recommendations address gender, sexual orientation, racial and ethnic identity, physical challenges, and age.

Carefully Note the Following Exceptions to the Use of the APA Format

- Running heads are not used.
- The title page, acknowledgment page, and table of contents must be prepared according to special guidelines given below. These pages are numbered using lowercase roman numbers (i, ii, iii, etc.). Page "1" of the CRP is the first page of the manuscript.
- Each major section of the CRP starts on a new page and should have a chapter title as shown below.

(Example of Title Page)

THE RELATIONSHIP BETWEEN PSYCHOSOCIAL DWARFISM
(Double space)

AND ENVIRONMENTAL DEPRIVATION

STUDENT M. NAME

Your M. Advisor, Ph.D.
Chair

First M. Member, Psy.D.
Member

Second M. Member, Ph.D.
Member

A Clinical Research Project submitted to the Faculty of the American School of Professional Psychology of Argosy University/Washington, DC in partial fulfillment of the requirements for the degree of Doctor of Psychology in Clinical Psychology.

Arlington, Virginia
Month, Year

- Long quotations may be single-spaced.
- References are to be single spaced with a double space between references.
- Appendices may be included as appropriate.
- Tables and figures may be inserted either on the page on which they are referenced in the text or on the page immediately following. Do not place tables and figures at the end of the paper. Figure and table captions must accompany the table or figure.
- Leave 1.5 inches for the left margin to allow for binding.

In All Other Respects, Dissertations Must Conform to APA Guidelines

Students are especially encouraged to watch for the following commonly made mistakes:

- Improper format for references in the text.
- Failure to include all name (date) references made in the text in the reference list.
- Including works not cited in the text in the reference list.
- Improper use of main and subheadings to organize the CRP.
- Failure to cite and discuss every table and figure in the text of the paper.
- Failure to provide a caption for each table and figure.
- Improper reporting of statistical analyses.
- Use of secondary citations unless the original is unobtainable.

Preparation of the Final Manuscript for Library Submission

Title page. Follow the example provided in this manual exactly (see following page for the correct final version). The student's name should appear as she or he intends to use it professionally, and should be the same as it is listed on the student's diploma. Middle names or initials are usually included; abbreviations of previous degrees are not. The date on the bottom of the page is the month the student submits the bound copy.

Pagination. Page numbers go in the upper right-hand corner. Use lowercase roman numerals for preliminary pages and arabic numbers for the rest of the document. The title page and abstract come first, and neither of these is numbered. The sequence for the remaining preliminary pages is as follows:

Title page	i
Abstract	ii
Copyright notice page	iii
Dedication (optional)	iv
Acknowledgments (optional)	v
Table of contents	vi
List of tables	vii
List of figures	viii

The table of contents itself references the preliminary pages as well as the text starting on page 1. Every page of the text should be numbered, in sequence. Do not use inserted pages such as 116-A, and do not use a separate numbering system such as A-1 for appendices. Before handing in the final copy, make sure all pages are present and in order; the CRP will be bound exactly as the student presents it.

The paper itself begins on page 1. Page numbering follows consecutively to the last page. Refer to the previous material on format and style requirements for details on the preparation of the manuscript itself.

Chapter Titles. Each major section of the CRP should begin on a new page and have a chapter title that begins on the first line with the following format:

Chapter 2
Title of the Section

Printing and Binding. One bound and one unbound copy of the CRP are to be submitted to the library. A bound copy should be presented to the chairperson of the student's committee. Committee members should also receive a hard copy of the final approved manuscript. The final copy must be printed with a laser or near-laser quality (inkjet) printer. Do not use colored ink (black on white only). A standard font (typeface) should be used (e.g., Courier or Times New Roman).

The font size must be 12 point. Students using older or less popular word processors may experience some difficulty meeting these requirements. As per the Style Manual, the paper should be heavy (e.g., 20-weight) white bond. Questions about final manuscript preparation should be directed to the librarian prior to printing the final copy.

Retain the original manuscript unbound so that it can be duplicated easily. Photocopy onto 20-weight paper (this is the standard weight). The library copy must be bound using a black cover with gold lettering. The spine should have the following information, arranged as follows:

ARGOSY UNIVERSITY/WASHINGTON DC, TITLE,
LAST NAME OF STUDENT, YEAR

The font size may vary due to variations in the spine thickness and title length, however the spine printing should be in three distinct sections: SCHOOL NAME | TITLE | LAST NAME/YEAR preferably with no overlaps between the sections.

The front cover should have the complete title, and underneath, the student's name as it appears on the title page. The spine and cover lettering should be capitalized.

Copyright

Some students secure formal copyright privileges for their CRP. To do so, contact the Federal Information Center at 1.800.688.9889 for a pamphlet, which explains application procedures. Argosy University does not require copyrighting and does not reserve rights to a student's work. If the work is copyrighted, it should be indicated in the final copy of the manuscript.

Grading

Registering for a CRP is like registering for a course. Students will be graded "Progressing" or "No Credit" ("PR," "NC") by the chairperson based on the work the student has completed that semester. "Credit" ("CR") is given only when the CRP is complete.

CRPs are not graded; they are either accepted or not accepted by the CRP committee. Students must have an accepted CRP in order to fulfill the requirements for the degree and are reminded that all requirements must be fulfilled within seven years of entry into the program.

Practicum Requirements

The practicum is the first opportunity provided to students for clinical field training. During practicum training, students are given the opportunity of working under supervision with a clinical population within a mental health delivery system. Students learn to apply their theoretical knowledge, implement, develop, and assess the efficacy of clinical techniques, and develop the professional attitudes important for the identity of a professional psychologist. The practicum is, thus, an essential part of clinical training and all students are required to participate in the practicum experience.

Full-time students are normally placed in practicum during their second and third years of study. Students must begin practicum when they meet the eligibility requirements. For registration purposes, the practicum and seminar are treated like a course. The practicum/seminar carries 3 credit hours per semester and 6 credit hours per academic year. Practicum usually begins in September and continues through mid-June. Some sites require a 12-month versus an academic year commitment. Students are required to complete a minimum of 600 hours each academic year they are enrolled in a required practicum. Students must remain in the section of practicum seminar throughout the year. Students may not switch practicum advisors.

A practicum may not take place in a student's place of employment, nor is any student exempt from the practicum requirements. Students with extensive clinical backgrounds are placed in practicum sites where they have an interest and do not have previous experience.

Doctoral students complete two training sequences focusing on assessment or psychotherapy skills, or an integration of the two. Psychological assessment

should cover the comprehensive evaluation of clients, including initial intake work, diagnostic interviewing of collateral informants as indicated, appropriate psychological testing, and the development of specific clinical treatment recommendations that evolve from a case formulation of the client's problems. Psychotherapy skills include development of an appropriate therapeutic relationship, problem resolution, and implementation and evaluation of a treatment plan. Work in maintenance of therapeutic gains and prevention is strongly encouraged. In keeping with the broad based approach of the Argosy University/Washington DC program, it is expected that students experience diversity during the course of the year: in the kinds of clients seen, in the clinical interventions used, and in exposure to multidisciplinary input in the delivery of mental health services. Students are also expected to gain understanding of the impact of individual as well as larger systems' issues in the lives of their clients.

Psychological Tests

The use of psychological assessment instruments continues to be one skill area that distinguishes psychologists from other mental health professionals. Competence in the use of these tests remains important to the identity of the clinical psychologist.

Accordingly, doctoral students are expected to refine their skills in this area by completing a minimum of eight psychological test batteries by the end of the second required practicum. This testing experience allows for the integration of prior coursework in the principles of testing, the administration, scoring, and interpretation of objective and projective personality instruments, and major tests of cognitive ability. A qualifying test battery should include techniques designed to assess cognitive functioning as well as structured or unstructured instruments that tap personality or social adaptability, and are age appropriate and fitting to the referral question. Some sites administer instruments specific to a given treatment population. Students are encouraged to learn these test instruments as well as the more "traditional" techniques.

As described in this addendum, a qualifying battery should include techniques designed to assess intellectual/cognitive functioning as well as structured or unstructured instruments that tap personality or social adaptability, as are age appropriate and fitting to the referral question. Some sites administer instruments specific to a given treatment population. Students are encouraged to learn these test instruments as well as the more "traditional" techniques. Resources available in the library to help determine appropriate measures for all aforementioned categories include *Tests in Print and Mental Measurements Yearbook*.

Students learn to integrate data gleaned from several testing instruments and behavioral observation, generate hypotheses based on patterns of psychological process observed throughout the test data, develop case formulations, and prepare well written psychological reports. Doctoral students learn to produce a diagnostic interview and test report which:

- Can be documented with specific and relevant data
- Demonstrates case formulation skills
- Is theoretically consistent and well organized
- Can be understood by nonpsychologists

Students are expected to be able to demonstrate the necessary psychological knowledge base, the basic clinical assessment skills, and the appropriate professional attitudes necessary to perform effective diagnostic interviewing and assessment. Evaluation of student progress will include these areas.

Practicum Seminar Requirements

All students enrolled in a practicum must also be concurrently enrolled in a practicum seminar. The seminar meets weekly through the Fall and Spring Semester. Students enrolled in a Summer Session II practicum must also register for a practicum seminar. The seminar allows time for the student to reflect on various practicum experiences and to acquire additional skills and attitudes useful in field training and in preparation for the clinical presentation evaluation and the clinical competency examination. The specific content and emphasis of the seminar varies according to the practicum setting, the focus of

the enrolled students, and the professional expertise of the faculty member.

Practicum Requirements

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. No student may begin a practicum without being in attendance at an Argosy University campus for a minimum of two semesters. Academic warning status will not render the student ineligible for participation in the practicum experience.

To be eligible for the Practicum I sequence, a student must have successfully completed or transferred the following:

Practicum I Prerequisites

PP7110	Professionalization Group I (3)
PP7111	Professionalization Group II (3)
PP7330	Child and Adolescent Psychopathology (3)
PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (3)
PP7373	Integrative Assessment (3)
PP7501	Adult Psychopathology (3)
PP7520	Personality Assessment (3)
PP8010	Cognitive-Behavioral Theory and Therapy (3)
PP8030	Psychodynamic Theory and Therapy (3)

Requirements for the Practicum II sequence include:

- Successful completion of the Practicum I sequence and the Diagnostic Interview and Clinical Presentation Evaluation (CPE).
- Good academic standing.
- Completion or transfer of the following:

Practicum II Prerequisites

PP7010	Lifespan Development (3)
PP7200	Statistics and Research I (3)
PP7201	Statistics and Research II (3)
PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)
PP8050	Family and Couples Therapy (3)

Transfer of Practicum Credit from Another Argosy University Campus

For transfers within the Argosy University system, credit will be given in the Psy.D. in Clinical Psychology Program for the first practicum experience if:

- The practicum experience was for Psy.D. credit and supervised by a licensed psychologist.
- The practicum was a minimum of 600 hours of experience as verified by the originating director of Clinical Training and practicum supervisor. The transferring student should see the director of Clinical Training for the appropriate verification form.
- The practicum included a Diagnostic CPE.

If the first condition is not met, no credit will be given under any circumstance for a Psy.D. in Clinical Psychology Program practicum.

If the practicum was less than 600 hours, credit will be given after the student obtains the needed hours either from an extended practicum at the originating school or in a supplemental practicum at Argosy University/Washington DC. If the supplemental practicum is done at Argosy University/Washington DC, the student must meet all Argosy University/Washington DC course requirements for a first practicum before the supplemental practicum starts.

If there was no Diagnostic CPE as part of the practicum experience to be transferred, the student must pass the Practicum I CPE before credit is given.

Due to the differences in course sequences at the various Argosy University campuses, it is anticipated that many transferring students will be missing courses required for either Practicum I or II at the time of Argosy University/Washington DC admission. No student may go on Practicum II until course requirements for Practicum I and II have been met. Thus it is highly likely that a transferring student will not be eligible to begin Practicum II until a year after admission to Argosy University/Washington DC. For students who meet all requirements for Practicum II upon admission, practicum application will be permitted on a space-available basis and with a supporting letter from the director of Clinical Training of the original campus.

Practicum Training Sites

The Argosy University/Washington DC list of approved practicum sites includes a wide variety of clinical settings in Virginia, the District of Columbia, and Maryland. These sites include community mental health centers, psychiatric hospitals, schools, university counseling centers, treatment centers for developmentally disabled children and adults, forensic settings, and chemical dependency treatment programs.

The Argosy University/Washington DC externship training catchment area is defined as the geographical area within which all training sites are located.

The designated catchment area is located within a 100-mile radius of Argosy University/Washington DC.

Any student wishing to be placed outside this catchment area must first locate the site and submit a written petition to the training committee with a rationale as to why the request is being made. In addition, the student needs to assure that all necessary approval information from the site is received by the training department. The training committee will review the information to determine if it is an appropriate site with which to pursue a working relationship. Agencies located outside the catchment area will be approved only if they meet all of our training qualifications (e.g., licensed psychologist, number of supervision hours, appropriate doctoral level training opportunities).

If a student requests and is accepted by a site outside of the catchment area, any site visit (either to approve the site or as part of the yearly site visit) that must be made by the training department would be at the cost of the student. If a student is placed at an agency located outside of the catchment area, the student will also be billed for any additional expenses incurred by training department if it is necessary to visit the site on behalf of the student for other reasons than the above.

The director of Clinical Training welcomes student and faculty input into the development of practicum sites.

The director of Clinical Training selects training sites according to their overall appropriateness to the practitioner-scholar model of training. The practitioner-scholar model emphasizes teaching students clinical

skills, exposing students to relevant treatment populations, and providing supervision by experienced clinicians. Every effort is made to ensure that students receive competent supervision, within a mentoring relationship and an environment conducive to learning.

Argosy University/Washington DC, expects that students will receive at least two hours of supervision per week. These supervisory hours should be regularly scheduled and continue throughout the training year. One of these hours must be individual, face-to-face supervision with a licensed psychologist. The second hour may be individual or group and may be with any licensed mental health professional.

Practicum work can be paid through stipends offered by the training sites, but this is not required. Students may not accept fee for service arrangements for their practicum. The student, Argosy University/Washington DC campus, and the training site enter into a contractual relationship in which the student's delivery of service is exchanged for clinical supervision, exposure to professional role models, in-service education, and participation in a mental health service delivery system.

Once a student has accepted a practicum site, the site supervisor, student, and director of Clinical Training complete the Practicum Assignment Agreement. Acceptance of a practicum site is a professional and ethical commitment to a site and the site's clients. Students must conduct themselves accordingly in honoring their commitment.

Policy on Training Sites with Creedal Statements

Practicum and internship sites approved by the Argosy University/Washington DC are expected to conduct their selection and training in a nondiscriminatory manner. Sites are expected to select applicants without regard to race, gender, ethnic background, sexual orientation, or religion unless the sites have compelling legal or therapeutic reasons for limiting the applicant and selection pool. Sites which have a selection policy that disallows students based on any of the above criteria must notify Argosy University and clarify the legal or therapeutic rationale for such policies. These policies will be noted clearly in

practicum placement literature at Argosy University. Students who feel that they have experienced discrimination or harassment in their practicum or internship training should report this to the director of clinical training, who will initiate a full review of the situation.

Practicum Application Procedures

In the Fall Semester, the director of Clinical Training conducts information meetings to help students understand the practicum application and selection process. All forms that students will be required to complete will be distributed at these meetings. Following the meeting, students review the practicum resource material in the library. This material contains the names of practicum sites, locations, supervisors' names, descriptions of the specific training experiences available, and site brochures, if available. First year students will discuss their training interests and goals in their professionalization groups. Advanced students applying for practicum should meet with their academic advisors to do the same. Students then complete the following tasks by the designated date in the Spring Semester:

1. Prepare a curriculum vitae, including a list of all graduate-level courses that will be completed prior to the beginning of practicum.
2. Complete the Practicum Advisement Form.
3. Complete the Practicum Readiness Checklist.
4. Complete the Training Preferences Form indicating no more than five sites they believe match their training needs, experience and interests.

The director of Clinical Training reviews each student's selections and weighs these selections with the student's training needs. The director of Clinical Training then assigns each student two or three sites to apply to based on the "goodness of fit" between student needs, experience, interests, and the training provided at the site.

Students may only apply to practicum sites assigned by the director of Clinical Training. Practicum site supervisors expect that all clinical training be coordinated through the school. The director of Clinical Training informs sites, in writing, of all students approved to apply there. It is important to note that

students are required to apply to their approved sites unless they can show compelling reasons otherwise. These reasons should be discussed with the director of Clinical Training.

Students apply by sending a cover letter, curriculum vitae' and other requested materials beginning on the application date announced by the director of Clinical Training (sometime in February) or as requested by a particular site if differing from the announced date. Site supervisors have the right to accept or reject students. Supervisors are asked to notify students who will not receive further consideration within a reasonable time so that they can make other arrangements.

Sites typically begin interviews in March and inform students of acceptances in April. Most approved sites follow the voluntary Uniform Notification Day, the second Monday in April, as recommended by the academic directors of training in the greater Washington and Baltimore area. Students should also be mindful of the Uniform Notification Day guidelines in accepting offers from these sites. Once a student accepts an offer, the verbal agreement is considered binding. The student should then notify other sites of her or his withdrawal from candidacy and thank them for their consideration.

Students should inform the director of Clinical Training immediately, by Practicum Acquisition Form, after accepting a practicum site. Prior to the commencement of the training year, the student should complete the Practicum Assignment Agreement. This form identifies the student, the site, the supervisor, and the days and times the student will be on site. Signatures of the site supervisor, student, and Argosy University/ Washington DC director of Clinical Training are required. The student is responsible for completing this form and returning it to the director of Clinical Training's office.

If a student is not placed in a practicum site by the end of Uniform Notification Day, she or he should immediately submit a Second Round Placement Form to the Clinical Training Department so the department can begin finding new sites for the student. An orientation session to explain the second round process is held soon after Uniform Notification Day. Students are instructed in their roles and responsibilities—as well as those of the Clinical Training Department—in securing sites.

Evaluation of Student Progress

Site supervisors rate student progress in practicum training at the end of the Fall and Spring Semesters using the Supervisor Evaluation Form. Progress is assessed in the program competency areas of assessment, intervention, and relationship, as well as in the basic areas of theoretical knowledge base and professional attitudes. The completed form will be reviewed with the student during a supervision session.

Supervisors provide direct feedback regarding the student's clinical strengths and weaknesses. The supervisor, the student, and the director of Clinical Training sign the Evaluation Form. The student is responsible for seeing that the Evaluation Form is completed and returned to the director of Clinical Training.

Practicum seminar leaders also evaluate student clinical progress using the Argosy University/Washington DC Grade Sheet. Each semester the seminar leader writes a brief narrative regarding the students' progress as demonstrated in the seminar. The seminar leader awards a grade of "Credit" or "No Credit."

The director of Clinical Training awards an overall "Credit" or "No Credit" grade for the practicum experience following a thorough review of the site supervisor's evaluation and the evaluation by the practicum seminar leader. A student must receive satisfactory progress ratings from the site supervisor and a grade of "credit" from the practicum seminar leader in order to receive a grade of "credit" from the director of Clinical Training. The student must also pass the Diagnostic CPE (see below) in order to receive credit for Practicum I sequence. Any discrepancies in evaluation by the site supervisor and the seminar leader are referred to the Clinical Training Committee.

If students are having practicum problems, they should consult with the director of Clinical Training as soon as a concern arises. Practicum supervisors are encouraged to immediately contact the director of Clinical Training with any concerns about their student.

Summer Practicum

Summer practicum runs June 30 to August 15. With the approval of the director of Clinical Training and permission from the site, students may participate in practicum during the Summer Semester for additional

experience. Students must still complete the minimum 600 practicum hours required during the regular academic year. Hours gained during a Summer practicum may not be counted as part of the 600-hour minimum program requirement for the academic year. However, these hours can be added to the hours accumulated. Students may participate in a Summer practicum to meet the eight battery academic requirement. Students must register for the appropriate practicum and seminar courses (PP8300). A completed Practicum Assignment Agreement must be on file. Students will be evaluated at the end of the Summer Semester. Students at sites that require a 12-month commitment must also register for Summer practicum and seminar.

Advanced Training Policy

A student may request to do a practicum during the academic year beyond the two required for the Psy.D. in Clinical Psychology Program. These students are in good standing, but seek additional clinical training prior to applying for internship. The student must register for Advanced Practicum and Seminar and have a completed Practicum Assignment Agreement on file. Progress will be evaluated each semester. Advanced practicum must be obtained in consultation with the director of Clinical Training. An advanced practicum is not required and placement is on a space-available basis.

Practicum and Probation

Students must not be on probation at the time of application to practicum, and at the time practicum begins. Students must remain off of probation while completing practicum. Students placed on probation or who become eligible for probation during practicum may be withdrawn from practicum for that year.

In cases when the director of Clinical Training or program faculty has reservations about a student's readiness for practicum, the director of Clinical Training will discuss the situation with the student and the student's advisor. In those cases where there is a shared concern among the student's mentors, a plan of remediation, to be implemented prior to the start of practicum, will be designed by the Clinical Training Committee and forwarded to the SEEC.

Procedures for Practicum Remediation

Requests for minor remediation within the ordinary time frame of practicum can be handled informally under the coordination of the director of Clinical Training. Such a request might come from any relevant practicum personnel such as site supervisors, seminar leaders, or the director of Clinical Training. Minor remediation would be part of ongoing practicum coursework and would be handled as would other in-course assignments.

The Clinical Training Committee reviews practicum and internship students who may need remediation in clinical training. The director of Clinical Training institutes meetings to clarify whether deficit areas exist and to specify the nature of the deficits. When the review is complete and deficits have been identified, the director of Clinical Training draws up a written plan describing specific areas of deficit and the recommended remediation strategies. This plan is presented to the Clinical Training Committee for its approval and then forwarded to the SEEC for approval and implementation.

At any point in this process, the student may request to meet with the Clinical Training Committee. The Clinical Training Committee may also require that a student in need of remediation meet with the committee so that the committee has all pertinent information.

If the remediation includes additional training, a remedial practicum or internship may be required. In such cases, the director of Clinical Training will amend the previously approved remediation plan with a learning contract. The contract will address how the training site will afford opportunities to remediate the identified deficit areas. This contract will be developed when a remedial site is located and in consultation with the Clinical Training Committee, the student and relevant site personnel. Once approved by the Clinical Training Committee, the contract will be forwarded to the SEEC.

Based on a thorough assessment of deficit areas and on the advisement of the director of Clinical Training, the Clinical Training Committee may recommend that a student be dismissed from the school. The Clinical Training Committee will draw up a written summary

of problem areas and a detailed rationale for the dismissal recommendation. The dismissal recommendation goes to the SEEC.

Internship Requirements

All doctoral students are required to complete a one-year (12-month) internship as a condition for graduation. The student must complete at least 2000 hours of internship training. This intensive and supervised contact with clients is essential for giving greater breadth and depth to the student's overall academic experience. Typically, students will begin the internship during their fourth or fifth year, depending on the student's progress through the curriculum. The internship must be completed by the end of the seventh year after entrance to the Psy.D. in Clinical Psychology Program.

Internship Prerequisites

Students must complete the following requirements to be eligible to apply for internship:

- The student must be in good academic standing (3.0 on a 4.0 scale with no more than two grades below "B-" and not on or eligible for probation).
- The student must have successfully completed all sections of the Clinical Competence Examination.
- The student must have successfully completed the Clinical Presentation Evaluation.
- The student must have an approved Clinical Research Project proposal.
- The student must have completed both required practicum or be enrolled in the Practicum II sequence.
- The Clinical Training Department must approve the proposed internship sites. All students are encouraged to obtain an APA-approved Internship. Internships not APA-approved but affiliated with the Association of Psychology Postdoctoral and Internship Centers (APPIC) are acceptable to the Argosy University/Washington DC. Any other internship program must be approved by the Clinical Training Committee upon submission of documentation of the site's internship program and a rationale for the site's inclusion on the student's application list.

The following additional requirements must be met before a student may begin an internship:

- The student must have successfully completed all coursework and practicum with no Incompletes.
- The student must have completed two semesters of CRP enrollment.
- The student must be in good academic standing (3.0 on a 4.0 scale with no more than two grades below “B-” and not on or eligible for probation).

Criteria for Approving Internship Sites and Proposals

Internship sites that are approved by APA or that are members of APPIC are acceptable to Argosy University. Any other internship program must meet the APPIC membership criteria and be able to offer at least 2000 hours of internship training. It is also expected that the internship be funded and that it apply for APPIC membership during the internship year.

In proposing to have the Clinical Training Committee approve a non-APA, non-APPIC internship program, the student must present detailed documentation that the site can meet the above criteria. The student's proposal must also include a rationale for application to the site. Students applying to a non-APA, non-APPIC site after match day do not have to include a rationale in their proposal, but do need to document that the site can meet the Argosy University criteria.

Procedures to Obtain Approved Internship

1. The student reviews currently active internship sites. The director of Clinical Training maintains records that contain this information.
2. The student is advised and encouraged to discuss possible sites with the director of Clinical Training. The student should write to sites and request further information and application forms.
3. Students are to submit a list of internship preferences to the director of Clinical Training for review and approval. After gaining the director of Clinical Training approval for site applications, students submit application forms directly to the internship site and request the University to send copies of transcripts to the internship sites. Requests for transcripts must be in writing.

4. It is the student's responsibility to request letters of recommendation.

Evaluation and Remediation

Evaluation forms will be sent twice a year to the internship site and to the student to evaluate the effectiveness of the internship experience. The Supervisor/Internship Evaluation Form will allow the student to indicate whether the internship site's participation meets the specific learning objectives. All evaluations are kept as part of the permanent record.

The Student Evaluation Form enables supervisors to assess the student's progress, competence, and performance relative to the learning objectives as well as other factors of importance to the internship site. These forms are monitored carefully by the director of Clinical Training to determine progress and areas of difficulty. Periodic progress reports will be made to the Clinical Training Committee for consideration of any need for remediation, either in student intern professional functioning or in gaining greater cooperation from the internship site. If at any point during the internship process a student is reported to be performing less than satisfactorily, the director of Clinical Training will communicate with the internship director and the student to clarify areas of deficits, to request additional reports of student progress, and to request documentation of any remediation efforts by the internship. The policies and due process procedures of the internship will apply to any evaluation or remediation efforts by the internship.

Completion of Internship

If the student does not successfully complete the internship requirements, the Clinical Training Committee will draw up a written summary of problem areas and efforts at remediation and forward these to the Student Evaluation and Ethics Committee (SEEC). Among the actions that may be taken, the SEEC may require post-internship remedial work, that the student complete another internship program, or may dismiss the student from the school. If post-internship remedial work is required, the student, the director of Clinical Training, the internship site director, and the Clinical Training Committee will

develop a written contract specifying clinical areas needing improvement and methods by which such improvement will be achieved.

Student Evaluation

Argosy University/Washington DC, requires that all students meet the standards of academic, professional and clinical competence, conduct, and demeanor as defined by the University in the *Academic Catalog's* "Ethical Code of Conduct." In addition, the doctoral program in clinical psychology requires adherence to the principles of the APA's code of ethics, the regulations governing the practice of psychologists in Virginia, and regulations for psychologists in other jurisdictions in which students may be trained. Failure to comply with the standards set forth subjects students to review by the program faculty and may result in a range of consequences, including a warning, administrative leave of absence, general probation, or dismissal from the institution. Students are responsible for fully acquainting themselves with the policies that govern their conduct.

As stated in the *Argosy University Academic Catalog*, students suspected of violating the *Argosy University Ethical Code of Conduct* by committing academic dishonesty or plagiarism, or failing to meet the professional standards of Argosy University will be referred to the Argosy University/Washington DC Student Conduct Committee to investigate the allegations. Any student found guilty of violating these standards shall be liable for sanctions up to and including dismissal from Argosy University.

The Student Evaluation and Ethics Committee (SEEC) has primary responsibility for monitoring students' professional, academic, and clinical progress in the school. In addition, it has responsibility for monitoring students' adherence to the principles of the APA's code of ethics, the regulations governing the practice of psychologists in Virginia, and regulations for psychologists in other jurisdictions in which students may be trained that are not already incorporated in the *Argosy University Ethical Code of Conduct* that is monitored by the Student Conduct Committee. In discharging this responsibility, the committee acts in concert with the administration to

assure that the evaluation process meets the needs of the students, the University, and the profession of clinical psychology. The committee is responsible for the routine evaluation of all students. It is also empowered to act when a student demonstrates inappropriate or unethical behaviors as defined in the various clinical psychology codes above. Difficulties in interpersonal and professional behavior or academic performance can be equally pertinent to a student's professional development and, as such, are equally of interest to the committee. Issues of clinical performance difficulties are also within the purview of the committee. The committee serves as arbiter when concerns arise about students' progress in the clinical psychology program. Students are not permitted to bring or be represented by legal counsel during committee proceedings.

The evaluation process begins within the context of each student's performance in the classroom and interactions with the faculty and the student's peers. Faculty members evaluate students based on their academic performance, demonstrated clinical skills, classroom attitudes and behaviors, and other knowledge, skills and attitudes important to the development of a professional psychologist. Faculty members are encouraged to discuss problem areas with a student prior to the end of the course. Such discussion allows the faculty member to assess how the student accepts supervision and to document the outcome, resolution or both on the final grade sheet. This process facilitates better communication as to the faculty members' expectations, allows the student the opportunity to improve her or his performance, fosters problem solving within the context of the relationship, and begins any necessary corrective action at the source of the problem. The faculty member may refer the student to the SEEC if the problems are not resolved or are serious enough to raise long-term concern about required knowledge, skills, or attitudes.

In order to assist students in their professional development, the program faculty through the SEEC reviews all students each year. The SEEC initiates additional reviews of students who appear to be having difficulty in any area. Indications of difficulty

may arise from grade sheets or from direct referral of a student to the committee by a member of the Argosy University/Washington DC community (faculty, administration, staff, clinical field supervisor, or student).

Structure of the Student Evaluation and Ethics Committee

The committee is comprised of all full- and half-time faculty and faculty-administrators of the program, and is chaired by the program chair or her or his appointee. Committee decisions are generally made by consensus. If there is division of opinion, decisions are made by simple majority vote. The SEEC from time to time may delegate consideration of any matter to a subcommittee or to an individual committee member.

The committee typically meets once during each semester and other times as needed. Students will be notified in writing of any concern identified or action required by the SEEC.

Areas for Student Evaluation and Ethics Committee

The SEEC is responsible for the evaluation of students' overall progress in the program, including but not limited to academic progress, clinical skill, classroom attitudes and behaviors, and other knowledge, skills, and attitudes important to the development of a professional psychologist.

The committee will evaluate students according to the program and professional standards outlined above.

Procedures for Monitoring and Evaluating Student Progress

Student's progress will be monitored and evaluated at a number of points throughout the program: through grades and grade sheet comments, annual review, practicum evaluations, competency task and will evaluate students as it deems necessary, and take appropriate steps as outlined in the most current *Catalog* to deal with significant problems.

SEEC Responses to Student Difficulties

The SEEC will take action regarding student performance. The SEEC may respond to identified problems in a number of the following formats. The format depends on committee members' sense of the seriousness of the matter under consideration and their judgment as to what might be helpful to the student concerned. The SEEC responses include but are not limited to:

- Determining that feedback already given to the student is sufficient (e.g., through grade sheets, yearly evaluations, or practicum/internship evaluations);
- Referring the student to his or her faculty advisor, another appropriate faculty member, or both to discuss issues raised in the SEEC review;
- Referring the student to the faculty member who raised the concern for consultation and advisement
- Referring the student to a faculty member or members for development of a remediation plan
- Requiring the student to meet with the SEEC or a subcommittee thereof
- Placing the student on probation
- Dismissing the student from the program.

Please refer to the *Argosy University Academic Catalog* for further information regarding SEEC responses.

Communication with the SEEC

All student communication with the SEEC should be in writing and directed to the chair of the committee. Responses to SEEC requests and appeals of SEEC decisions must come from the student and not family members, friends, or other interested parties. Though a student may have individuals such as physicians or other health care professionals provide the SEEC with documentation of health or other relevant conditions, only the student can exercise rights of appeal as described in the *Argosy University Academic Catalog*.

RECOMMENDED COURSE SEQUENCE FOR THE DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM — FIVE-YEAR CURRICULUM¹

Student progress through the clinical psychology program at Argosy University/Washington DC 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. This addendum and registration materials contain the prerequisites for any given course.

Year One

Fall Semester	Spring Semester	Summer Semester
PP7501 Adult Psychopathology (3)	PP7330 Child and Adolescent Psychopathology (3)	PP8030 Psychodynamic Theory and Therapy (3) <i>(Summer I)</i>
PP7365 Clinical Interviewing (3)	PP8010 Cognitive and Behavioral Theory and Therapy (3)	PP7373 Integrative Assessment (3) <i>(Summer I)</i>
PP7370 Cognitive Assessment (3)	PP7520 Personality Assessment (4)	PP7010 Lifespan Development ² (3) <i>(Summer II)</i>
PP7110 Professionalization Group I (0)	PP7111 Professionalization Group II (0)	PP8030 Psychodynamic Theory and Therapy ³ (3) <i>(Summer II)</i>

Year Two

Fall Semester	Spring Semester	Summer Semester
PP7200 Statistics and Research Methods I (3)	PP7201 Statistics and Research Methods II (3)	PP7340 Issues in the Assessment and Treatment of Diverse Populations (3) <i>(Summer I)</i>
PP7010 Lifespan Development ² (3)	PP8050 Family and Couples Therapy (3)	
PP8201 Practicum I (3)	PP8201 Practicum II (3)	

Year Three

Fall Semester	Spring Semester	Summer Semester
PP7050 Physiological Psychology (3)	7360 Clinical Psychopharmacology (3)	Elective ⁴ (3) <i>(Summer I)</i>
PP7100 Professional Issues: Ethics, Conduct and Law (3)	PP7040 Cognition and Affect (3)	(CCE) <i>(Summer I)</i>
PP8202 Practicum III (3)	PP8202 Practicum IV (3)	
	PP8502 CRP (1)	

¹ The courses will be completed in the order indicated.

Year Four

Fall Semester	Spring Semester	Summer Semester
PP8041 Integrative Approaches to Therapy (3)	PP7550 Consultation in Diverse Settings (3)	Elective (3) (<i>Summer I</i>)
PP7000 History and Systems (3) Elective (3)	PP7060 Social Psychology (3) Elective (3)	
PP8502 CRP (1)		

Year Five

Fall Semester	Spring Semester	Summer Semester
PP8900 Internship (0)	PP8900 Internship (0)	PP8900 Internship (0) (<i>Summer I</i>)

COMPLETING THE DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM IN FOUR YEARS¹

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
PP7501 Adult Psychopathology (3)	PP7330 Child and Adolescent Psychopathology (3)	PP8030 Psychodynamic Theory and Therapy (3) (<i>Summer I</i>)
PP7365 Clinical Interviewing (3)	PP8010 Cognitive and Behavioral Theory and Therapy (3)	PP7373 Integrative Assessment (3) (<i>Summer I</i>)
PP7370 Cognitive Assessment (3)	PP7520 Personality Assessment (3)	PP8030 Psychodynamic Theory and Therapy ² (3) (<i>Summer II</i>)
PP7010 Lifespan Development ³ (3)	PP7040 Cognition and Affect (3)	PP7010 Lifespan Development (3) (<i>Summer III</i>)
PP7110 Professionalization Group I (0)	PP7111 Professionalization Group II (0)	

¹ The courses will be completed in the order indicated.

² Can either be taken during the Summer II Semester of the first year or the Fall Semester of the second year.

³ Can be taken during the Summer I Semester of the first year.

⁴ Not required for CCE.

Year Two

Fall Semester		Spring Semester		Summer Semester	
PP7100	Professional Issues: Ethics, Conduct and Law (3)	PP8050	Family and Couples Therapy (3)	PP7340	Issues in the Assessment and Treatment of Racially and Ethnically Diverse Populations (3) <i>(Summer I)</i>
PP7050	Physiological Psychology (3)	PP7360	Clinical Psychopharmacology (3)		Elective ² (3) <i>(Summer I)</i>
PP7200	Statistics and Research Methods I (3)	PP7201	Statistics and Research Methods II (3)		
PP8201	Practicum I (3)	PP8201	Practicum II (3)		
		PP8502	CRP(1)		

Year Three

Fall Semester		Spring Semester		Summer Semester	
PP8041	Integrative Approaches to Therapy ² (3)	PP7550	Consultation in Diverse Settings (3)		Elective (3) <i>(Summer I)</i>
PP7000	History and Systems ² (3) Elective ² (3)	PP7060	Social Psychology (3) Elective (3)		
PP8202	Practicum III (3)	PP8202	Practicum IV (3)		
PP8502	CRP (CCE) (1)				

Year Four

Fall Semester		Spring Semester		Summer Semester	
PP8900	Internship (0)	PP8900	Internship (0)	PP8900	Internship (0) <i>(Summer I)</i>

¹ The courses will be completed in the order indicated.

² Can also be taken during the Summer I Semester of the first year.

³ Development may be taken in the Summer if the student elects the four year sequence after the Fall of the first year.

DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM COURSE PREREQUISITES

Due to the importance of integrating course material in a clearly defined manner, Argosy University/Washington DC has established a sequence of courses. This sequencing establishes certain courses and other qualifications as necessary prerequisites for moving on to other courses and activities. No exceptions to the prerequisite policy are allowed. The following is a list of course prerequisites in the Psy.D. in Clinical Psychology Program of Argosy University/Washington DC:

Course Number and Title	Prerequisite
PP7000 History and Systems ¹	NONE
PP7010 Lifespan Development ¹	NONE
PP7040 Cognitive and Affective Processes ¹	NONE
PP7050 Physiological Psychology ¹	NONE
PP7060 Social Psychology ¹	NONE
PP7100 Professional Issues: Ethics, Conduct and Law ¹	PP8201 (corequisite)
PP7110 Professionalization Group I ¹	NONE
PP7111 Professionalization Group II ¹	PP7110
PP7200 Statistics and Research I ¹	Undergraduate Statistics or Research Methods
PP7201 Statistics and Research II ¹	PP7200
PP7330 Child and Adolescent Psychopathology ¹	Abnormal Psychology
PP7340 Issues in the Assessment and Treatment of Diverse Populations ¹	PP8010 or 8050 or 8030 (corequisite) ³
PP7360 Clinical Psychopharmacology ¹	PP7050
PP7365 Clinical Interviewing Techniques ¹	PP7501 (co-requisite) ²
PP7370 Cognitive Assessment ¹	Undergraduate Psychological Assessment (corequisite)
PP7373 Integrative Assessment ¹	PP7365, PP7370, PP7520
PP7501 Adult Psychopathology ¹	Abnormal Psychology
PP7520 Personality Assessment ¹	PP7501, PP7370
PP7550 Consultation in Diverse Settings ¹	PP8010
PP8010 Cognitive-Behavioral Theory and Therapy ¹	PP7501 Undergraduate Theories of Personality
PP8030 Psychodynamic Theory and Therapy ¹	PP7501 Undergraduate Theories of Personality
PP8041 Integrative Approaches to Therapy ¹	PP8010, PP8050, PP8030; PP7340 Co-requisite ²
PP8050 Family and Couples Therapy ¹	PP7501 or PP7330 Undergraduate Theories of Personality
PP8201 Practicum I and III	See Clinical Training section of this addendum
PP8202 Practicum III and IV ¹	PP8201
PP8502 Clinical Research Project	Permission of CRP Advisor

¹ Indicates core courses.

² Corequisite indicates course may be taken before or concurrently.

³ Corequisite indicates course may be taken before or concurrently.

CONCENTRATIONS IN THE DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM

In addition to providing depth in elective distributions, Argosy University/Washington DC offers students the option of concentrating elective courses in one of four specific areas. These correspond to areas of interest and expertise of the Argosy University/Washington DC faculty.

The four concentrations achieve a specific training focus by the addition of particular elective courses, as listed below, to required courses that already address the specific focus. Additionally, the topic of the student's Clinical Research Project is required to be within the concentration of interest for the four concentrations. All students are encouraged to select a practicum and practicum seminar related to the focus if these are available. The availability of any practicum, however, is dependent on both community resources and the student's competitiveness for a particular practicum site.

**Child and Family Concentration Requirements—
Students Are Required to Take the Following**

- PP7330 Child and Adolescent Psychopathology (3)
- PP7365 Clinical Interviewing (3)
- PP7370 Cognitive Assessment (3)
- PP7373 Integrative Assessment (3)
- PP7501 Adult Psychopathology (3)
- PP7520 Personality Assessment (3)
- PP8050 Family and Couples Therapy (3)

Required for Concentration

- PP8175 Child and Adolescent Therapy (3)
- or—
- PP8108 Advanced Family and Couples Therapy (3)

**Examples of Possible Electives¹—
Student Choose at least Three from the Following**

- PP7049 Evaluation and Treatment of Diverse Families² (3)
- PP8041 Integrative Approaches to Child and Family Treatment (3)
- PP8170 Juvenile/Child Forensic Psychology² (3)
- PP8400 Cognitive Behavioral Therapy with Children and Families (3)
- PP8450 Advanced Child Neuropsychology² (3)
- PP8605 Pediatric Psychology² (3)
- PP8705 Child and Adolescent Assessment (3)
- PP8711 Child Maltreatment

**Health/Neuropsychology Concentration Requirements—
Students Are Required to Take the Following**

- PP7050 Physiological Psychology (3)
- PP7365 Clinical Psychopharmacology (3)
- PP7550 Consultation and Management (3)
- PP8010 Cognitive-Behavioral Theory and Therapy (3)
- PP8050 Family and Couples Therapy (3)

Required for Concentration

- PP8665 Medical Issues (3)
- or—
- Introduction to Neuropsychology (3)

**Examples of Possible Electives¹—
Student Choose at Least Three from the Following**

- PP8450 Advanced Child Neuropsychology² (3)PP8726 Neuropsychological Assessment I (3)
- PP8605 Pediatric Psychology² (3)
- PP8715 Geropsychology² (3)
- PP8721 Advanced Neuropsychological Assessment and Treatment (3)

**Forensic Concentration Requirements—
Students Are Required to Take the Following**

- PP7100 Professional Ethics (3)
- PP7330 Cognitive Assessment (3)
- PP7330 Child and Adolescent Psychopathology (3)
- PP7365 Diagnostic and Clinical Interviewing Techniques (3)
- PP7373 Integrative Assessment (3)
- PP7501 Adult Psychopathology (3)
- PP7520 Personality Assessment (3)
- PP7550 Consultation and Management (3)
- PP8620 Forensic Psychology (3)

Required for Concentration

- PP8620 Introduction to Forensic Psychology² (3)

**Examples of Possible Electives³—
Student Choose at Least Three from the Following**

- PP6901 Sex Offender Evaluation and Treatment (Virginia Certification) (3)
- PP8170 Juvenile/Child Forensic Psychology² (3)
- PP8180 Forensic Issues and Assessment of Abuse Populations (3)
- PP8627 Forensic Assessment (3)
- PP8650 Substance Abuse Interventions (3)

¹ Not all electives are offered each year.

² Course applies to more than one minor.

³ Not all electives are offered each year.

Diversity Concentration

The diversity area of concentration is intended for students working with issues of individual differences and cultural issues such as race, ethnicity, religion, sexual orientation, gender, socioeconomic class, and ability. Courses are designed to cover assessment, therapy, and consultation with diverse populations.

Diversity Concentration Requirements— Students Are Required to Take the Following

PP7340 Issues in the Assessment and Treatment of Racially and Ethnically Diverse Populations (3)

PP7500 Professional Ethics (3)
(Diversity issues are integrated throughout curriculum.)

Required for Concentration

PP8185 Social Psychology and Difference (3)

Examples of Possible Electives¹— Student Choose at Least Three from the Following

PP8175 Geropsychology¹ (3)
Evaluation and Treatment of Diverse Families (3)
Diversity Issues in Clinical Health Psychology² (3)
Psychology and Disability² (3)
Global and International Psychology (3)

PP8707 Psychology of Gender or Psychology of Women (3)
Sexual Orientation Diversity in Clinical Practice (3)
Psychology and Spirituality (3)
Race and Racism (3)
Culturally Relevant Assessment (3)

Note: Electives are often listed as Special Topics (PP8950).

APPLICATION TO THE MASTER OF ARTS IN COUNSELING PSYCHOLOGY PROGRAM FROM THE MASTER OF ARTS OR DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAMS

Students enrolled in Argosy University/Washington DC master's in Clinical Psychology Program or Psy.D. in Clinical Psychology Program may apply for admission to the M.A. in Counseling Psychology according to the general admissions procedures. Application fees will not be required for currently enrolled students. If

¹ Not all electives are offered each year.

² Course applies to more than one minor.

accepted for admission to the counseling psychology program, credit from successful completion of clinical psychology courses may be applied to corresponding courses in the counseling psychology program.

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

Master's students who have completed certain coursework may apply for admission to the Argosy University/Washington DC Psy.D. in Clinical Psychology Program. The requirements are as follows:

- The student must be in good standing in the master's program.
- Students must have completed the Year One coursework and one semester of Year Two coursework.
- The student must have successfully completed the Master's Practicum and Seminar or be in good standing in the first semester of the Master's Practicum and Seminar.
- The student must have a GPA of 3.25 (on a 4.0 scale) or better in courses taken at Argosy University/Washington DC.
- The student must submit an approved Integrative Paper (IP) proposal. The student should submit an updated resume to the Admission Department.

Full time master's program students generally are eligible in the Fall Semester of their second year to apply for admission to the doctoral program for the Fall of the subsequent year. If the student is accepted, matriculation in the doctoral program is conditional on successful completion of all requirements for the master's degree, by August 1 of that year. Admission milestones toward the completion of all requirements include the completion of the first draft of the Integrative Paper (IP) by April 1 and the submission of the IP to the second reader by June 1.

The deadline for submitting completed applications to the Admissions Department for priority consideration is January 15. The Admissions Department processes master's program students' applications during the Spring Semester and informs them of the Admissions Committee decision no later than April 1. Students who are accepted into the doctoral program can participate in the Practicum I application process for the Fall of the following year. To be eligible for Practicum I, a student must have successfully completed the Year One Psy.D. in Clinical Psychology Program curriculum (see the *Doctor of Psychology in Clinical Psychology Program* section in this addendum).

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

Students enrolled in Argosy University/Washington DC Master of Arts in Counseling Psychology Program may apply for admission to the Psy.D. in Clinical Psychology Program according to the general admissions procedures. Application fees will not be required for currently enrolled students. If accepted for admission to the doctoral program, credit from successful completion of counseling psychology courses may be applied to corresponding courses in the Psy.D. in Clinical Psychology Program.

Students accepted from the M.A. in Counseling Psychology Program at Argosy University will be allowed to waive the following courses:

Transferred Courses

PC6505	Group Counseling would transfer to the clinical program for the Group Psychotherapy course
PC6025	Human Development and Learning would transfer to the clinical psychology program for a Lifespan Development course.
PC6104	Counseling Skills I would transfer to the clinical program for the Diagnostic and Clinical Interviewing course
PC6525	Individual Assessment would transfer to the clinical psychology program for the Diagnostic and Clinical Interviewing course
PC6005	Maladaptive Behavior and Psychopathology would transfer to the clinical psychology program for the Diagnostic and Clinical Interviewing course

One of the Following Cross-Listed Courses Would Transfer:

PC6900	Substance Abuse Counseling
PC6600	Lifestyle and Career Development
FP6035	Evaluation and Treatment of Offenders
FP6901	Sex Offender Evaluation and Treatment
FP6525	Psychology of the Victim

If a student requests that more than one of the cross-listed courses be transferred, the student must show evidence of completing the requirements for clinical students in the cross-listed course. Psychology and the Legal System (FP6010) does not have additional requirements for clinical students).

Course Template for Students Admitted to the Psy.D. in Clinical Psychology Program from the Master of Arts in Counseling Psychology Program

Year Three

Fall Semester	Spring Semester	Summer Semester
PP7050 Physiological Psychology (3)	PP7360 Clinical Psychopharmacology (3)	Elective (3) (<i>Summer I</i>)
PP7100 Professional Issues: Ethics, Conduct and Law (3)	PP7040 Cognition and Affect (3)	Elective (3) (<i>Summer I</i>)
PP8201 Practicum I ² (3)	PP8202 Practicum II (3)	
	PP8502 CRP (1)	

Year Three

Fall Semester	Spring Semester	Summer Semester
PP8041 Integrated Approaches to Therapy ³ (3)	Consultation in Diverse Settings (3)	Elective (3) (<i>Summer I</i>)
PP7000 History and Systems (3)	Social Psychology (3)	Elective ⁴ (3) (<i>Summer I</i>)
PP8203 Practicum III (3)	PP8204 Practicum IV (3)	Elective ⁴ (3) (<i>Summer II</i>)
PP8502 CRP (CCE)		

Year Four

Fall Semester	Spring Semester	Summer Semester
Internship (0)	Internship (0)	Internship (0) (<i>Summer I</i>)

¹ This is a model progression and may not apply to all students. Students should refer to the Psy.D. in Clinical Psychology Program curriculum for eligibility requirements.

² Note that going on practicum in the first-year Psy.D. in Clinical Psychology Program requires students to have taken all courses listed under Option 1 in the master's curriculum (see M.A. in Clinical Psychology and Psy.D. in Clinical Psychology five-year curricula).

³ Not required for CCE.

⁴ Students going on internship before September 1 will need to take the last elective in the first Summer Session; students not so constrained may take the elective either Summer Session.

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

Doctoral students in the clinical psychology program who wish to earn the master's degree in clinical psychology while working toward the doctorate must petition for the degree and complete an integrative paper (IP) and all of the coursework for the first two years of the Five-Year Track.

CREDIT/COURSE TRANSFER POLICIES

Please consult the *Argosy University Academic Catalog* for information regarding course transfers and transfer of credit from another Argosy University campus. In addition to the institutional requirements, Argosy University/Washington DC requires that all graduate work submitted for transfer be completed with the last five years. If coursework was completed more than five years prior to admission, then the student must provide evidence that they have remained current with the course's subject area (e.g., attendance of continuing education workshops, supervision). Students may only transfer a total of 30 semester credit hours.

Required Courses

The following is a list of other courses that may not be transferred at Argosy University/Washington DC unless the courses were taken within the Argosy University system and the course numbers are identical.

Non-Transferable Courses

PP7100	Professional Issues: Ethics, Conduct, and Law (3)
PP7110	Professionalization Group I (0)
PP7111	Professionalization Group II (0)
PP7330	Child and Adolescent Psychopathology (3)
PP7373	Integrative Assessment (3)
PP7501	Adult Psychopathology (3)
PP8201	Practicum I (3)
PP8202	Practicum II (3)
PP8203	Practicum III (3)
PP8204	Practicum IV (3)

Students requesting to transfer Cognitive Assessment (PP7370) or Personality Assessment (PP7520) must have both an approved course that meets the course transfer requirements and must pass a competency examination.

Two or more courses may be combined to transfer one Argosy University/Washington DC course if all other conditions are met (See the *Argosy University Academic Catalog*). The total number of hours of the courses submitted for transfer must meet or exceed the total number of hours for the courses being transferred.

Students wanting to transfer credit should complete a Course Transfer Form for each course and submit them to the Student Services Department. The Student Services Department will do an initial review and forward the request to appropriate faculty for decision. Students will be notified of faculty decisions and approvals will be recorded on transcripts. If a request is denied, all material will be returned to the student. Students may resubmit with additional information.

Electives

Argosy University/Washington DC, requires 12 credit hours of electives. One elective course (3 credit hours maximum) may be transferred from a non-Argosy University program. The course must meet all of the other transfer requirements and must have been taken in a program that is explicitly labeled as psy-

chology. Consistent with the practitioner-scholar orientation of the Psy.D. in Clinical Psychology Program, the course must include appropriate theoretical, empirical, and practical knowledge and skills. According to Argosy University policy, transfer requests must be submitted during the first academic year of the student's enrollment. Transfer courses from other Argosy University campuses will follow the usual transfer policy.

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

Students who wish to transfer programs from the Doctor of Psychology in Clinical Psychology Program to the M.A. in Clinical Psychology Program may do so by requesting approval from the chair of the Department of Clinical Department. Prior to such a request, students should meet with their faculty advisor to review their transcript, review master's program requirements, and determine the applicability of doctoral program coursework to the master's program.

Students who transfer from the Psy.D. in Clinical Psychology Program to the M.A. in Clinical Psychology Program will be bound by the master's program requirements as listed when they enter the master's program.

When students transfer into the MA program from the Psy.D. in Clinical Psychology Program:

- All courses taken while the student was enrolled in the Psy.D. in Clinical Psychology Program will be used in the calculation of the master's cumulative GPA.
- The date of the student's enrollment into the institution will be used in evaluating the student's compliance with cumulative maximum timeframe requirements and incremental maximum timeframe requirements.
- Grades below "B-" earned by the student while in the Psy.D. in Clinical Psychology Program will be used in evaluating satisfactory progress requirements when the course is also required for the master's program

**PROCEDURES FOR APPLYING FOR
ADMISSION TO THE DOCTOR OF PSYCHOLOGY
IN CLINICAL PSYCHOLOGY PROGRAM**

- Prior to application the student must meet with the program chair of the Department of Clinical Psychology, who will review the student's academic record to ascertain eligibility to apply.
- The student must meet with the director of Admissions to discuss the transfer process.
- The student must inform the Admissions Department in writing of the intention to apply.
- The student must inform the Admissions Department of any additional material that will be submitted in support of the application.
- The student will assume responsibility for seeing that the Admissions Department receives this additional material before the admissions deadline.
- The student will meet with a member of the Admissions Committee for an admissions interview. The student schedules this interview through the Admissions Department.
- All students must apply to be admitted in accordance with established Admissions deadlines. The student must consult with the Admissions Department for current deadlines.

**INDEPENDENT CLINICAL PSYCHOLOGY
OR COUNSELING PRACTICE**

While matriculating at Argosy University/Washington DC, students are specifically prohibited from being involved in independent practice unless certain standards developed by the University are met.

Any student who, prior to admission to the school, had appropriate registration, certification 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 independent practice to notify the program director of this practice and to provide evidence of appropriate current registration, certification, or licensure. The student must also submit evidence of renewal of such registration as may be periodically necessary. The student may not under any circumstances present his or her private practice as being endorsed or supported by the University.

Students who violate the principles of professional standards as defined by the Argosy University/Washington DC campus will be referred to the Student Conduct Committee. Such infractions of professional standards make students liable to disciplinary action including dismissal from the institution.

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	\$ 380.00
Master of Business Administration (M.B.A.) Program	475.00
Doctor of Business Administration (D.B.A.) Program	750.00
Education Programs	
Education Specialist (Ed.S.) in Curriculum & Instruction Program	750.00
Education Specialist (Ed.S.) in Educational Leadership Program	750.00
Doctor of Education (Ed.D.) in Curriculum & Instruction Program	750.00
Doctor of Education (Ed.D.) in Educational Leadership Program	750.00
Psychology Programs	
Bachelor of Arts (B.A.) in Psychology Degree Completion Program	380.00
Master of Arts (M.A.) in Clinical Psychology Program	750.00
Master of Arts (M.A.) in Counseling Psychology Program	475.00
Master of Arts (M.A.) in Forensic Psychology Program	475.00
Doctor of Education (Ed.d) in Counseling Psychology Program	750.00
Doctor of Psychology (Psy.D.) in Clinical Psychology Program	750.00

TRAINING AND PROGRAM FEES

Psychology Program Fees	Cost Per Semester
Internship Fee (per semester)	\$ 475.00
Professional Liability Insurance (required for all clinical training/practicum/internships)	20.00
Professionalization Group Fee—Clinical Psychology (per semester)	750.00

OTHER NON-REFUNDABLE STUDENT CHARGES

Item	Cost
Application for Admission Fee ¹	\$ 50.00
Course Add/Drop Fee ²	50.00
Enrollment Deposit	Varies
Graduation Fee ³	150.00
ID Replacement Fee	10.00
Installment Plan Fee (per semester)	50.00
Late Registration Fee	35.00
Late Payment Fee	25.00
Returned Check Fee	35.00
Student Activity Fee (annual) ⁴	21.00
Transcript Fee	No Charge
Express Transcript Fee ⁵	20.00

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

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

Faculty Descriptions

CORE FACULTY

Clinical Psychology Programs, The American School of Professional Psychology

Patrice A. Alvarado, Ph.D.

George Mason University
Associate Professor

Dr. Alvarado's major interests include cognitive-behavioral psychotherapy within a humanistic/existential framework, research in cognitive theory focusing on coping, cultural competence skills for therapists, and workplace consultation. She has provided consultation to AT&T, Secret Service, and FAA. She is a member of VPA, SEPI, and APA and maintains a private practice in therapy and consultation.

Alison August, Ph.D., Psy.D.

The Catholic University of America,
American School of Professional Psychology
Associate Professor, Associate Head of the Clinical Program

Dr. August's major interests include brain-behavior relations for cognitive and emotional functions; neuropsychological assessment; and research with/treatment of neurological patients. Prior to joining the faculty she worked as a research psychologist at the Clinical Neuropsychology section, NIH. Dr. August has published and presented nationally and internationally in the area brain functioning. She is a member of APA, NAN, and SEPI.

Robert Barrett, Ph.D.

California School of Professional Psychology, Fresno
Associate Professor, Head of the Clinical Program

Dr. Barrett's major interests include health psychology, law enforcement, sexual identity issues, and research in alternative and complimentary medicine. He also has a psychotherapy private practice.

Brenna Chirby, Psy.D.

American School of Professional Psychology
*Assistant Professor, Director of the Counseling Center
at the Art Institute*

Dr. Chirby's major interests include sports psychology and supervision. Prior to joining the faculty she helped establish a sport psychology clinic at Virginia Tech. Dr. Chirby also maintains a psychotherapy private practice.

Giselle A. Hass, Psy.D.

Nova Southeastern University
Associate Professor

Dr. Hass's major interests include assessment, gender issues, culture and ethnicity in sexual abuse and domestic violence, international and cross-cultural mental health, social planning and public policy development. Dr. Hass has presented and written extensively on issues of domestic violence with Latinas and assessment issues in forensic psychology. She has a private practice in forensic assessment and previously coordinated the juvenile forensic program for Fairfax County. She is a member of APA, CRPAP, AWP, and SPA.

Anne H. Heflin, Ph.D.

University of North Carolina, Chapel Hill
Associate Professor

Dr. Heflin is an associate professor whose major interests include children's responses to trauma with a focus on the evaluation and treatment of sexually and/or physically abused children and adolescents; children's coping strategies; and cognitive behavioral interventions. She has written and presented extensively on the treatment of sexually abused children. She is a member of APA and AABT.

Kamau R. S. Johnson, Ph.D.

University of Florida, Gainesville
Associate Professor

Dr. Johnson is an associate professor whose major interests include adjustment to chronic illness, stress management in medical populations; health promotion and disease prevention; and the influence of ethnicity and culture on health. Before joining the faculty, Dr. Johnson was the lead psychologist and pain management coordinator for the Chronic Pain Program of Kaiser Permanente. He is on the board of directors for DCPA and a member of APA, AMAA, ABP, and SBM.

Stephen J. Lally, Ph.D., ABPP

University of North Carolina, Chapel Hill

Professor

Dr. Lally's major interests include forensic psychology, psychological assessment, and ethics. He has written and presented, both nationally and internationally, on forensic assessment. Prior to joining the faculty he worked as a psychologist on the forensic unit of St. Elizabeths Hospital. He has both a therapy and forensic private practice. Dr. Lally is the DCPA representative for the APA Council of Representatives and past-president of DCPA. He is a member of APA, DCPA, AAFP, SPA, and ATSA.

Alan Nathan, Psy.D.

Long Island University

Assistant Professor

Dr. Nathan is an assistant professor whose major interests include psychodynamic and experiential psychotherapy, and assessment of abuse in children.

Denice D. O'Sullivan, Ph.D.

California School of Professional Psychology

Director of Training for the Clinical Program

Dr. O'Sullivan's major interests include influence of alternative world views (Afrocentric, Eastern, Native American) on healthy vs. unhealthy functioning. Her previous work included directing an eating disorder treatment services rotation and working as a psychologist at Valley State Prison for Women. She is a member of APA and ABP.

Edward N. Shearin, Ph.D.

University of Washington

Associate Professor

Dr. Shearin is an associate professor whose major interests include cognitive-behavioral treatment of personality disorders, suicidal behavior, and alcohol/drug abuse/dependence; role of personality and characteristics of borderline patients with eating problems. He previously worked as a senior psychologist at New York Hospital-Cornell Medical Center. Dr. Shearin has presented and published extensively in the area of psychotherapy with emphasis on treatment of personality disorders. He currently provides consultation as a senior trainer for DBT. He is a member of APA, APS, AABT, ISSPD, SSIB, and MPA.

Wendy Schiff, Ph.D.

University of Miami

Assistant Professor

Dr. Schiff's major interests include child health psychology including procedural and chronic pain management; evaluation and treatment of learning and behavior problems, including ADHD and learning disabilities. She has written and presented extensively in the area of pediatric psychology. Prior to joining the faculty she was on the staff of Children's National Medical Center where as part of her duties she directed the Hyperactivity Attention and Learning Problems Clinic and the Parent-Child Conduct Clinic. She is a member of APA, AABT, and ACPA.

Barbara Tobias, Ph.D., M.S.

The University of Georgia

Associate Professor

Dr. Tobias is an associate professor whose major interests include health psychology, psychotherapy, HIV, and group process. Prior to her joining the faculty she was on the faculty at Howard University College of Nursing, where she coordinated the psychiatric faculty teaching team. Dr. Tobias has a psychotherapy private practice and she is a member of the board of directors of DCPA.

Jennifer J. Veech, M.F.A.

University of Iowa (Writers' Workshop)

Instructor

Ms. Veech's major interests include contemporary verse and fiction. Prior to joining the faculty, she worked as a professional writer and editor for *Civilization* magazine, Smithsonian Institution, and Time-Life Books. She is a member of WIW.

Ann Jodry Womack, Ph.D.

Northern Illinois University

Associate Professor

Dr. Womack is an associate professor whose major interests include family therapy; internal family systems (IFS) model; and a strong research interest in working with individuals and families with chronic and life threatening illnesses, particularly cancer. She has presented nationally and internationally on IFS and recently lectured at Bei Hai University, China, on psychotherapy integration. She is a member of APA, AFTA, and IFSA.

**Counseling and Forensic Psychology Programs,
The American School of Professional Psychology**

Wendy B. Berger, Ph.D.

California School of Professional Psychology, Berkeley
Dr. Berger teaches in both the Counseling and Forensic Psychology Departments. Her specialties include: Research Methodology; Intergenerational Transmission of Violence and Abuse; Post Traumatic Stress Disorder; and Play Therapy and Assessment. She has a breadth of clinical experience within inpatient, school-based, and community mental health settings. Before beginning teaching full-time at Argosy, Dr. Berger was the Sexual Assault Therapist for Northwest Fairfax County, Victim's Assistance Network. She currently maintains a private practice in Falls Church, Virginia, and Washington D.C.

Eden Brown, Psy.D.

Florida Tech
Dr. Brown has many years experience working at the Veterans Affairs Medical Center in Washington, D.C. specializing in the treatment of combat trauma. She is now in private practice in Arlington, Virginia. Her main areas of focus are the treatment of trauma-related disorders, military issues, and psychotherapy with adolescent females.

William Brown, Psy.D.

Florida Tech
Head of the Forensic Psychology Department
Dr. Brown is the Head of the Forensic Psychology Department and has multiple years of experience in psychotherapy and performing forensic psychological assessments in both inpatient and outpatient settings. He is currently in private practice in Arlington, Virginia. His main areas of interest include forensic psychology, psychological assessment, and psychotherapy with adolescents and adults.

Wei Chang, Ed.D.

Columbia University of New York
Dr. Chang provides individual, couples, and family therapy in Maryland. Her major interests include psychodynamic (especially object-relations) theories and therapy; cultural and ethnic issues; supervision; and graduate school training in psychology.

James J. Crist, Ph.D, CSAC

University of North Carolina at Chapel Hill
*Clinical Director of the Child and Family Counseling Center
in Woodbridge, VA*

Dr. Crist is a Licensed Clinical Psychologist as well as a Certified Substance Abuse Counselor. He works with a variety of clients and specializes in child and adolescent psychotherapy. Dr. Crist is also the author of *ADHD—A Teenager's Guide* and *Alcoholics and Families—A Guide for Kids*.

Robert Depczenski, Ph.D.

American University
Dean of Students and Coordinator of Counseling Services
Dr. Depczenski is currently professor emeritus at Northern Virginia Community College where he served as acting Dean of Students and Coordinator of Counseling Services. He has 30 years of counseling experience and studied with Allen Ivey at the University of Massachusetts. He has a strong interest in teaching counseling skills via the microcounseling method and in mentoring students entering the profession. Other experiences include private practice and teaching graduate classes at American University and the University of Maryland.

Janet Fay-Dumaine, Psy.D.

Virginia Consortium Program in Clinical Psychology
Dr. Fay-Dumaine is a clinical psychologist at the Bureau of Legal Services for the District of Columbia. She also has a private psychotherapy practice in Vienna, Virginia. She has been on the faculty of Virginia Commonwealth University/Medical College of Virginia. Her main clinical interests include forensics, schizophrenia, personality disorders, and assessment.

Amy Muntz Fisch, Ph.D.

California School of Professional Psychology, Fresno
Dr. Fisch is a clinical and forensic psychologist in private practice specializing in forensic issues. She has been working in a correctional or forensic setting for eight years, providing treatment and assessment. Her major areas of interest include sex offender treatment and assessment, psychopathy, and projective testing.

Joseph A. Grillo, Psy.D.

American School of Professional Psychology/Virginia

Dr. Grillo is currently working as a psychologist at a super-maximum security prison in the state of Massachusetts. His interests include: existential psychology, psychological/neuropsychological and forensic assessment, correctional psychology, serial and mass murder, and the criminal mind.

Ilona Gravers, Psy.D.

American School of Professional Psychology/Virginia

Dr. Gravers is working as a clinical and forensic psychologist in private practice with both general outpatient and criminal justice system populations. She provides sex offender services to the Virginia correctional system and has worked extensively with offenders. Her areas of interest include group therapy, Rorschach assessment, psychopathy, and risk assessment.

Fred Hecklinger, Ph.D.

New York University

Dr. Fred Hecklinger is a Licensed Professional Counselor in Virginia, a National Certified Counselor, and a National Certified Gerontological Counselor. Dr. Hecklinger served for 25 years as Coordinator of Counseling Services at the Alexandria Campus of Northern Virginia Community College, as well as for three years as Dean of Student Development. Dr. Hecklinger has served as a consultant in the area of career transitions and retirement planning for many government organizations, including the Departments of State, Defense, Treasury, Agriculture, and Interior. He has also taught in the graduate program in Counseling at George Mason University. Dr. Hecklinger is co-author of *Training for Life—A Practical Guide to Career and Life Planning*, now in its seventh edition. Dr. Hecklinger has a Ph.D. in Counselor Education from New York University and master's and bachelor's degrees from St. Lawrence University.

Nilda M. Laboy, Psy.D.

Caribbean Center for Advanced Studies

Dr. Laboy completed advanced training in Forensic Psychology at the University of Virginia Institute of Law, Psychiatry and Public Policy and has advanced certifications in substance abuse and sexual offender treatment. She has worked in inpatient and outpatient settings dealing with mental health, substance abuse, and forensic issues. She has extensive experience working with refugees and immigrants in their efforts

to adapt to their new home. In addition to the ASPP-Virginia faculty, Dr. Laboy held an appointment with the Georgetown University Center for Applied Legal Studies from 1997 to 2001. She was in private practice in Vienna and Woodbridge, Virginia until the of Summer 2001, when she relocated to Massachusetts and opened her private practice in the North Shore. She is also practicing as a forensic psychologist with the juvenile and adult courts in Essex and Middlesex Counties, MA, and is serving a three-year term with the Board of Directors of the Massachusetts Psychological Association, where she is also active in the Disaster Response Network and the Education Committee.

Hugh Marr, L.P.C., Ph.D.

University of Maryland

Dr. Marr has more than 25 years experience as a psychotherapist, trainer, and clinical supervisor in a variety of settings and treatment modalities. His special interests include psychotherapy with dually diagnosed clients (SAMH); group and milieu psychotherapy; clinical training design; and supervision.

Vincent Nevins, L.M.F.T., Ph.D.

California Schools of Professional Psychology, Berkeley

Dr. Nevins provides individual, couples, and group counseling at the Pastoral Counseling and Consultation Centers of Greater Washington. His major interests include men's development, gender issues, and archetypal psychology.

Irving Smith, Ph.D., LPC

Walden University

Dr. Smith has 35 years of professional counseling experience. He has developed and managed a range of programs for senior citizens. His professional interests include teaching systems, risk management, and leisure counseling.

Judith A. Sutter, Ed.D.

University of Maine

Dr. Sutter has taught at several colleges and universities and has continued to be active in applying her professional skills in the area of hospital and community mental health. Currently, she spends her time between Washington D.C., and Puerto Quito, Ecuador where she and her husband have a non-profit organization to preserve both the natural and cultural treasures of Ecuador.

**Undergraduate Psychology Program,
The American School of Professional Psychology**

Mukul Bhalla, Ph.D.

University of Virginia

Department Head for Undergraduate Psychology

Dr. Bhalla has 13 years of experience in teaching and research with emphasis on cognitive psychology, human development, and gender issues. She has conducted research in the areas of spatial perception, acculturation, and gender. Dr. Bhalla was most recently on the faculty at Loyola University New Orleans and is assuming the role of Department Head for Undergraduate Psychology.

Lee Budahn, M.A.

Nova Southeastern University

Ms. Budahn received her M.S. in Substance Abuse Counseling and Education. She currently provides individual and group chemical dependency treatment services for patients at Kaiser Permanente in Washington, D.C. She has 10 years of experience working detox, inpatient, outpatient and correctional treatment programs. Her interests include dual diagnosis patients, process addictions, codependency and family issues, gender-specific and culturally diverse treatment.

Andrea Jensen, M.A.

American School of Professional Psychology, Virginia Campus
Program Coordinator for the Counseling Psychology Department

Ms. Jensen is a license-eligible resident in counseling, working towards Virginia LPC credential, and is currently enrolled as doctoral student in Counseling Psychology at Argosy University/Sarasota.

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