



ARGOSY UNIVERSITY | TAMPA
Academic Catalog Addendum 2006–2007

Effective September 1, 2006 – August 31, 2007

This catalog was prepared by Argosy University, Two First National Plaza, 20 South Clark Street Chicago, Illinois 60603. The information contained herein applies to the academic years 2006–2007. Curriculum, fees, expenses and other information described herein, while current at the time of publication, are subject to change without notice at the discretion of Argosy University. For more information, write to the above address or phone 1.800.377.0617.

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Accreditation and Programs

The information listed in this addendum applies to the *Argosy University Academic Catalog 2006–2007*. To ensure that this information is applied to the proper publication please refer to the effective date, September 1, 2006–August 31, 2007 on the front cover of the *Academic Catalog*. If you have questions related to information this addendum, please contact your academic advisor or program chair for assistance.

ARGOSY UNIVERSITY/TAMPA

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CAMPUS DESCRIPTION

The Argosy University/Tampa campus is housed in a 100,000 square foot facility of which it occupies 36,000 square feet. The campus is easily accessible from both I-4 and I-75, and is conveniently located near shopping, restaurants and recreational facilities. The building is part of Tampa Bay Park, across from Raymond James Stadium and near St. Joseph's Hospital. Administrative offices are located on the first floor. Classrooms and computer labs are located on the second floor. There are 14 classrooms, two large computer labs, and a larger library. Students have ample space to study or socialize. A landscaped atrium at the center of the building includes seating and eating areas. There is also an indoor/outdoor student lounge.

Library

The Argosy University/Tampa Library maintains a highly focused collection of resource materials, including current books, journals, psychological testing kits, and related materials. Additionally, Argosy University/Tampa students have access to WebVoyage—an online catalog of holdings, the Internet, various bibliographic databases, and subject-specific software programs. Interlibrary loans are available through the Argosy University Library System, the Tampa Bay Library Consortium (TBLC), and OCLC, an organization serving 43,559 libraries in 86 countries and territories around the world. Please view the *Library Handbook* for additional information.

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, 1.800.621.7440, www.ncahlc.org).

STATE LICENSING

Argosy University/Tampa is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399, 1.888.224.6684.

PROGRAMMATIC ACCREDITATION

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

ARGOSY UNIVERSITY/TAMPA PROGRAMS

College of Business and Information Technology

Bachelor of Science (BS)

- Business Administration (Degree Completion Program)
May choose an optional Customized Professional Concentration

Master of Business Administration (MBA)

- Business Administration
Must choose one of eight concentrations:
Customized Professional Concentration
Finance
Healthcare Administration
Information Systems Management
International Business
Management
Marketing
Public Administration

Doctor of Business Administration (DBA)

- Must choose one of six concentrations:*
Accounting
Customized Professional Concentration
Information Systems
International Business
Management
Marketing

Professional Graduate Business Certificate¹

- Finance
- Healthcare Administration
- International Business
- Marketing

¹ Certificate programs may be eligible for federal financial aid programs. Contact the Admissions Department for information.

College of Education and Human Development

Master of Arts in Education (MAEd)

- Educational Leadership
- Instructional Leadership

Education Specialist (EdS)

- Educational Leadership
- Instructional Leadership

Doctor of Education (EdD)

- Educational Leadership

Must choose a concentration in either:

Higher Education Administration

K–12 Education

- Instructional Leadership

Must choose a concentration in either:

Higher Education

K–12 Education

The Florida School of Professional Psychology

Bachelor of Arts (BA)

- Psychology (Degree Completion Program)

Master of Arts (MA)

- Clinical Psychology
- Marriage & Family Therapy
- Mental Health Counseling
- School Counseling

Doctor of Education (EdD)

- Counselor Education & Supervision
- Organizational Leadership

Doctor of Psychology (PsyD)

- Clinical Psychology

May choose one of four optional concentrations:

Child & Adolescent Psychology

Geropsychology

Marriage/Couples & Family Therapy

Neuropsychology

SCHOLARLY WRITING POLICY

The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Argosy University/Tampa

The Florida School of Professional Psychology

Master of Arts in Clinical Psychology Program

PROGRAM OVERVIEW

The Master's of Arts (MA) 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 terminal master's degree is not, however, license-eligible in the state of Florida. The master's degree provides students a strong clinical orientation with an emphasis in psychological assessment. The master's program offers several unique advantages to those individuals who hope to subsequently pursue a doctoral degree. Admission to the master's program or completion of the master's degree does not guarantee admission to the Doctor of Psychology (PsyD) in Clinical Psychology program.

Argosy University/Tampa has a strong commitment to training practitioners who demonstrate high levels of professionalism and clinical skill. It is a fundamental requirement of Argosy University/Tampa that all students meet the standards of the profession of psychology. One aspect of that expectation requires that all students adhere to the principles of the American Psychological Association *2002 Ethical Principles of Psychologists and Code of Conduct*. Not only will students be required to complete academic and clinical requirements, but they will be expected to conduct themselves in a manner consistent with the profession of psychology at all times. Professional conduct includes respectful interpersonal relationships with all individuals. Any activities that appear to violate the school's principles of professional standards in the course of the student's education or training will be referred to and reviewed carefully by the appropriate faculty committee.

Online Courses

Students in the MA in Clinical Psychology program are not eligible to complete required coursework online. Students may elect to take additional elective offerings available online through Argosy University's sister campuses.

Option for Independent Study

Additional specialty topics may be available in the form of directed study credit hours. Students interested in a particular topic area are encouraged to approach faculty regarding the development of a directed study course. Core curriculum courses that are offered in traditional format during the academic year may not be completed as directed study. Exceptions to this policy must be approved by the Curriculum Committee and administration and will only be considered for extreme circumstances, i.e., required military duty.

ADMISSION REQUIREMENTS

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work).
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or professional accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students accepted on an exception basis will be admitted as regular students on first semester probation. See "Exceptions to Admission Requirements" in section 5 of the *Academic Catalog* under "Admission Policies."

Prerequisites for Admission

The MA in Clinical Psychology program requires students to complete certain undergraduate courses before applying for admission to the program. These courses serve as a foundation to the program and are, in many cases, prerequisites for core classes.

The following courses must be completed with a grade of “B” or better:

- Abnormal psychology
- General psychology
- Tests and measures
- Statistics or research methods
- Personality theories

Generally students have completed these courses prior to admission. Students who have not completed these courses prior to admission and matriculation must do so prior to completion of their first year of coursework in the program or before beginning practicum and before taking courses for which they are required prerequisites. Students are encouraged to complete these prerequisite courses prior to matriculation since failing to do so may preclude practicum eligibility. A bachelor's or master's degree in psychology with a minimum GPA of 3.0 (on a scale of 4.0) in subject coursework may fulfill the general psychology requirement at the discretion of the program chair.

Accepted applicants are required to remit a deposit by the date stipulated on the written notification to reserve a place in the entering class. The deposit will be applied toward the tuition of the student's first semester as a matriculated student. Admissions Committee decisions are final and not subject to appeal. An applicant, if rejected, can reapply by following the reapplication policy.

Application Deadlines

Admission applications are processed on a continuous basis. Applicants should submit their materials in accordance with the deadlines set by the Admissions Department. Once an application packet has been completed, the Admissions Committee will review the application materials and notify the applicant if he/she is invited for an interview.

Fall Admission

January 15	Deadline for early notification of admission
May 15	Priority deadline

Spring Admission

October 15	Priority deadline
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Deadlines may be extended if there are continuous openings in the program.

ENROLLMENT REQUIREMENTS

Additional Requirements for Academic Progress

Students must complete the program within five years after matriculation with the practicum completed by the end of the fifth year. Students who take an approved leave of absence will have five years plus the length of time that they were on the approved leave of absence, not to exceed one year, to complete the program.

Suggested Incremental Time Frame Completion Rates

The minimum amount of work that a full-time student must complete by the end of each year in the program following matriculation to successfully complete the program appears below. Curriculum changes may result in a change in the completion schedule for maximum time frame.

Credit Hour Requirements for Satisfactory Academic Progress

End of Year One	11 credit hours
End of Year Two	20 credit hours
End of Year Three	32 credit hours
End of Year Four	42 credit hours
End of Year Five	50 credit hours

Performance Evaluations

Students are encouraged to utilize the process of continuous feedback to enhance both their academic learning and professional development.

End-of-Course Evaluations

At the completion of each course, students are given an End-of-Course Evaluation in addition to their course grade. Feedback regarding mastery of information, clinical application, and classroom behavior is provided.

End-of-Year Evaluations

At the end of each academic year, faculty are given the opportunity to present students for an End-of-Year Evaluation. During the End-of-Year evaluation, student progress is discussed by the core academic faculty with special attention to any area(s) of concern identified. Students presented for discussion receive written feedback during a meeting with their academic advisor in the fall semester.

The purpose of this feedback is to review general progress as well as to highlight areas in need of attention. Students may additionally be referred to the Student Professional Development Committee (SPDC) when necessary based on the magnitude or nature of the concerns raised.

GRADUATION REQUIREMENTS

- Successful completion of 50 semester credit hours
- Successful completion of the Master's Thesis
- A grade point average of at least 3.0 on a scale of 4.0 with no grades below “B-”
- Successful completion of the Comprehensive Clinical Evaluation Diagnostic (CCE-D)
- A completed Petition to Graduate submitted to campus administration
- Fulfillment of all financial obligations to Argosy University

WRITING PROGRAM

There is a strong emphasis placed on the ability to write professionally throughout the curriculum. Students who recognize a need to strengthen their writing ability are encouraged to enroll in a writing skills course during their first year of enrollment. In addition, students who receive written referrals for more than one semester or by more than one faculty as needing assistance with writing will be required to take a course. Typically, these referrals will occur through notification on the student's mid- or end-of-course evaluation. The student must satisfy this requirement by the end of the semester after receiving notification or they will be prohibited from registering for additional coursework.

PROGRAM REQUIREMENTS

The MA in Clinical Psychology program requires the satisfactory completion of 50 semester credit hours, distributed as follows: required course, 39 credit hours, professionalization group requirements, 2 credit hours; practicum and practicum seminar requirements, 6 credit hours, and Master's Thesis requirements, 3 credit hours. Matriculated students must complete all course requirements in an in-residence format.

Required Courses—Students Are Required to Take the Following

PP7010	Lifespan Development (3)
PP7100	Professional Issues: Ethics, Conduct, and Law (3)
PP7200	Statistics and Research I (3)
PP7201	Statistics and Research II (3)
PP7310	Theories of Psychopathology (3)
PP7311	Diagnostic Psychopathology (3)
PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (3)
PP7371	Objective Personality Assessment (3)
PP7372	Projective Personality Assessment (3)
PP7373	Integrative Assessment (3)
PP8038	Interventions I (3)
PP8039	Interventions II (3)

Required Courses—39 Credit Hours

Professionalization Group Requirements— Students Are Required to Take the Following

PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)

Professionalization Group Requirements—2 Credit Hours

Practicum and Practicum Seminar Requirements— Students Are Required to Take the Following

PP8201	Practicum and Seminar I (3)
PP8202	Practicum and Seminar II (3)

Practicum and Practicum Seminar Requirements—6 Credit Hours

Master's Thesis Requirements—Students Are Required to Take the Following

PP6530	Master's Thesis (1) [for three semesters]
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Master's Thesis Requirements—3 Credit Hours

Professionalization Group Requirements

The Professionalization Groups, which meet on a weekly basis during each of the two regular semesters, provide first-year students with important direction and assistance as they begin their education and training. These groups provide students with an orientation to the field of professional psychology as well as an introduction to key issues in the training and professional development of a clinical psychologist. All students are required to complete both a fall and spring semester of Professionalization Group during their first year of training.

Practicum and Practicum Seminar Requirements

Pre-Practicum Experience

The pre-practicum experience is designed to offer direct clinical training experiences to students with limited mental health exposure prior to applying for regular practicum training. Additionally, direct observational experience is possible. The out-of-class training is with a clinical population in an approved mental health setting. The goal of the training experience is to allow students who have completed a portion of their assessment classes an opportunity to interview clients, administer formal assessment instruments, score and interpret data, and complete written reports. Therapy experiences may also be arranged. The work will be supervised by a licensed clinical psychologist. More experienced students may serve as coaches to the pre-practicum student during the training.

The pre-practicum experience will usually be completed during a single semester and generally consists of five to ten hours per week on-site. Pre-practicum experiences are requested by the student, or may be recommended or required by the Clinical Training Committee. The student will be evaluated by the supervisor using the same form that is listed in the *Clinical Training Manual* for practicum students and will attend a concurrent seminar during the training. Required prerequisites for prepracticum placement and additional policies and procedures related to pre-practicum training are described in the *Clinical Training Manual*.

All MA in Clinical Psychology program students must complete a Diagnostic Practicum (800 hours, usually 20 hours per week for 40 weeks). Pre-practicum and specialty practicum experiences are also available. All practicum students are also enrolled in a weekly practicum seminar which meets throughout the training experience. Florida School of Professional Psychology (FSPP) at Argosy University/Tampa places students in a wide variety of clinical field sites, according to the interests and needs of the students and availability of practicum sites. Training sites are selected which teach students clinical skills, expose students to relevant treatment populations, and provide supervision by experienced clinicians. The emphasis in training is on the development of the student as a well-rounded and balanced professional. Every effort is made to ensure that students receive competent supervision within a supportive mentoring relationship, and within an environment conducive to learning and ethical professional development.

The practicum period generally begins in September unless a training site has different specific needs.

Some sites require a pre-practicum or have earlier start dates depending on site needs. Each practicum takes place in a single agency. A practicum may not be done in a student's place of employment, nor with a past supervisor. Practicum requirements are not waived for any student. Students are evaluated in writing once each semester by both the practicum supervisor and the faculty seminar leader. Progress is assessed in four basic areas of clinical functioning:

- Theoretical knowledge base
- Clinical skills
- Ethical and professional attitudes
- Personal and interpersonal skills. Supervisors are encouraged to review their written evaluations with the student and provide feedback regarding the student's clinical strengths and areas needing strengthening.

Students are encouraged to pursue additional training through pre-practicum or specialty practicum experiences in order to meet the student's specific interests in specialized settings. However, registration for additional practicum credit hours may not be counted toward the elective credit hours required for graduation.

Diagnostic Practicum

The Diagnostic Practicum teaches students clinical assessment techniques and diagnostic formulation, so that appropriate clinical services can be recommended. The use of psychological testing instruments continues to distinguish psychologists from other mental health professionals. Competence in the use of these tests remains central to the identity of the clinical psychologist. Prior to practicum placement, students complete courses dealing with the principles of testing and learn to administer, score and interpret measures of personality, and major intelligence tests. During practicum, students put to use what they have learned in the classroom. Students learn to integrate data gleaned from several testing instruments, generate hypotheses based on patterns of psychological processes observed throughout the assessment process, develop case formulations, and prepare well written and integrated psychological reports. By the end of the practicum, 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 psychological assessment.

Required prerequisites for Diagnostic Practicum placement and additional policies and procedures related to practicum training are described in the *Clinical Training Manual*.

Advanced Practicum

Students may choose to do a practicum beyond the required Diagnostic Practicum in order to gain additional experience with specialized populations. Each student must consult with his/her advisor in order to review and alter his/her degree plan as required in order to take a specialty practicum. The practicum site is obtained through the Clinical Training Department. The student will be evaluated by the supervisor using the same form that is listed in the *Clinical Training Manual* for practicum students and will be attend a concurrent seminar during the training. Required prerequisites for specialty practicum placement and additional policies and procedures related to specialty practicum training are described in the *Clinical Training Manual*.

Clinical Training Manual

Specific policies and procedures for all components of clinical training can be found in the *Clinical Training Manual*. This manual is provided to students at their initial orientation. Students are responsible for maintaining this manual and integrating revisions and updates as they occur. Please see the director of Clinical Training for more information.

Students enrolled in the MA in Clinical Psychology program at the FSPP at Argosy University/Tampa gain practical experience through clinical training. Clinical training is the supervised out-of-class contact of students with a clinical population. Through the contact, students apply their theoretical knowledge, implement clinical techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a professional psychologist. During their clinical training, students advance through progressively challenging levels of training. At each level, a student's progress is assessed in multiple ways by multiple faculty members and field supervisors. In order to advance to the next level of clinical training, the student must pass certain courses, complete practicum and internship, and demonstrate competency in specific clinical tasks. The *Clinical Training Manual* describes the progression in training and specifies how the student's progress in training is monitored.

All students must be covered by professional liability insurance, purchased through the APAIT Insurance. The coverage is mandatory and applies to coursework and practicum, even if the student is otherwise insured. It is the student's responsibility to obtain, document, and maintain the insurance coverage. The coverage must be at the \$1,000,000/\$3,000,000 level.

Clinical Evaluation Competency Requirements

The Clinical Evaluation Sequence (CES) is a series of competency based examinations designed to evaluate the student's mastery of major clinical assessment and therapeutic skills. The examinations take place at designated times prior to the student becoming eligible for progression in the program. The CES monitors the growth and development of the student's acquisition of appropriate skill levels for clinical practice.

Demonstrating competency on each section of the CES is a prerequisite for advancing to the next level of training. Students prepare to demonstrate competency by integrating classroom theoretical work with clinical experience acquired during the practicum. The three sections of the CES and procedures for their passage are as follows:

- *Diagnostic Scoring Competency* Students meet the requirement by passing three FSPP at Argosy University/Tampa assessment courses with a grade of “B-” or better and demonstrating adequate competency on specific skills in each class:
Cognitive Assessment (PP7370)
Objective Personality Assessment (PP7371)
Projective Personality Assessment (PP7372)
- *Diagnostic Interpretation Competency* Students meet the requirement by passing Integrative Assessment with a grade of “B-” or better and demonstrating adequate competency on specific skills in the class.
- *Comprehensive Clinical Evaluation—Diagnostic (CCE-D)*
The Diagnostic Practicum Seminar and the Diagnostic Practicum help the student develop the necessary competency in diagnostic interviewing and psychological report writing.

The student demonstrates the competency by successfully completing both a written and an oral presentation of a client case. Specific requirements for the CCE-D can be found in the *Clinical Training Manual*.

Master's Thesis Requirements

Students in the MA in Clinical Psychology program are required to develop a Master's Thesis as a requirement for graduation. The thesis is a scholarly work that provides students with an opportunity to deepen their knowledge and thought about a particular clinical area and to develop and demonstrate their skills in the process of scientific inquiry. Students are expected to apply theoretical and scientific knowledge to the examination of a meaningful question related to the clinical practice of psychology. Specific policies and procedures for all components of the thesis process can be found in the *Master's Thesis Manual*. This manual is provided to students at their initial orientation. Students are responsible for maintaining this manual and integrating revisions and updates as they occur.

RECOMMENDED COURSE SEQUENCE FOR THE MASTER OF ARTS IN CLINICAL PSYCHOLOGY PROGRAM — THREE-YEAR CURRICULUM

Students may follow a two-, three-, or four-year degree-completion plan.

Student progress through the MA in Clinical Psychology program is intended to be sequential. Certain courses are offered which 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 (or seek permission of the instructor) before a registration for that course can be considered official.

Year One

Fall Semester	Spring Semester	Summer Semester
PP7110 Professionalization Group (1)	PP7111 Professionalization Group (1)	
PP7100 Professional Issues: Ethics, Conduct, and Law (3)	PP7311 Diagnostic Psychopathology (3)	
PP7310 Theories of Psychopathology (3)	PP7010 Lifespan Development (3)	

Year Two

Fall Semester	Spring Semester	Summer Semester
PP7370 Cognitive Assessment (3)	PP7371 Objective Personality Assessment (3)	
PP7365 Clinical Interviewing (3)	PP7372 Projective Personality Assessment (3)	
PP7200 Statistics and Research Methods I (3)	PP7201 Statistics and Research Methods II (3)	
	PP6530 Master's Thesis (1)	

Year Three

Fall Semester	Spring Semester	Summer Semester
PP7373 Integrative Assessment (3)	PP8039 Interventions II (3)	
PP8038 Interventions I (3)	PP8202 Practicum and Seminar II (3)	
PP8201 Practicum and Seminar I (3)	Master's Thesis (1)	
Master's Thesis (1)		

MASTER OF ARTS IN CLINICAL PSYCHOLOGY PROGRAM COURSE PREREQUISITES

Students must satisfy all stated prerequisites for a course before a registration for that course can be considered official. A listing of the prerequisites for courses in the Master of Arts in Clinical Psychology program follows.

Course Number and Title	Prerequisite
PP7310 Theories of Psychopathology (3)	Personality Theory (<i>prerequisite for admission</i>)
PP7311 Diagnostic Psychopathology (3)	Abnormal Psychology (<i>prerequisite for admission</i>)
	PP7310 Theories of Psychopathology (3)
PP7200 Statistics and Research Methods I (3)	Statistics or Research Methods (<i>prerequisite for admission</i>)
PP7201 Statistics and Research Methods II (3)	PP7200 Statistics and Research Methods I (3)
PP7370 Cognitive Assessment (3)	Tests and Measures (<i>prerequisite for admission</i>)
	PP7365 Clinical Interviewing (3) (<i>can be concurrent</i>)
PP7371 Objective Personality Assessment (3)	Tests and Measures, Abnormal Psychology and Personality Theory (<i>prerequisite for admission</i>)
	PP7365 Clinical Interviewing (3)
	PP7310 Theories of Psychopathology (3)
	PP7311 Diagnostic Psychopathology (<i>prerequisite for admission</i>) (3)
PP7372 Projective Personality Assessment (3)	PP7365 Clinical Interviewing (3)
	PP7310 Theories of Psychopathology (3)
	PP7311 Diagnostic Psychopathology (3) (<i>can be concurrent</i>)
	PP7371 Objective Personality Assessment (3) (<i>can be concurrent</i>)
PP7373 Integrative Assessment (3)	PP7365 Clinical Interviewing (3)
	PP7370 Cognitive Assessment (3)
	PP7371 Objective Personality Assessment (3)
	PP7372 Projective Personality Assessment (3)
	PP8201 Practicum and Seminar I (3) (<i>can be concurrent</i>)
PP8038 Interventions I (3)	PP7373 Integrative Assessment (3) (<i>can be concurrent</i>)
PP8039 Interventions II (3)	PP8038 Interventions I (3)

STUDENT PROFESSIONAL DEVELOPMENT COMMITTEE AND STUDENT CONDUCT COMMITTEE

See section 4, "Student Rights and Responsibilities" in the *Argosy University Academic Catalog*.

FACULTY ADVISORS

Faculty advisors are available for consultation regarding student professional development, academic and training progress and other school and professional development issues. Students are required to meet with their faculty advisor at least once each semester, for purposes of registration. It is our belief that the process of becoming a psychologist requires more than just classroom hours and practicum experience. Therefore, students are strongly encouraged to meet more often with their advisor to review their progress through the program, to discuss their performance in classes, seminars and training sites as well as for more general discussions regarding their professional direction and aspirations. Certain advising meetings may be documented in the form of a memo to the student's file. In those cases, a copy will be sent to the student as well. Registration and Add/Drop Request Forms require faculty advisor signatures.

CLINICAL PRACTICE POLICY

We recognize the responsibility in preparing clinical psychologists to ensure that this training protects the best interest of the public. It is entirely consistent with our training goals to require that students do not engage in professional activities that may infringe upon a primary commitment to training, have a negative impact on the quality of service provided, or are inconsistent with ethical and legal standards. Therefore, the participation of students in outside work activities should be secondary to training and should also uphold and be consistent with the legal and ethical standards of the profession.

While enrolled in the master's in clinical psychology program, students are specifically prohibited from being involved in private practice or the delivery of professional services unless the following standards are met:

- Appropriate state registration, certification, credentialing or licensure relevant to the practice and delivery of mental health services
- Written notification of practice to, and approval by, the training director with the provision of evidence of appropriate credentialing
- Service delivery is within the scope of the highest degree or credential obtained and does not incorporate knowledge or skills learned through involvement with the master's program.

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

STUDENT PRACTICE ASSESSMENT

Policy Regarding Appropriate Subjects and Informed Consent

All subjects used for psychological assessment must sign the appropriate consent form (available through any assessment course instructor) that must be submitted along with the report on a given subject. Students may not assess members of their immediate family, friends, or other persons who might be involved in dual roles with the student assessor. Classmates may be appropriate for role play assessments. Assessment of the family and friends of fellow students may be appropriate as long as two conditions are met:

- That such testing does not constitute a dual relationship as delineated in the *American Psychological Association 2002 Ethical Principles of Psychologists and Code of Conduct*
- That no feedback regarding the assessment results are provided to any subjects or their parents

Students should consult their instructor if there are any questions about the suitability of a given subject.

Guidelines for the Disposal of Confidential Materials

Students should shred rather than discard the following types of documents when they are not being retained for future use:

- Documents containing the names of any client or volunteer
- Documents containing client or volunteer information, even if there is no identifying information (e.g., protocols)
- Copies of used test forms

Copies of interview, interpretation or other raw notes related to client or volunteer assessments.

COURSE/CREDIT TRANSFER

Transfer of Courses/Credit into the MA in Clinical Psychology Program from Other Institutions

The MA in Clinical Psychology program does not automatically accept graduate credit from other institutions. Students who have taken graduate courses elsewhere may petition to have these courses apply towards the clinical curriculum. Transfer of a course implies that both the requirements to take that particular course have been met and that the credit for the course will be applied to the master's degree. Transfers will be considered only for courses that are offered in the clinical psychology programs. The total number of hours of a course submitted for transfer must meet or exceed the total number of hours of the Argosy University/Tampa course. Requests for course transfers must be submitted during the student's first year of study.

A maximum of 15 credit hours may be transferred and applied to the Master of Arts in Clinical Psychology degree. Students are advised, however, that only under unusual circumstances would more than one or two courses be transferred.

Transfer will be considered for graduate courses:

- Completed with a grade of "B" or higher
- Completed prior to admission to Argosy University/Tampa
- Earned within the five years of matriculation in the clinical psychology programs

The program does not accept for transfer any credit earned as military credit, credit by examination, credit by correspondence, credit for life experience, or graduate credit from non-accredited institution.

Transfer of credits will not be considered for courses completed elsewhere after admission to Argosy University/Tampa.

Please consult the *Argosy University Academic Catalog* for additional policies regarding transfer of credits.

The following is a list of courses that are not considered eligible for transfer:

Non-Transferable Courses

PP7100	Professional Issues: Ethics, Conduct, and Law (3)
PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)
PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (3)
PP7371	Objective Personality Assessment (3)
PP7372	Projective Personality Assessment (3)
PP7373	Integrative Assessment (3)
PP8038	Interventions I (3)
PP8039	Interventions II (3)
PP8201	Practicum I (3)
PP8202	Practicum II (3)

Course/Credit Transfer from Another Argosy University Campus

Students who transfer from another Argosy University College of Professional Psychology and Behavioral Sciences may have these courses transferred at the discretion of the Curriculum and Training Committee. Petition for Course Transfer Forms are available from the Student Services Department and should be submitted to the chair of the Curriculum Committee. A student must complete one form for each course for which transfer consideration is requested. When completing a Petition for Course Transfer Form, a student should attach documentation that will facilitate a determination as to whether the submitted course is consistent with a course required in the MA in Clinical Psychology program. Please consult the *Argosy University Academic Catalog* for additional information regarding course transfers.

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

All required coursework completed with a "B-" or better in the Argosy University/Tampa MA in Clinical Psychology program is eligible for transfer into the PsyD in Clinical Psychology program following acceptance with the exception of Master's Thesis credit.

All courses applicable to the PsyD in Clinical Psychology program transferred will be used in the calculation of the PsyD cumulative GPA and the determination of satisfactory academic progress. The date of the student's enrollment into PsyD in Clinical Psychology program will be used in evaluating the student's compliance with cumulative maximum time frame and incremental time frame requirements.

Master of Arts in School Counseling Program

PROGRAM OVERVIEW

The Master of Arts (MA) in School Counseling program recognizes the need to provide counseling professionals with the extensive knowledge and range of skills necessary to function effectively in their professions. The program introduces students to basic counseling skills that integrate individual and group theoretical foundations of counseling into appropriate client interaction and intervention skills. The program emphasizes the development of attitudes, knowledge, and skills essential in the formation of professional counselors who are committed to the ethical provision of quality services. The program has been developed by the faculty members to provide working professionals with the opportunity to pursue their personal and professional goals through completion of a master's program.

The Master of Arts in School Counseling program is committed to educating and training students to enter a professional career as masters'-level counseling practitioners who can function ethically and effectively as skilled professionals with a demonstrated knowledge of social and cultural diversity and in adherence to the principles of the American School Counselor Association. This goal is achieved through a curriculum designed to integrate basic counseling skills, the American School Counselor Association's national model, theoretical foundations of professional counseling, and field experience into appropriate client interaction and intervention skills for utilization in a school setting with diverse clients.

Course Delivery Formats

Weekend Format

The Master of Arts in School Counseling program is designed to allow students flexibility while pursuing a graduate degree. In addition to weeknight courses, many courses are offered in a weekend format with weekly online instructional contact with instructors and peers. These courses span 7.5 weeks and consist of two weekends in-residence. Students are in-residence approximately one weekend every three weeks.

Online Courses

In order to offer a more flexible learning experience for our students with multiple life responsibilities, selected courses are offered in an online format through other Argosy University campuses. Students may register for these classes by permission from the university. This format may be ideal for students who live at a distance from our campus. Students work closely with their faculty advisor to develop the learning format best suited to their needs. Because this is an in-residence degree program, students may not complete 50 percent or more of their required program credit hours in an online or distance learning format. For general information, view the Argosy University Web site: <http://online.argosyu.edu>.

Eligibility for Licensure

Courses and curricula are designed to parallel certification requirements as closely as possible. However, because of variations among states and laws that often change, each student should check with state authorities to confirm such requirements. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. The American School Counselor Association frequently publishes information on professional issues of importance to professional counselors on its Web page: www.schoolcounselor.org.

ADMISSION REQUIREMENTS

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and the dean of the College of Psychology and Behavioral Sciences at Argosy University, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work).
- A minimum written TOEFL® scores of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or professional accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file.

Students accepted on an exception basis will be admitted as regular students on first semester probation. See “Exceptions to Admission Requirements” in section 5 of the *Academic Catalog* under “Admission Policies.”

Committee Decisions

Students are notified in writing of the decision made by the Admissions Committee. The Admissions Committee decisions are final and not subject to appeal. An applicant, if rejected, can reapply by following the reapplication process.

Reapplication for Admission

Students who have withdrawn from the school for one or more years must reapply for admission. These applicants must submit the materials required by the program to which they are reapplying, including application fee. Students seeking readmission must also submit a written statement to the director of Admissions in support of their request. The request must contain a reasonable explanation for the lapse of enrollment and a timeline for completion of all program requirements. Prior time in the program will count towards the maximum time frame requirements for program completion. Students who are readmitted must complete all degree requirements for the program of study in effect at the time of readmission. Readmission is not guaranteed. If readmission is granted, the director of Admissions and director of Student Services in conjunction with the program chair and the student’s advisor will determine the conditions under which the student may re-enroll and will convey those conditions to the student in writing. A student may resume a program of study only with the written approval from the director of Admissions, director of Student Services or program chair.

Readmission after Extended Absence

Students who have been withdrawn from the school for three years or more will be required to have all prior coursework re-evaluated for determination of relevancy to current practice. Faculty members appointed by the campus dean or program chair will conduct the evaluation of coursework.

ENROLLMENT REQUIREMENTS

Students are advised not to take more than one course at a time. Students wishing to take more than one course at a time should consult with an advisor or the program chair before doing so.

While on practicum/field experience, students may enroll in classes and the field experience/practicum each semester, or they may enroll in the field experience/practicum alone if they have already completed other coursework.

Continuous enrollment is a program requirement. Students are required to register for at least part of each semester in order to remain in good standing. Students must request a leave of absence if their personal circumstances prevent them from registering for any given semester. Information is available from the Student Services Department. It should be noted that leaves are not automatically granted and need to be discussed with the program chair.

Additional Requirements for Academic Progress

Students must complete the program within five years after matriculation. Students who take an approved leave of absence will have six years plus the length of time that they were on the approved leave of absence, not to exceed one year, to complete the program.

Suggested Incremental Time Frame Completion Rates

The minimum amount of work that a student must complete by the end of each year in the program following matriculation to successfully complete the program appears below. Curriculum changes may result in a change in the completion schedule for maximum time frame.

Credit Hour Requirements for Satisfactory Academic Progress

End of Year One	10 credit hours
End of Year Two	20 credit hours
End of Year Three	30 credit hours
End of Year Four	40 credit hours
End of Year Five	48 credit hours

Academic Evaluation

Students must successfully complete their first four courses with a grade of “B-” and a grade point average (GPA) of 3.0 or better (on a scale of 4.0) before the student is allowed to take additional courses in the program.

Upon successful completion of these four courses, each student’s academic performance and professional conduct is reviewed. Students who earn a GPA of 3.0 or above (on a scale of 4.0) and receive satisfactory faculty evaluations will be eligible to continue in the program.

Students who achieve a cumulative GPA of 2.5 or below (on a scale of 4.0) will not be allowed to continue in the program. Students with a cumulative GPA above 2.5, but below 3.0 (on a scale of 4.0) will be advised of their status and may be allowed to continue in the program, providing they request to do so in writing to the program chair. The request will be reviewed by the Student Professional Development Committee (SPDC). If approved to continue, students may be allowed to take two additional courses to raise their cumulative GPA to 3.0. Students who do not achieve a cumulative GPA of 3.0 (on a scale of 4.0) after completing the two additional courses will not be allowed to continue in the program. The SPDC may require that a student retake any course in which a grade below “B-” was earned. Students who receive two grades below “B-” in the first four courses, or three grades below “B-” over the course of their academic experience will automatically be dismissed from the program.

Professional Conduct

Argosy University/Tampa's programs in counseling continuously assess students' professional development. If a student is identified as impaired in his/her ability to engage in the responsibilities of a professional counselor, he/she will be referred to the Student Professional Development Committee (SPDC). See section 4, "Student Rights and Responsibilities" in the *Argosy University Academic Catalog*.

GRADUATION REQUIREMENTS

To be eligible for graduation from the MA in School Counseling program, students must meet the following requirements:

- Successful completion of 48 semester credit hours, including the practicum/field experience, and Comprehensive Examination
- A GPA of at least 3.0 (on a scale of 4.0)
- A completed Petition to Graduate submitted to campus administration

WRITING PROGRAM

Master's degree students are expected to be able to communicate effectively in writing—in content, structure, mechanics, and style. If a student receives a referral to take a writing class from a faculty member, he/she will receive a warning letter. If a student receives a second referral, he/she will not be allowed to register for further degree coursework until the writing class has been successfully completed.

Students are expected to be familiar with the most current edition of the *Publication Manual of the American Psychological Association*. They are required to develop and exhibit competence in using that style throughout their coursework.

PROGRAM REQUIREMENTS

The Master of Arts in School Counseling program requires the satisfactory completion of 48 semester credit hours, distributed as follows: core course requirements, 24 credit hours; additional course requirements, 18 credit hours; and field experience requirements, 6 credit hours. At least 50 percent of classes are to be completed in-residence. Note that field experience courses are usually taken in the last year of the program.

Core Course Requirements—Students Are Required to Take the Following

C6035	Human Growth and Development* (3)
C6036	Essentials in Interviewing* (3)
C6433	Theories of Personality* (3)
C6436	Individual Counseling Theories and Practice* (3)
C6440	Ethics in Counseling* (3)
C6443	Group Guidance Counseling* (3)
C6445	Social and Cultural Competencies for Counselors* (3)
C6510	Principles of Guidance* (3)

Core Course Requirements—24 Credit Hours

* These core courses are prerequisites to field experience.

Additional Course Requirements—Students Are Required to Take the Following

C6362	Student Appraisal (3)
C6444	Counseling Exceptional Students and Families (3)
C6446	Substance Abuse Counseling (3)
C6452	Career and Lifestyle Assessment (3)
C6459	Consultation and Education (3)
R6033	Research in Education (3)

Additional Course Requirements—18 Credit Hours

Field Experience Requirements—Students Are Required to Take the Following

C6492	Field Experience: Guidance Counseling I (3)
C6493	Field Experience: Guidance Counseling II (3)

Field Experience Requirements—6 Credit Hours

Field Experience and Seminar Requirements

The field experience is the primary mechanism of applied training and evaluation in the MA in School Counseling program. Field experience training is the supervised out-of-class contact of students with a counseling population that takes place within school. The purpose of field experience training is to provide the environment and opportunity for students to apply their theoretical knowledge, to implement and develop counseling techniques based on this knowledge, and to foster the professional and personal attitudes important to the identity of a professional guidance counselor.

Evaluation of student progress in field experience training focuses on three areas:

- Theoretical knowledge
- Counseling skills
- Professional attitudes

The foundation of Argosy University/Tampa's student field experience training in counseling is the accurate assessment and understanding of human problems. This assessment and understanding is the basis for the recommendation and/or implementation of effective techniques for the alleviation or resolution of these problems within a climate of absolute respect for the client.

Ethical standards of the American School Counseling Association are incorporated into student training. The administration closely monitors academic and professional development during all stages of progress throughout a student's graduate career. This monitoring includes assessment of professional suitability as well as academic achievement. Thus, aspects of student's personal adjustment, interpersonal relationships, and behavior in all settings are relevant to their progress in their program. Our aim is to assure that students are well qualified and have the potential to become competent and ethical professionals.

A primary goal of field experience training is the development, by means of supervised direct client contact, of competent counselors who are able to deliver basic and effective assessment and therapeutic intervention skills. The refinement of criteria for professional competency and assessment of competency are ongoing institutional concerns.

The field experience emphasizes counseling and therapeutic intervention skills. Theoretical orientations, specific intervention options and opportunities and client populations will vary across training settings. Argosy University/Tampa does not favor a particular theoretical orientation, but instead encourages students to explore a variety of counseling perspectives. The faculty and curriculum are representative of the major theoretical orientations. Students are encouraged to keep an open mind in order to get the full benefit of this general theoretical exposure, and to explore and experiment with a variety of treatment approaches. However, sites are encouraged to provide knowledge and modeling within an organized theoretical framework, so that students may learn to use this framework to guide their conceptualizations and interventions. It is hoped that students will, with time and experience, recognize strengths and limitations of a variety of approaches and develop proficiency in formulating and working within an approach best suited to their own personal style. The field experience presents an excellent opportunity for this kind of learning.

General Information

The field experience is a required training experience. Students may begin field experience after the successful completion of the required prerequisites and it usually takes place during the last year of the program. Students are required to attend informational meetings and apply for a field study two semesters before they plan to enroll for this experience.

Students earn 3 semester credit hours each time they register for field experience. All students enrolled in field experience are concurrently enrolled in a field experience seminar led by a faculty member. The seminar meets on-campus throughout the academic year. Special arrangements will be made for students taking field experience at distant locations.

MA in School Counseling program students must complete 180 hours of field experience spread over a 30-week period.

Students spend 8–25 hours per week in a site that has been approved by Argosy University. A minimum of one-third of the hours is spent in "direct service" as defined below. The remainder of the students' time is spent in "indirect service," supervision,

and "training activities." Students must receive at least one hour of on-site, individual supervision per week.

- "Direct service" includes face-to-face provision of counseling services to individuals designated as clients by the site. "Face-to-face" service includes hours spent co-counseling with a credentialed professional.
- "Indirect service" may include community outreach, consultation and/or education, program development and/or evaluation, and support services (e.g., report writing, record maintenance).
- "Training activities" include formal supervision, case conferences, case management/utilization review meetings, administrative/planning meetings, in-service training/seminars. (Hours spent in attendance at Field Experience Seminar count towards the total number of hours of the field experience.)

The training site and seminar leaders evaluate students in writing once each semester. The program chair assigns credit on a "Credit/No Credit" basis.

Restrictions

Students may not train in settings in which they are employed unless the field study supervisor is clearly different from the employment supervisor.

Professional Liability Insurance

All students enrolled in field experience must be covered by professional liability insurance. Students must purchase the liability insurance that is provided through Argosy University/Tampa, in addition to their own personal liability insurance.

Prerequisites for Field Experience

In order for students to apply for field experience they must be in good academic standing (GPA = 3.0 on a scale of 4.0) and have completed the academic planning which will allow for all the field experience prerequisite courses to be completed prior to the beginning of the field experience.

Policy on Training Sites with Creedal Statements

Argosy University/Tampa has a policy of nondiscrimination against students with regard to race, age, ethnic background, and sexual orientation. In addition, Argosy University/Tampa is committed to fostering the training of individuals who are members of groups that are currently under-represented in the profession of counseling.

Field experience sites approved by the school are expected to conduct their selection and training in a nondiscriminatory manner. Sites are expected to select applicants without regard to race, sex, age, ethnic background, or sexual orientation unless they have compelling legal or therapeutic reasons for limiting the applicant pool. Sites that have a selection policy that disallows students based on any of the above criteria, must notify the school and clarify the legal and/or therapeutic rationale for such policies. Such sites will be approved by the school only if the program chair determines that an adequate legal and/or therapeutic rationale exists for the selection policies.

RECOMMENDED COURSE SEQUENCE FOR THE MASTER OF ARTS IN SCHOOL COUNSELING PROGRAM

Recommended Course Sequence

C6510	Principles of Guidance (3)
C6035	Human Growth and Development (3)
C6433	Theories of Personality (3)
C6436	Individual Counseling Theories and Practice (3)
C6036	Essentials in Interviewing (3)
C6445	Social and Cultural Competencies for Counselors (3)
C6440	Ethics in Counseling (3)
C6443	Group Guidance Counseling (3)
C6452	Career and Lifestyle Assessment (3)
C6362	Student Appraisal (3)
C6444	Counseling Exceptional Students and Families (3)
C6446	Substance Abuse Counseling (3)
C6459	Consultation in Education (3)
R6033	Research in Education (3)

Required Field Experience (Usually Taken in the Last Year of the Program)

C6492	Field Experience: Guidance Counseling I (3)
C6493	Field Experience: Guidance Counseling II (3)

COURSE/CREDIT TRANSFER

Transfer of Courses/Credit into the

MA in School Counseling Program from Other Institutions

Transfer of credits from other regionally accredited institutions or appropriately certified international educational institutions will normally be considered, depending on the relevancy to the school counseling program. A maximum of 9 credit hours typically may be transferred.

Transfer of credits will be considered for graduate courses which were:

- Completed with a grade of “B” or higher
- Completed prior to admission to Argosy University/Tampa
- Earned within the five years of matriculation in the counseling program

Transfer of credits will not be considered for courses completed elsewhere after admission to Argosy University/Tampa.

Transfer Credit Procedures

A Transfer Credit Petition Form can be obtained from the Student Services Department and should be submitted to the program chair. A student must complete one form for each course for which transfer consideration is requested. When completing a Transfer Credit Petition, students attach documentation that will facilitate a determination as to whether the submitted course is consistent with the courses required by the school counseling program.

Course Waiver

In order to have credits evaluated for waiver, students must submit a Course Waiver Form for each course waiver requested. Requests for course waiver will be reviewed by the student’s assigned faculty advisor and the program chair. The following guidelines should be followed when requesting a course waiver:

- Waivers are defined as a substitution of a required course with a comparable transcripted course, subject to the requirements of the program in which the student is enrolled.
- The term “waiver” is used to indicate the process of accepting courses from other institutions, which satisfy specific course requirements, but do not reduce total credit requirements of a program.
- Waiver requests may be submitted any time during the admission process, until the end of the first year of matriculation.
- Course waivers are not granted until students have been accepted into a program of study.
- Waived courses will appear on the transcript as “Waived Courses” under the Argosy University course name and number.

Master of Arts in Marriage & Family Therapy Program

PROGRAM OVERVIEW

The Master of Arts (MA) in Marriage & Family Therapy program recognizes the need to provide counseling professionals with the extensive knowledge and range of skills necessary to function effectively in their professions. The program introduces students to basic counseling skills that integrate individual and group theoretical foundations of counseling into appropriate client interaction and intervention skills. The program emphasizes the development of attitudes, knowledge, and skills essential in the formation of professional counselors who are committed to the ethical provision of quality services. The program has been developed by the school faculty members to provide working professionals with the opportunity to pursue their personal and professional goals through completion of a master's program.

The MA in Marriage & Family Therapy program is committed to educating and training students to enter a professional career as master's-level counseling practitioners who can function ethically and effectively as skilled professionals with a demonstrated knowledge of social and cultural diversity and in adherence to the principles of the American Counseling Association. This goal is achieved through a curriculum designed to integrate basic counseling skills, theoretical foundations of professional counseling, and practicum/field experience into appropriate client interaction and intervention skills for utilization in a wide variety of settings with diverse clients.

Course Delivery Formats

Weekend Format

The Master of Arts in Marriage & Family Therapy program is designed to allow students flexibility while pursuing a graduate degree. In addition to weeknight classes, courses are offered in a weekend format with weekly online instructional contact with instructors and peers. These courses span 7.5 weeks and consist of two weekends in-residence. Students are in-residence approximately one weekend every three weeks.

Online Courses

In order to offer a more flexible learning experience for our students with multiple life responsibilities, selected courses are offered in an online format through other Argosy campuses. Students may register for these classes by permission from Argosy University. This format may be ideal for students who live at a distance from our campus. Students work closely with their faculty advisor to develop the learning format best suited to their needs. Because this is an in-residence degree program, students may not complete 50 percent or more of their required program credit hours in an online or distance learning format. For general information, view the Argosy University Web site: <http://online.argosyu.edu>.

Eligibility for Licensure

Courses and curricula are designed to parallel prevailing licensure and certification requirements as closely as possible. However, because of variations among states and laws that often change, each student should check with State authorities to confirm such requirements. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. The American Counseling Association and the American Association for Marriage and Family Therapy frequently publish information on professional issues of importance to professional counselors, including licensure, on the Web pages: www.counseling.org and www.aamft.org.

ADMISSION REQUIREMENTS

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and the dean of the College of Psychology and Behavioral Sciences at Argosy University, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work).
- A minimum written TOEFL® scores of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- A personal/professional goal statement with self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or professional accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the

Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students accepted on an exception basis will be admitted as regular students on first semester probation. See "Exceptions to Admission Requirements" in section 5 of the *Academic Catalog* under "Admission Policies."

Committee Decisions

Students are notified in writing of the decision made by the Admissions Committee. The Admissions Committee decisions are final and not subject to appeal. An applicant, if rejected, can reapply by following the reapplication process.

Reapplication for Admission

Students who have withdrawn from the school for one or more years must reapply for admission. These applicants must submit the materials required by the program to which they are reapplying, including application fee. Students seeking readmission must also submit a written statement to the director of Admissions in support of their request. The request must contain a reasonable explanation for the lapse of enrollment and a timeline for completion of all program requirements. Prior time in the program will count towards the maximum time frame requirements for program completion. Students who are readmitted must complete all degree requirements for the program of study in effect at the time of readmission. Readmission is not guaranteed. If readmission is granted, the director of Admissions and director of Student Services in conjunction with the program chair and the student's advisor will determine the conditions under which the student may re-enroll and will convey those conditions to the student in writing. A student may resume a program of study only with the written approval from the director of Admissions, director of Student Services or program chair.

Readmission after Extended Absence

Students who have been withdrawn from the school for three years or more will be required to have all prior coursework re-evaluated for determination of relevancy to current practice. Faculty members appointed by the campus dean or program chair will conduct the evaluation of coursework.

ENROLLMENT REQUIREMENTS

Students are advised not to take more than one course at a time. Students wishing to take more than one course at a time should consult with an advisor or the program chair before doing so.

While on practicum/field experience, students may enroll in classes and the field experience/practicum each semester, or they may enroll in the field experience/practicum alone if they have already completed other coursework.

Continuous enrollment is a program requirement. Students are required to register for at least part of each semester in order to remain in good standing. Students must request a leave of absence if their personal circumstances prevent them from registering for any given semester. Information is available from the Student Services Department. It should be noted that leaves are not automatically granted and need to be discussed with the program chair.

Additional Requirements for Academic Progress

Students must complete the program within five years after matriculation. Students who take an approved leave of absence will have six years plus the length of time that they were on the approved leave of absence, not to exceed one year, to complete the program.

Suggested Incremental Time Frame Completion Rates

The minimum amount of work that a student must complete by the end of each year in the program following matriculation to successfully complete the program appears below. Curriculum changes may result in a change in the completion schedule for maximum time frame.

Suggested Incremental Time Frame Completion Rates

End of Year One	10 credit hours
End of Year Two	20 credit hours
End of Year Three	30 credit hours
End of Year Four	40 credit hours
End of Year Five	45 credit hours

Academic Evaluation

Students must successfully complete their first four courses with a grade of "B-" and a grade point average (GPA) of 3.0 or better (on a scale of 4.0) before the student is allowed to take additional courses in the program.

Upon successful completion of these four courses, each student's academic performance and professional conduct is reviewed. Students who earn a GPA of 3.0 or above (on a scale of 4.0) and receive satisfactory faculty evaluations will be eligible to continue in the program.

Students who achieve a cumulative GPA of 2.5 or below (on a scale of 4.0) will not be allowed to continue in the program. Students with a cumulative GPA above 2.5, but below 3.0 (on a scale of 4.0) will be advised of their status and may be allowed to continue in the program, providing they request to do so in writing to the program chair. The request will be reviewed by the Student Professional Development Committee (SPDC). If approved to continue, students may be allowed to take two additional courses to raise their cumulative GPA to 3.0. Students who do not achieve a cumulative GPA of 3.0 (on a scale of 4.0) after completing the two additional courses will not be allowed to continue in the program. The SPDC may require that a student retake any course in which a grade below "B-" was earned. Students who receive two grades below "B-" in the first four courses, or three grades below "B-" in their academic experience, will automatically be dismissed from the program.

Professional Conduct

Argosy University/Tampa's programs in counseling continually assess students' professional development. If a student is identified as impaired in his/her ability to engage in the responsibilities of a professional counselor, he/she will be referred to the Student Professional Development Committee (SPDC). See section 4, "Student Rights and Responsibilities" in the *Argosy University Academic Catalog*.

GRADUATION REQUIREMENTS

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

- Successful completion of 45 semester credit hours, including practicum/field experience, and Comprehensive Examination
- A GPA of at least 3.0 (on a scale of 4.0)
- A completed Petition to Graduate submitted to campus administration

WRITING PROGRAM

Master's degree students are expected to be able to communicate effectively in writing—in content, structure, mechanics, and style. If a student receives a referral to take a writing class from a faculty member, he/she will receive a warning letter. If a student receives a second referral, he/she will not be allowed to register for further degree coursework until the writing class has been successfully completed.

Students are expected to be familiar with the most current edition of the *Publication Manual of the American Psychological Association*. They are required to develop and exhibit competence in using that style throughout their coursework.

PROGRAM REQUIREMENTS

The Master of Arts in Marriage & Family Therapy program requires the satisfactory completion of 45 semester credit hours, distributed as follows: core course requirements, 27 credit hours; additional course requirements, 12 credit hours; and practicum/field experience requirements, 6 credit hours. At least 50 percent of required coursework must be completed in-residence.

Core Course Requirements (Prerequisite to Field Experience)— Students Are Required to Take the Following

C6035	Human Growth and Development (3)
C6036	Essentials in Interviewing (3)
C6432	Diagnosis and Treatment of Psychopathology (3)
C6436	Individual Counseling Theories and Practice (3)
C6440	Ethics in Counseling (3)
C6441	Psychosocial Theories (3)
PC6021	Schools of Family Therapy*(3)
PC6230	Theories in Counseling Families and Individuals (3)
PC6700	Couples and Family Counseling (3)

Core Course Requirements—27 Credit Hours

* Prerequisite courses: *Psychosocial Theories (C6441)* and *Theories in Counseling Families and Individuals (PC6230)*.

Additional Course Requirements—Students Are Required to Take the Following

C6435	Individual Evaluation and Assessment (3)
C6439	Human Sexuality (3)
C6446	Substance Abuse Counseling (3)
R6032	Research and Program Evaluation in Counseling (3)

Additional Course Requirements—12 Credit Hours

Field Experience Requirements— Students Are Required to Take the Following

C6494	Field Experience (Practicum/Field Experience)—Beginning (3)
C6495	Field Experience (Practicum/Field Experience)—Advanced (3)

Field Experience Requirements—6 Credit Hours

Practicum/Field Experience and Seminar Requirements

The practicum/field experience is the primary mechanism of applied training and evaluation in the MA in Marriage & Therapy program. Practicum/field experience training is the supervised out-of-class contact of students with a counseling population that takes place within a marriage and family therapy setting. The purpose of practicum/field experience training is to provide the environment and opportunity for students to apply their theoretical knowledge, to implement and develop counseling techniques based on this knowledge, and to foster the professional and personal attitudes important to the identity of a professional counselor.

Field experiences for this degree must be 500 clock hours done in a marriage and family therapy setting—with 180 direct client contact hours.

Evaluation of student progress in practicum/field experience training focuses on three areas:

- Theoretical knowledge
- Counseling skills
- Professional attitudes

The foundation of Argosy University/Tampa's student practicum/field experience training in counseling is the accurate assessment and understanding of human problems. This assessment and understanding is the basis for the recommendation and/or implementation of effective techniques for the alleviation or resolution of these problems within a climate of absolute respect for the client.

Ethical standards of the American Counseling Association are incorporated into student training. The administration closely monitors academic and professional development during all stages of progress throughout a student's graduate career. This monitoring includes assessment of clinical suitability as well as academic achievement. Thus, aspects of student's personal adjustment, interpersonal relationships, and behavior in all settings are relevant to their progress in their program. Our aim is to assure that students are well qualified and have the potential to become competent and ethical professionals.

A primary goal of practicum/field experience training is the development, by means of supervised direct client contact, of competent therapists who are able to deliver basic and effective assessment and therapeutic intervention skills. The refinement of criteria for professional competency and assessment of competency are ongoing institutional concerns.

The practicum/field experience emphasizes counseling and therapeutic intervention skills. Theoretical orientations, specific treatment options and opportunities and client populations will vary across training settings. Argosy University/Tampa does not favor a particular theoretical orientation, but instead encourages students to explore a variety of counseling perspectives. The faculty and curriculum are representative of the major theoretical orientations. Students are encouraged to keep an open mind in order to get the full benefit of this general theoretical exposure, and to explore and experiment with a variety of treatment approaches. However, sites are encouraged to provide knowledge and modeling of therapy within an organized theoretical framework, so that students may learn to use this framework to guide their conceptualizations and interventions. It is hoped that students will, with time and experience, recognize strengths and limitations of a variety of approaches and develop proficiency in formulating and working within an approach best suited to their own personal style. The practicum/field experience presents an excellent opportunity for this kind of learning.

General Information

The practicum/field experience is a required training experience. Students may begin practicum/field experience after the successful completion of the required prerequisites. Students are required to attend informational meetings and apply for practicum/field study two semesters before they plan to enroll for this experience.

Students earn 3 semester credit hours each time they register for practicum/field experience. All students enrolled in practicum/field experience are concurrently enrolled in a practicum/field experience seminar led by a faculty member. The seminar meets on-campus throughout the academic year. Special arrangements will be made for students taking practicum/field experience at distant locations.

MA in Marriage & Family Therapy program students must complete 500 hours of practicum/field experience in a marriage and family therapy setting.

Students spend 10–25 hours per week in a site that has been approved by Argosy University/Tampa. A minimum of one-third of the hours is spent in "direct service" as defined below. The remainder of the students' time is spent in "indirect service," supervision, and "training activities." Students must receive at least one hour of on-site, individual supervision per week.

- "Direct service" includes face-to-face provision of counseling services to individuals designated as clients by the site. "Face-to-face" service includes hours spent co-counseling with a licensed/credentialed professional.
- "Indirect service" may include community outreach, consultation and/or education, program development and/or evaluation, and support services (e.g., report writing, record maintenance).
- "Training activities" include formal supervision, case conferences, case management/utilization review meetings, rounds, administrative/planning meetings, in-service training/seminars. (Hours spent in attendance at practicum seminar count towards the total number of hours of the practicum/field experience.)

Argosy University approves a wide variety of field training sites. All practicum/field experience sites are within the local area unless a student speaks with the program chair to make other arrangements. The program chair shall make this decision on a case-by-case basis.

The training site and seminar leaders evaluate students in writing once each semester. The program chair assigns credit on a "Credit/No Credit" basis.

Restrictions

Students may not train in settings in which they are employed unless the practicum/field study supervisor is clearly different from the employment supervisor.

Professional Liability Insurance

All students enrolled in practicum/field experience must be covered by professional liability insurance. Students must purchase the liability insurance that is provided through Argosy University/Tampa, in addition to their own personal liability insurance.

Prerequisites for Practicum/Field Experience

In order for students to apply for practicum/field experience they must be in good academic standing (a GPA of 3.0 on a scale of 4.0) and have completed the academic planning which will allow for all the practicum/field experience prerequisite courses to be completed prior to the beginning of the practicum/field experience.

Policy on Training Sites with Creedal Statements

Argosy University/Tampa has a policy of nondiscrimination against students with regard to race, age, ethnic background, and sexual orientation. In addition, Argosy University/Tampa is committed to fostering the training of individuals who are members of groups that are currently under-represented in the profession of counseling.

Practicum/field experience sites approved by the school are expected to conduct their selection and training in a nondiscriminatory manner. Sites are expected to select applicants without regard to race, sex, age, ethnic background, or sexual orientation unless they have compelling legal or therapeutic reasons for limiting the applicant pool. Sites that have a selection policy that disallows students based on any of the above criteria, must notify the school and clarify the legal and/or therapeutic rationale for such policies. Such sites will be approved by the school only if the program chair determines that an adequate legal and/or therapeutic rationale exists for the selection policies.

Comprehensive Examination Requirements

Students in the MA in Marriage & Family Therapy program are required to successfully complete a Comprehensive Examination no later than the end of the fifth year after entering the program. The material covered by the Comprehensive Examination reflects all coursework and material required of students in the program.

Prerequisites

To be eligible to sit for the Comprehensive Examination, students must have successfully completed all courses, excluding practicum/field experience. Courses that are transferred are considered successfully completed.

Students taking the Comprehensive Examination must be in good standing and have a GPA of at least 3.0 (on a scale of 4.0). An application to take the exam must be submitted to the department head at least one month prior to the date of the examination.

Procedures

The Comprehensive Examination is offered twice a year. Consult the program chair for the specific dates of the examination. All students must submit an application for the Comprehensive Examination. Although letters are sent to students, it is the student's responsibility to know when they are eligible to take the exam and to submit an application.

The program chair reviews students who register to sit for the Comprehensive Examination for eligibility. Students who need special accommodations during the examination are required to request them in writing at the time of application and provide any necessary documentation with the request.

Prior to each exam, an open meeting will be held to allow students an opportunity to ask questions about exam preparation and exam procedures. The format of the examination may change from year to year. The format will be discussed at the meetings prior to each exam.

Students are notified in writing of their exam grade. Possible outcomes are "Pass" or "Fail." If students do not pass, they are required to retake the examination. Students who fail the Comprehensive Examination are expected to meet with the program chair or appointed faculty to review the problems evident in the examination. The program chair, in consultation with the faculty, will advise the student of specific areas of weakness and possible strategies for remediation. The student will then be allowed to retake the examination one time within the time frame of program completion.

A student who fails the Comprehensive Exam a second time will be reviewed by the Student Professional Development Committee (SPDC).

After completion of required remediation, student may be eligible to retake the Comprehensive Examination. Any student who fails the examination a third time will be automatically dismissed from the program.

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

Recommended Course Sequence

PC6230	Theories in Counseling Families and Individuals (3)
C6035	Human Growth and Development (3)
C6436	Individual Counseling Theories and Practice (3)
C6036	Essentials in Interviewing (3)
C6432	Diagnosis and Treatment of Psychopathology (3)
C6441	Psychosocial Theories (3)
C6440	Ethics in Counseling (3)
C6446	Substance Abuse Counseling (3)
C6439	Human Sexuality (3)
PC6700	Couples and Family Counseling (3)
PC6021	Schools of Family Therapy (3)
C6435	Individual Evaluation and Assessment (3)
R6032	Research and Program Evaluation in Counseling (3)
C6494	Field Experience—Beginning (3)
C6495	Field Experience—Advanced (3)

COURSE/CREDIT TRANSFER

Transfer of Courses/Credit into the Master of Arts in Marriage & Family Therapy Program from Other Institutions

Transfer of credits from other regionally accredited institutions or appropriately certified international educational institutions will normally be considered, depending on the relevancy to the MA in Marriage & Family Therapy program. A maximum of 9 credit hours typically may be transferred.

Transfer of credits will be considered for graduate courses which were:

- Completed with a grade of “B” or higher
- Completed prior to admission to Argosy University/Tampa
- Earned within the five years of matriculation in the MA in Marriage & Family Therapy program

Transfer of credits will not be considered for courses completed elsewhere after admission to Argosy University/Tampa.

Transfer Credit Procedures

A Transfer Credit Petition Form can be obtained from the Student Services Department and should be submitted to the program chair. A student must complete one form for each course for which transfer consideration is requested. When completing a Transfer Credit Petition, students attach documentation that will facilitate a determination as to whether the submitted course is consistent with the courses required by the MA in Marriage & Family Therapy program.

Course Waiver

In order to have credits evaluated for waiver, students must submit a Course Waiver Form for each course waiver requested. Requests for course waiver will be reviewed by the student’s assigned faculty advisor and the program chair. The following guidelines should be followed when requesting a course waiver:

- Waivers are defined as a substitution of a required course with a comparable transcribed course, subject to the requirements of the program in which the student is enrolled.
- The term “waiver” is used to indicate the process of accepting courses from other institutions, which satisfy specific course requirements, but do not reduce total credit requirements of a program.
- Waiver requests may be submitted any time during the admission process, until the end of the first year of matriculation.
- Course waivers are not granted until students have been accepted into a program of study.
- Waived courses will appear on the transcripts as “Waived Courses” under the Argosy University course name and number.

Master of Arts in Mental Health Counseling Program

PROGRAM OVERVIEW

The Master of Arts (MA) in Mental Health Counseling program recognizes the need to provide counseling professionals with the extensive knowledge and range of skills necessary to function effectively in their professions. The program introduces students to basic counseling skills that integrate individual and group theoretical foundations of counseling into appropriate client interaction and intervention skills. The program emphasizes the development of attitudes, knowledge, and skills essential in the formation of professional counselors who are committed to the ethical provision of quality services. The program has been developed by the school faculty members to provide working professionals with the opportunity to pursue their personal and professional goals through completion of a master's program.

The Master of Arts in Mental Health Counseling program is committed to educating and training students to enter a professional career as master's-level counseling practitioners who can function ethically and effectively as skilled professionals, with a demonstrated knowledge of social and cultural diversity and in adherence to the principles of the American Counseling Association. This goal is achieved through a curriculum designed to integrate basic counseling skills, theoretical foundations of professional counseling, and practicum/field experience into appropriate client interaction and intervention skills for utilization in a wide variety of settings with diverse clients.

Course Delivery Formats

Weekend Format

The Master of Arts in Mental Health Counseling program is designed to allow students flexibility while pursuing a graduate degree. In addition to weeknight courses, many courses are offered in a weekend format with weekly online instructional contact with instructors and peers. These courses span 7.5 weeks and consist of two weekends in-residence. Students are in-residence approximately one weekend every three weeks.

Online Courses

In order to offer a more flexible learning experience for our students with multiple life responsibilities, selected courses are offered in an online format through other Argosy campuses. Students may register for these classes by permission from the university. This format may be ideal for students who live at a distance from our campus. Students work closely with their faculty advisor to develop the learning format best suited to their needs. Because this is an in-residence degree program, students may not complete 50 percent or more of their required program credit hours in an online or distance learning format. For general information, view the Argosy University Web site: <http://online.argosyu.edu>.

Eligibility for Licensure

Courses and curricula are designed to parallel prevailing licensure and certification requirements as closely as possible. However, because of variations among states and laws that often change, each student should check with state authorities to confirm such requirements. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. The American Counseling Association frequently publishes information on professional issues of importance to professional counselors, including licensure, on its Web page: www.counseling.org.

ADMISSION REQUIREMENTS

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and the dean of the College of Psychology and Behavioral Sciences at Argosy University, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work).
- A minimum written TOEFL® scores of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or professional accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented,

signed, placed, and retained in the student's academic file. Students accepted on an exception basis will be admitted as regular students on first semester probation. See "Exceptions to Admission Requirements" in section 5 of the *Academic Catalog* under "Admission Policies."

Committee Decisions

Students are notified in writing of the decision made by the Admissions Committee. The Admissions Committee decisions are final and not subject to appeal. An applicant, if rejected, can reapply by following the reapplication process.

Reapplication for Admission

Students who have withdrawn from the school for one or more years must reapply for admission. These applicants must submit the materials required by the program to which they are reapplying, including application fee. Students seeking readmission must also submit a written statement to the director of Admissions in support of their request. The request must contain a reasonable explanation for the lapse of enrollment and a timeline for completion of all program requirements. Prior time in the program will count towards the maximum time frame requirements for program completion. Students who are readmitted must complete all degree requirements for the program of study in effect at the time of readmission. Readmission is not guaranteed. If readmission is granted, the director of Admissions and director of Student Services in conjunction with the program chair and the student's advisor will determine the conditions under which the student may re-enroll and will convey those conditions to the student in writing. A student may resume a program of study only with the written approval from the director of Admissions, director of Student Services or program chair.

Readmission after Extended Absence

Students who have been withdrawn from the school for three years or more will be required to have all prior coursework re-evaluated for determination of relevancy to current practice. Faculty members appointed by the campus dean or program chair will conduct the evaluation of coursework.

ENROLLMENT REQUIREMENTS

Students are advised not to take more than one course at a time. Students wishing to take more than one course at a time should consult with an advisor or the program chair before doing so.

While on practicum/field experience, students may enroll in classes and the field experience/practicum each semester, or they may enroll in the field experience/practicum alone if they have already completed other coursework.

Continuous enrollment is a program requirement. Students are required to register for at least part of each semester in order to remain in good standing. Students must request a leave of absence if their personal circumstances prevent them from registering for any given semester. Information is available from the Student Services Department. It should be noted that leaves are not automatically granted and need to be discussed with the program chair.

Additional Requirements for Academic Progress

Students must complete the program within six years after matriculation. Students who take an approved leave of absence will have six years plus the length of time that they were on the approved leave of absence, not to exceed one year, to complete the program.

Suggested Incremental Time Frame Completion Rates

The minimum amount of work that a student must complete by the end of each year in the program following matriculation to successfully complete the program appears below. Curriculum changes may result in a change in the completion schedule for maximum time frame.

Suggested Incremental Time Frame Completion Rates

End of Year One	10 credit hours
End of Year Two	20 credit hours
End of Year Three	30 credit hours
End of Year Four	40 credit hours
End of Year Five	50 credit hours
End of Year Six	60 credit hours

Academic Evaluation

Students must successfully complete their first four courses with a grade of "B-" and a grade point average (GPA) of 3.0 or better (on a scale of 4.0) before the student is allowed to take additional courses in the program.

Upon successful completion of these four courses, each student's academic performance and professional conduct is reviewed. Students who earn a GPA of 3.0 or above (on a scale of 4.0) and receive satisfactory faculty evaluations will be eligible to continue in the program.

Students who achieve a cumulative GPA of 2.5 or below (on a scale of 4.0) will not be allowed to continue in the program. Students with a cumulative GPA above 2.5, but below 3.0 (on a scale of 4.0) will be advised of their status and may be allowed to continue in the program, providing they request to do so in writing to the program chair. The request will be reviewed by the Student Professional Development Committee (SPDC). If approved to continue, students may be allowed to take two additional courses to raise their cumulative GPA to 3.0. Students who do not achieve a cumulative GPA of 3.0 (on a scale of 4.0) after completing the two additional courses will not be allowed to continue in the program. The SPDC may require that a student retake any course in which a grade below "B-" was earned. Students who receive two grades below "B-" in the first four courses, or three grades of "B-" over the course of their academic experience, will automatically be dismissed from the program.

Professional Conduct

Argosy University/Tampa's programs in counseling routinely assess students' professional development. If a student is identified as impaired in his/her ability to engage in the responsibilities of a professional counselor, he/she may be asked to engage in further professional development. Student may be referred to the Student Professional Development Committee (SPDC).

Argosy University/Tampa's programs in counseling subscribe to the American Counseling Association *Code of Ethics*, and all students are bound by the principles enumerated in that code. Deviation from the code may result in a referral to the SPDC.

GRADUATION REQUIREMENTS

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

- Successful completion of 60 semester credit hours, including the practicum/field experience, and Comprehensive Examination
- A GPA of at least 3.0 (on a scale of 4.0)
- A completed Petition to Graduate submitted to campus administration

WRITING PROGRAM

Master's degree students are expected to be able to communicate effectively in writing—in content, structure, mechanics, and style. If a student receives a referral to take a writing class from a faculty member, he/she will receive a warning letter. If a student receives a second referral, he/she will not be allowed to register for further degree coursework until the writing class has been successfully completed.

Students are expected to be familiar with the most current edition of the *Publication Manual of the American Psychological Association*. They are required to develop and exhibit competence in using that style throughout their coursework.

PROGRAM REQUIREMENTS

The Master of Arts in Mental Health Counseling program requires the satisfactory completion of a total of 60 semester credit hours distributed as follows: core course requirements, 24 credit hours; additional course requirements, 24 credit hours; elective requirement, 3 credit hours; and practicum/field experience requirements, 9 credit hours. At least 50 percent of classes are to be completed in-residence. In addition to these credit hour requirements, students must successfully complete the Comprehensive Examination.

Core Course Requirements (Prerequisite to Field Experience) — Students Are Required to Take the Following

C6035	Human Growth and Development (3)
C6036	Essentials in Interviewing (3)
C6041	Foundations of Mental Health Counseling* (3)
C6432	Diagnosis and Treatment of Psychopathology (3)
C6436	Individual Counseling Theories and Practice (3)
C6438	Group Theories and Practice (3)
C6440	Ethics in Counseling (3)
C6445	Social and Cultural Competencies for Counselors (3)

Core Course Requirements—24 Credit Hours

* *Foundations of Mental Health Counseling (C6041)* must be completed within the first nine hours of course work.

Additional Course Requirements—Students Are Required to Take the Following

C6431	Counseling in Community Settings (3)
C6433	Theories of Personality (3)
C6435	Individual Evaluation and Assessment (3)
C6439	Human Sexuality (3)
C6446	Substance Abuse Counseling (3)
C6452	Career and Lifestyle Assessment (3)
C6460	Supervision for Counselors (3)
R6032	Research and Program Evaluation in Counseling (3)

Additional Course Requirements—24 Credit Hours

Field Experience Requirements—Students Are Required to Take the Following

C6491	Field Experience: MHC (3)
C6494	Field Experience: MHC (3)
C6495	Field Experience: MHC (3)

In order to complete 1000-hour requirement, most students will have to register for 9 credit hours of Field Experience/Practicum/Field Experience; some may need to register for Field Experience Extension (C6496)

Field Experience Requirements—9 Credit Hours

Elective Requirements

Students will select 3 credit hours of electives from approved Professional Counseling (PC) or Counseling (C) graduate-level courses.

Care must be taken not to select elective courses which are substitutions (equivalents) for those already required above.

Practicum Field Experience and Seminar Requirements

The practicum/field experience is the primary mechanism of applied training and evaluation in the MA in Mental Health Counseling program. Practicum/field experience training is the supervised out-of-class contact of students with a counseling population that takes place within a healthcare delivery system or a private practice. The purpose of practicum/field experience training is to provide the environment and opportunity for students to apply their theoretical knowledge, to implement and develop counseling techniques based on this knowledge, and to foster the professional and personal attitudes important to the identity of a professional counselor.

1000 total hours of practicum/field experience are required for Florida Licensed Mental Health Counselor licensure applicants. Field experience involves a two-hour weekly seminar on-campus.

Evaluation of student progress in practicum/field experience training focuses on three areas:

- Theoretical knowledge
- Counseling skills
- Professional attitudes

The foundation of Argosy University/Tampa's student practicum/field experience training in counseling is the accurate assessment and understanding of human problems. This assessment and understanding is the basis for the recommendation and/or implementation of effective techniques for the alleviation or resolution of these problems within a climate of absolute respect for the client.

Ethical standards of the American Counseling Association are incorporated into student training. The administration closely monitors academic and professional development during all stages of progress throughout a student's graduate career. This monitoring includes assessment of clinical suitability as well as academic achievement. Thus, aspects of student's personal adjustment, interpersonal relationships, and behavior in all settings are relevant to their progress in their program. Our aim is to assure that students are well qualified and have the potential to become competent and ethical professionals.

A primary goal of practicum/field experience training is the development, by means of supervised direct client contact, of competent counselors who are able to deliver basic and effective assessment and therapeutic intervention skills. The refinement of criteria for professional competency and assessment of competence are ongoing institutional concerns.

The practicum/field experience emphasizes counseling and therapeutic intervention skills. Theoretical orientations, specific treatment options and opportunities and client populations will vary across training settings. Argosy University/Tampa does not favor a particular theoretical orientation, but instead encourages students to explore a variety of counseling perspectives. The faculty and curriculum are representative of the major theoretical orientations. Students are encouraged to keep an open mind in order to get the full benefit of this general theoretical exposure, and to explore and experiment with a variety of treatment approaches.

However, sites are encouraged to provide knowledge and modeling of therapy within an organized theoretical framework, so that students may learn to use this framework to guide their conceptualizations and interventions. It is hoped that students will, with time and experience, recognize strengths and limitations of a variety of approaches and develop proficiency in formulating and working within an approach best suited to their own personal style. The practicum/field experience presents an excellent opportunity for this kind of learning.

General Information

The practicum/field experience is a required training experience. Students may begin practicum/field experience after the successful completion of the required prerequisites. Students are required to attend informational meetings and apply for practicum/field study two semesters before they plan to enroll for this experience.

MA in Mental Health Counseling program students must complete 1,000 hours of practicum/field experience/field study.

Students earn 3 semester credit hours each time they register for practicum/field experience. All students enrolled in practicum/field experience are concurrently enrolled in a practicum/field experience seminar led by a faculty member. The seminar meets on-campus throughout the academic year. Special arrangements will be made for students taking practicum/field experience at distant locations.

Students spend 10–25 hours per week in a site that has been approved by Argosy University. A minimum of one-third of the hours is spent in "direct service" as defined below. The remainder of the students' time is spent in "indirect service," supervision, and "training activities." Students must receive at least one hour of on-site, individual supervision per week.

- "Direct service" includes face-to-face provision of counseling services to individuals designated as clients by the site. "Face-to-face" service includes hours spent co-counseling with a licensed/credentialed professional.
- "Indirect service" may include community outreach, consultation and/or education, program development and/or evaluation, and support services (e.g., report writing, record maintenance).
- "Training activities" include formal supervision, case conferences, case management/utilization review meetings, rounds, administrative/planning meetings, in-service training/seminars. (Hours spent in attendance at practicum seminar count towards the total number of hours of the practicum/field experience.)

Argosy University approves a wide variety of field training sites. All practicum/field experience sites are within the local area unless a student speaks with the program chair to make other arrangements. The program chair shall make this decision on a case-by-case basis.

The training site and seminar leaders evaluate students in writing once each semester. The program chair assigns credit on a "Credit/No Credit" basis.

Restrictions

Students may not train in settings in which they are employed unless the practicum/field study supervisor is clearly different from the employment supervisor.

Professional Liability Insurance

All students enrolled in practicum/field experience must be covered by professional liability insurance. Students must purchase the liability insurance that is provided through Argosy University/Tampa, and also their own personal liability insurance.

Prerequisites for Practicum/Field Experience

In order for students to apply for practicum/field experience they must be in good academic standing, possessing a GPA of 3.0 (on a scale of 4.0) and have completed the academic planning which will allow for all the practicum/field experience prerequisite courses to be completed prior to the beginning of the practicum/field experience.

Policy on Training Sites with Creedal Statements

Argosy University/Tampa has a policy of nondiscrimination against students with regard to race, age, ethnic background, and sexual orientation. In addition, Argosy University/Tampa is committed to fostering the training of individuals who are members of groups that are currently under-represented in the profession of counseling.

Practicum/field experience sites approved by the school are expected to conduct their selection and training in a nondiscriminatory manner. Sites are expected to select applicants without regard to race, sex, age, ethnic background, or sexual orientation unless they have compelling legal or therapeutic reasons for limiting the applicant pool. Sites that have a selection policy that disallows students based on any of the above criteria, must notify the school and clarify the legal and/or therapeutic rationale for such policies. Such sites will be approved by the school only if the program chair determines that an adequate legal and/or therapeutic rationale exists for the selection policies.

Comprehensive Examination Requirements

Students in the MA in Mental Health Counseling program are required to successfully complete a Comprehensive Examination no later than the end of the sixth year after entering the program. The material covered by the Comprehensive Examination reflects all coursework and material required of students in the program.

Prerequisites for the Comprehensive Examination

To be eligible to sit for the Comprehensive Examination, students must have successfully completed all courses, excluding the practicum/field experience. Courses that are transferred are considered successfully completed.

Students taking the Comprehensive Examination must be students in good standing and have a GPA of at least 3.0 (on a scale of 4.0). An application to take the exam must be submitted to the program chair at least one month prior to the date of the examination.

Procedures

The Comprehensive Examination is offered twice a year. Consult the program chair for the specific dates of the examination. All students must submit an application for the Comprehensive Examination. Although letters are sent to students, it is the student's responsibility to know when they are eligible to take the exam and to submit an application.

The program chair reviews students who register to sit for the Comprehensive Examination for eligibility. Students who need special accommodations during the examination are required to request them in writing at the time of application and provide any necessary documentation with the request.

Prior to each exam, an open meeting will be held to allow students an opportunity to ask questions about exam preparation and exam procedures. The format of the examination may change from year to year. The format will be discussed at the meetings prior to each exam.

Students are notified in writing of their exam grade. Possible outcomes are "Pass" or "Fail." If students do not pass, they are required to retake the examination. Students who fail the Comprehensive Examination are expected to meet with the program chair or appointed faculty to review the problems evident in the examination. The program chair, in consultation with the faculty, will advise the student of specific areas of weakness and possible strategies for remediation. The student will then be allowed to retake the examination one time within the time frame of program completion.

A student who fails the Comprehensive Exam a second time will be reviewed by the Student Professional Development Committee (SPDC).

After completion of required remediation, student may be eligible to retake the Comprehensive Examination. Any student who fails the examination a third time will be automatically dismissed from the program.

**RECOMMENDED COURSE SEQUENCE FOR THE
MASTER OF ARTS IN MENTAL HEALTH COUNSELING PROGRAM**

Recommended Course Sequence

C6041	Foundations of Mental Health Counseling (3)
C6035	Human Growth and Development (3)
C6433	Theories of Personality (3)
C6436	Individual Counseling Theories and Practice (3)
C6036	Essentials in Interviewing (3)
C6432	Diagnosis and Treatment of Psychopathology (3)
C6445	Social and Cultural Competencies for Counselors (3)
C6440	Ethics in Counseling (3)
C6438	Group Theories and Practice (3)
C6460	Supervision for Counselors (3)
C6431	Counseling in Community Settings (3)
C6435	Individual Evaluation and Assessment (3)
C6439	Human Sexuality (3)
C6446	Substance Abuse Counseling (3)
C6452	Career and Lifestyle Assessment (3)
R6032	Research and Program Evaluation in Counseling (3)
C6491	Field Experience: Mental Health Counseling I (3)
C6494	Field Experience: Mental Health Counseling II (3)
C6495	Field Experience: Mental Health Counseling III (3)

COURSE/CREDIT TRANSFER

**Transfer of Courses/Credit into the
Master of Arts in Mental Health
Counseling Program from Other Institutions**

Transfer of credits from other regionally accredited institutions or appropriately certified international educational institutions will normally be considered, depending on the relevancy to the counseling program. A maximum of 9 credit hours typically may be transferred.

Transfer of credits will be considered for graduate courses which were:

- Completed with a grade of “B” or higher
- Completed prior to admission to Argosy University/Tampa
- Earned within the five years of matriculation in the counseling program

Transfer of credits will not be considered for courses completed elsewhere after admission to Argosy University/Tampa.

Course/Credit Transfer Procedures

A Transfer Credit Petition Form can be obtained from the Student Services Department and should be submitted to the program chair. A student must complete one form for each course for which transfer consideration is requested. When completing a Transfer Credit Petition, students attach documentation that will facilitate a determination as to whether the submitted course is consistent with the courses required by the counseling program.

Course Waiver

In order to have credits evaluated for waiver, students must submit a Course Waiver Form for each course waiver requested. Requests for course waiver will be reviewed by the student’s assigned faculty advisor and the program chair. The following guidelines should be followed when requesting a course waiver:

- Waivers are defined as a substitution of a required course with a comparable transcripted course, subject to the requirements of the program in which the student is enrolled.
- The term “waiver” is used to indicate the process of accepting courses from other institutions, which satisfy specific course requirements, but do not reduce total credit requirements of a program.
- Waiver requests may be submitted any time during the admission process, until the end of the first year of matriculation.
- Course waivers are not granted until students have been accepted into a program of study.
- Waived courses will appear on the transcripts as “Waived Courses” under the Argosy University course name and number.

Doctor of Psychology in Clinical Psychology Program

PROGRAM OVERVIEW

The Doctor of Psychology (PsyD) in Clinical Psychology program at the Florida School of Professional Psychology (FSPP) at Argosy University/Tampa 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 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 who:

- Are capable of delivering diagnostic and therapeutic services effectively to diverse populations of clients in need of such treatment
- Understand the biological, psychological and social bases of human functioning
- Are able to evaluate and use the existing and evolving body of knowledge and methods in the practice and science of psychology to enhance the applications of psychology throughout their careers
- Are able to assume leadership positions, to work with other disciplines, and to provide training for mental health professionals in healthcare and other organizational systems
- Are prepared to evaluate and use clinical research to enhance applications of psychology

Students enrolled in the PsyD in Clinical Psychology program may choose one of four optional concentrations:

- Child & Adolescent Psychology
- Geropsychology
- Marriage/Couples & Family Therapy
- Neuropsychology

Option for Independent Study

Additional specialty topics may be available in the form of directed study credit hours. Students interested in a particular topic area are encouraged to approach faculty regarding the development of a directed study course. Core curriculum courses that are offered in traditional format during the academic year may not be completed as directed study. Exceptions to this policy must be approved by the Curriculum Committee and administration and will only be considered for extreme circumstances, i.e., required military duty.

Online Courses

Students in the FSPP at Argosy University/Tampa clinical psychology programs are not eligible to complete required coursework online. Students may elect to take additional elective offerings available online through Argosy University's sister campuses.

Argosy University/Tampa has a strong commitment to training practitioners who demonstrate high levels of professionalism and clinical skill. It is a fundamental requirement of FSPP at Argosy University/Tampa that all students meet the standards of the profession of psychology. One aspect of that expectation requires that all students adhere to the principles of the American Psychological Association *2002 Ethics Code*. Not only will students be required to complete academic and clinical requirements, but they will be expected to conduct themselves in a manner consistent with the profession of psychology at all times. Professional conduct includes respectful interpersonal relationships with all individuals. Any activities that appear to violate the school's principles of professional standards in the course of the student's education or training will be referred to and reviewed carefully by the appropriate faculty committee.

ADMISSION REQUIREMENTS

The application process for admission into the PsyD 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 PsyD in Clinical Psychology program. Because the admission 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 of the individual's personal integrity, maturity, interpersonal skills, and ability to communicate effectively.

- A bachelor's degree from a regionally accredited institution or an appropriately certified foreign institution.
- A grade point average of at least 3.25 (on a scale of 4.0) in work leading to the bachelor's degree or any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department of the campus to which application is being made. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or personal accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be admitted as regular students on first semester probation. See "Exceptions to Admission Requirements" in section 5 of the *Academic Catalog* under "Admission Policies."

Prerequisites for Admission

The PsyD in Clinical Psychology program requires students to complete certain undergraduate courses before applying for admission to the program. These courses serve as a foundation to the program and are, in many cases, prerequisites for core classes.

The following courses must be completed with a grade of "B" or better prior to admission:

- Abnormal psychology
- General psychology
- Tests and measures
- Statistics or research methods
- Personality theories

Generally students have completed these courses prior to admission. Students who have not completed these courses prior to admission and matriculation must do so prior to completion of their first year of coursework in the program or before beginning practicum and before taking courses for which they are required prerequisites. Students are encouraged to complete these prerequisite courses prior to matriculation since failing to do so may preclude practicum eligibility. A bachelor's or master's degree in psychology with a minimum GPA of 3.0 (on a scale of 4.0) in subject coursework may fulfill the general psychology requirement at the discretion of the program chair.

Committee Decisions

All applicants will receive written notification of the Admissions Committee's decision. Accepted applicants are required to remit a deposit by the date stipulated on the written notification to reserve a place in the entering class. The deposit will be applied toward the tuition of the student's first semester as a matriculated student. Admissions Committee decisions are final and not subject to appeal. An applicant, if rejected, can reapply by following the reapplication policy.

Application Deadlines

Admission applications are processed on a continuous basis. Applicants should submit their materials in accordance with the deadlines set by the Admissions Department. Once an application packet has been completed, the Admissions Committee will review the application materials and notify the applicant if he/she is invited for an interview.

Fall Admission

January 15	Deadline for early notification of admission
May 15	Priority deadline

Spring Admission

October 15	Priority deadline
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ENROLLMENT REQUIREMENTS

Additional Requirements for Academic Progress

Students must complete the program within seven years after matriculation, with all coursework and practicum completed by the end of the sixth year. Students who take an approved leave of absence will have seven years plus the length of time that they were on the approved leave of absence, not to exceed one year, to complete the program.

Suggested Incremental Time Frame Completion Rates

The minimum amount of academic work that a student must complete by the end of each year in the program following matriculation to successfully complete the program appears below. Curriculum changes may result in a change in the completion schedule for maximum time frame. The following is the minimum amount of academic work that must be completed by the end of each year in the program.

Suggested Incremental Time Frame Completion Rates

End of Year One	14 credit hours
End of Year Two	27 credit hours
End of Year Three	40 credit hours
End of Year Four	53 credit hours
End of Year Five	68 credit hours
End of Year Six	95 credit hours
End of Year Seven	98 credit hours

Performance Evaluations

Students are encouraged to utilize the process of continuous feedback to enhance both their academic learning and professional development.

End-of-Course Evaluations

At the completion of each course, students are given an end-of-course evaluation in addition to their course grade. Feedback regarding mastery of information, clinical application, and classroom behavior is provided.

End-of-Year Evaluations

At the end of each academic year, faculty present students for an end-of-year evaluation. During the end-of-year evaluation, student progress is discussed by the core academic faculty with special attention to any area(s) of concern identified. Students presented for discussion receive written feedback during a meeting with their academic advisor in the fall semester.

The purpose of this feedback is to review general progress as well as to highlight areas in need of attention. Students may additionally be referred to the Student Professional Development Committee when necessary based on the magnitude or nature of the concerns raised.

GRADUATION REQUIREMENTS

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

- Successful completion of 98 semester credit hours, including practicum
- Successful completion of the Comprehensive Examination
- Successful completion of all sections of the Comprehensive Clinical Evaluation (CCE)—Diagnostic and Intervention
- Successful completion of a one-year, 2000 hour, full-time predoctoral internship
- Successful completion of the Clinical Research Project
- GPA of at least “B” (3.0 on a scale of 4.0) with no grades below “B-” in required coursework
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Award of the Master of Arts Degree

Upon successful completion of the Diagnostic Practicum and corresponding Comprehensive Clinical Evaluation, students in the doctoral program are awarded a Master of Arts in Clinical Psychology degree.

WRITING PROGRAM

There is a strong emphasis placed on the ability to write professionally throughout the curriculum. Students who recognize a need to strengthen their writing ability are encouraged to enroll in a writing skills course during their first year of enrollment. In addition, students who receive written referrals for more than one semester or by more than one faculty as needing assistance with writing will be required to take a course. Typically, these referrals will occur through notification on the student’s mid- or end-of-course evaluation. The student must satisfy this requirement by the end of the semester after receiving notification or they will be prohibited from registering for additional coursework.

PROGRAM REQUIREMENTS

The PsyD in Clinical Psychology program requires the satisfactory completion of 98 semester credit hours, distributed as follows: assessment requirements, 18 credit hours; clinical interventions/psychotherapy requirements, 15 credit hours; diversity requirement, 3 credit hours; elective requirements, 9 credit hours; ethics and professional conduct requirements, 5 credit hours; human development requirement, 3 credit hours; psychological foundations requirements, 12 credit hours; psychopathology requirements, 6 credit hours; scientific inquiry requirements, 6 credit hours; supervision/consultation requirements, 3 credit hours; practicum and practicum seminar requirements, 14 credit hours; and clinical research project requirements, 4 credit hours.

Matriculated students must complete all course requirements in an in-residence format. In addition, all required coursework must be completed with a final grade of “B-” or better.

Assessment Requirements—Students Are Required to Take the Following

PP7365 Clinical Interviewing (3)
PP7370 Cognitive Assessment (3)
PP7371 Objective Personality Assessment (3)
PP7372 Projective Personality Assessment (3)
PP7373 Integrative Assessment (3)
PP8701 Geriatric Assessment/Introduction to Neuropsychological Screening (3)

—or—

PP8705 Child Assessment (3)

Assessment Requirements—18 Credit Hours

Clinical Interventions/Psychotherapy Requirements—Students Are Required to Take the Following

PP7360 Clinical Psychopharmacology (3)
PP8038 Interventions I (3)
PP8039 Interventions II (3)
PP8041 Integrative Approaches to Therapy (3)
PP8060 Group Psychotherapy (3)

Clinical Interventions/Psychotherapy Requirements—15 Credit Hours

Diversity Requirements—Students Are Required to Take the Following

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

Diversity Requirements—3 Credit Hours

Ethics and Professional Conduct Requirements—Students Are Required to Take the Following

PP7110 Professionalization Group I (1)
PP7111 Professionalization Group II (1)
PP7100 Professional Issues: Ethics, Conduct, and Law (3)

Ethics and Professional Conduct Requirements—5 Credit Hours

Human Development Requirements—Students Are Required to Take the Following

PP7010 Lifespan Development (3)

Human Development Requirements—3 Credit Hours

Psychological Foundations Requirements—Students Are Required to Take the Following

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

Psychological Foundations Requirements—12 Credit Hours

Psychopathology Requirements—Students Are Required to Take the Following

PP7310 Theories of Psychopathology (3)

PP7311 Diagnostic Psychopathology (3)

Psychopathology Requirements—6 Credit Hours

Scientific Inquiry Requirements—Students Are Required to Take the Following

PP7200 Statistics and Research I (3)

PP7201 Statistics and Research II (3)

Scientific Inquiry Requirements—6 Credit Hours

**Supervision/Consultation Requirements—
Students Are Required to Take the Following**

PP7350 Consultation and Supervision (3)

Supervision/Consultation Requirements—3 Credit Hours

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

PP8208 Diagnostic Practicum and Seminar I (3)

PP8209 Diagnostic Practicum and Seminar II (3)

PP8210 Diagnostic Practicum and Seminar II—Extended (1)

PP8211 Intervention Practicum and Seminar I (3)

PP8212 Intervention Practicum and Seminar II (3)

PP8213 Intervention Practicum and Seminar—Extended (1)

Practicum and Practicum Seminar Requirements—14 Credit Hours

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

PP8500 Clinical Research Project Seminar (1)

PP8501 Clinical Research Project (1) [for three semesters]

Clinical Research Project Requirements—4 Credit Hours

Elective Requirements

Students are required to complete 9 credit hours of elective coursework.

Professionalization Group Requirements

The Professionalization Groups, which meet on a weekly basis during each of the two regular semesters, provide first-year students with important direction and assistance as they begin their education and training. These groups provide students with an orientation to the field of professional psychology as well as an introduction to key issues in the training and professional development of a clinical psychologist. All students are required to complete both a fall and spring semester of Professionalization Group during their first year of training.

Practicum and Practicum Seminars

Clinical Training Manual

Specific policies and procedures for all components of clinical training can be found in the *Clinical Training Manual*. This manual is provided to students at their initial orientation. Students are responsible for maintaining this manual and integrating revisions and updates as they occur. Please see the director of Clinical Training for more information.

General Information

Students enrolled in the PsyD in Clinical Psychology program of the FSPP at Argosy University/Tampa gain practical experience through clinical training. Clinical training is the supervised out-of-class contact of students with a clinical population. Through the contact, students apply their theoretical knowledge, implement clinical techniques based on this knowledge, and develop the

professional and personal attitudes important to the identity of a professional psychologist. By the end of clinical training, FSPP students are competent clinicians, possessing effective assessment and intervention skills, and practicing in a highly ethical manner.

During their clinical training, students advance through progressively more challenging levels of training. At each level, a student's progress is assessed in multiple ways by multiple faculty members and field supervisors. In order to advance to the next level of clinical training, the student must pass certain courses, complete practicum and internship, and demonstrate competency in specific clinical tasks. All students must be covered by professional liability insurance, purchased through the APAIT Insurance. The coverage is mandatory and applies to coursework and practicum, even if the student is otherwise insured. It is the student's responsibility to obtain, document, and maintain the insurance coverage. The coverage must be at the \$1,000,000/\$3,000,000 level.

All PsyD in Clinical Psychology students must complete a Diagnostic Practicum and a Therapy Practicum (800 hours each, usually 20 hours per week for 40 weeks). Pre-practicum and Advanced Practicum experiences are also available. All practicum students are also enrolled in a weekly practicum seminar led by a faculty member which meets throughout the training experience. FSPP at Argosy University/Tampa places students in a wide variety of clinical field sites, according to the interests and needs of the students and availability of practicum sites. Training sites are selected which teach students clinical skills, expose students to relevant treatment populations, and provide supervision by experienced clinicians. The emphasis in training is on the development of the student as a well-rounded and balanced professional. Every effort is made to ensure that students receive competent supervision within a supportive mentoring relationship, and within an environment conducive to learning and ethical professional development.

The practicum period generally begins in September unless a training site has different specific needs. Some sites require a pre-practicum or have earlier start dates depending on site needs. Each practicum takes place in a single agency. A practicum may not be done in a student's place of employment, nor with a past supervisor. Practicum requirements are not waived for any student. All PsyD in Clinical Psychology program students are encouraged to seek a Therapy Practicum site which provides a different type of experience than their Diagnostic Practicum site, in order to enhance the diversity of their training. Students are evaluated in writing once each semester by both the practicum supervisor and the faculty seminar leader. Progress is assessed in four basic areas of clinical functioning:

- Theoretical knowledge base
- Clinical skills
- Ethical and professional attitudes
- Personal and interpersonal skills. Supervisors are encouraged to review their written evaluations with the student and provide feedback regarding the student's clinical strengths and areas needing strengthening.

Doctoral students accumulate a minimum of 1,600 hours of supervised clinical experience before starting the internship. However to be competitive for internship sites, students are strongly encouraged to accumulate as many hours as possible. Students are encouraged to pursue additional training through pre-practicum or specialty practicum experiences in order meet the student's specific interests in specialized settings. However, only 3 credit hours of additional practicum can be counted towards graduation.

Diagnostic Practicum

The Diagnostic Practicum teaches students clinical assessment techniques and diagnostic formulation, so that appropriate clinical services can be recommended. The use of psychological testing instruments continues to distinguish psychologists from other mental health professionals. Competence in the use of these tests remains central to the identity of the clinical psychologist.

Prior to practicum placement, students complete courses dealing with the principles of testing and learn to administer, score and interpret measures of personality, and major intelligence tests. During practicum, students put to use what they have learned in the classroom. Students learn to integrate data gleaned from several testing instruments, generate hypotheses based on patterns of psychological processes observed throughout the assessment process, develop case formulations, and prepare well written and integrated psychological reports. By the end of the practicum, 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 psychological assessment.

Required prerequisites for Diagnostic Practicum placement and additional policies and procedures related to practicum training are described in the *Clinical Training Manual*.

Therapy Practicum

The Therapy Practicum teaches intervention skills. FSPP at Argosy University/Tampa does not favor a particular theoretical orientation. The faculty and curriculum represent many major clinical orientations. Students are encouraged to keep an open mind about their theoretical orientation in order to get the full benefit of this exposure. With time and experience, students will settle into a theoretical orientation and develop the personal style that best suits them as individuals. The Therapy Practicum presents an excellent opportunity for this kind of learning.

Students are cautioned that it is unrealistic to expect that they can participate in the entire spectrum of clinical experiences and therapy modalities in their Therapy Practicum; nor will one practicum decide their clinical futures. The Therapy Practicum provides an opportunity for the student to work in an established program in a way that is mutually beneficial to the training site and to the student's professional growth. The learning that takes place in such an environment will transfer to other clinical situations and become an integral part of the foundation for sound clinical practice.

Required prerequisites for Therapy Practicum placement and additional policies and procedures related to practicum training are described in the *Clinical Training Manual*.

Pre-Practicum Experience

The pre-practicum experience is designed to offer direct clinical training experiences to students with limited mental health exposure prior to applying for regular practicum training. Additionally, direct observational experience is possible. The out-of-class training is with a clinical population in an approved mental health setting. The goal of the training experience is to allow students who have completed a portion of their assessment classes an opportunity to interview clients, administer formal assessment instruments, score and interpret data, and complete written reports. Therapy experiences may also be arranged. The work will be supervised by a licensed clinical psychologist. More experienced students may serve as coaches to the pre-practicum student during the training.

The pre-practicum experience will usually be completed during a single semester and generally consists of 5–10 hours per week on-site. Pre-practicum experiences are requested by the student, or may be recommended or required by the Clinical Training Committee. The student will be evaluated by the supervisor using the same form that is listed in the *Clinical Training Manual* for practicum students and will attend a concurrent seminar during the training.

Required prerequisites for prepracticum placement and additional policies and procedures related to pre-practicum training are described in the *Clinical Training Manual*.

Advanced and Supplemental Practicum

Students may choose to do a practicum beyond the required Diagnostic and Therapy Practicum in order to gain additional experience with specialized populations. Each student must consult with his/her advisor in order to review and alter his/her degree plan as required in order to take a specialty practicum. The practicum site is obtained through the Clinical Training Department. The student will be evaluated by the supervisor using the same form that is listed in the *Clinical Training Manual* for practicum students and will be attend a concurrent seminar during the training. Required prerequisites for specialty practicum placement and additional policies and procedures related to specialty practicum training are described in the *Clinical Training Manual*.

Clinical Evaluation Competency Requirements— Clinical Evaluation Sequence (CES)

The Clinical Evaluation Sequence (CES) is a series of competency based examinations designed to evaluate the student's mastery of major clinical assessment and therapeutic skills. The examinations take place at designated times prior to the student becoming eligible for progression in the program and internship. The CES monitors the growth and development of the student's acquisition of appropriate skill levels for clinical practice. Demonstrating competency on each section of the CES is a prerequisite for advancing to the next level of training. Students prepare to demonstrate competency

by integrating classroom theoretical work with clinical experience acquired during the practicum. The four sections of the CES and procedures for their passage are as follows:

Diagnostic Scoring Competency Students meet the requirement by passing three FSPP at Argosy University/Tampa assessment courses with a grade of “B-” or better and demonstrating adequate competency on specific skills in each class (Cognitive Assessment (PP7370), Objective Personality Assessment (PP7371), and Projective Personality Assessment (PP7372)).

Diagnostic Interpretation Competency Students meet the requirement by passing Integrative Assessment with a grade of “B-” or better and demonstrating adequate competency on specific skills in the class.

Comprehensive Clinical Evaluation-Diagnostic (CCE-D)

The Diagnostic Practicum Seminar and the practicum help the student develop the necessary competency in diagnostic interviewing and psychological report writing. The student demonstrates the competency by successfully completing both a written and an oral presentation of a client case. Specific requirements for the CCE-D can be found in the *Clinical Training Manual*.

Comprehensive Clinical Evaluation-Intervention (CCE-I)

The Therapy Practicum Seminar and practicum helps the student develop the necessary skills in psychotherapy and case analysis. The student demonstrates the competency by successfully completing both a written and an oral presentation of a client case. Specific requirements for the CCE-I can be found in the *Clinical Training Manual*.

Comprehensive Examination Requirements

All students will be required to successfully pass the academic Comprehensive Examination in order to progress in the PsyD in Clinical Psychology program. This examination is offered twice a year and is a multiple choice exam modeled in format and content after the EPPP national licensing exam for psychologists. Students must successfully pass the Comps Exam prior to commencing Intervention Practicum and Seminar I. The Comps Exam will be graded on a “Pass/Fail” basis with successful completion of 80 percent of the items required to achieve a passing grade. Students who fail the Comprehensive Examination will be permitted to sit for a second administration. Students who fail to achieve a “Pass” on their second attempt will not be allowed to progress in the program. Due to the comprehensive nature of this exam, students are encouraged to complete the relevant coursework prior to registering for the first administration. The Examination may include content from the following content areas: professional ethics, personality theory, abnormal psychology/psychopathology, history and systems, physiological psychology, developmental, social psychology, cognition and affect, statistics and research methods, and diversity.

Clinical Research Project Requirements

General Information

All students in the doctoral program are required to develop a Clinical Research Project as a requirement for graduation. The Clinical Research Project is a scholarly work that provides students with an opportunity to deepen their knowledge and thought about a particular clinical area, to demonstrate the

ability to critically analyze methodological issues, and to produce an original and potentially publishable piece of research and/or scholarly work in the field of clinical psychology. Students are expected to apply theoretical and scientific knowledge to the examination of a meaningful question related to the clinical practice of psychology. Specific policies and procedures for all components of the Clinical Research Project process can be found in the *Clinical Research Project Manual*. This manual is provided to students at their initial orientation. Students are responsible for maintaining this manual and integrating revisions and updates as they occur.

Registration

Students begin the CRP with the Clinical Research Project Seminar. Students are then required to complete a minimum of 3 credit hours of CRP over a minimum of three semesters at 1 credit hour each. Students may not take more than 1 credit hour of CRP per semester. Once the CRP has commenced students must continuously register for 1 credit hour of CRP per semester until their project is completed.

Internship Requirements

Successfully completing an FSPP at Argosy University/Tampa approved pre-doctoral internship is required to graduate with a PsyD in Clinical Psychology. The internship is a year-long, organized training experience which is completed at a site within the United States or Canada. FSPP encourages all of its students to obtain internships affiliated with the Association of Psychology Postdoctoral and Internship Centers (APPIC) and, where possible, American Psychological Association (APA) approved internships. The FSPP Training Committee must approve all other internship programs.

Before applying for internship, the Clinical Training Department reviews the student's academic and training file. The review focuses on an intern applicant's strengths and training needs, as stated by practicum supervisors, practicum seminar leaders, and course instructors. The Clinical Training Department assesses whether the student has acquired solid theoretical knowledge, effective clinical skills, and appropriate professional attitudes needed to proceed with the internship process.

The student initiates and follows through with all internship application procedures. The Clinical Training Department assists in the process in a number of ways, such as supplying internship information and resource materials, providing documentation of eligibility, and ensuring adherence to APPIC internship selection procedures. Once a student is placed in an internship site, FSPP at Argosy University/Tampa monitors the student's progress through mid-year and final evaluation forms completed by the internship supervisor.

In addition, interns evaluate their internship across a number of criteria in order to assess the quality of the training experience they received. Specific policies and procedures for internship training are described in the *Clinical Training Manual*.

RECOMMENDED COURSE SEQUENCE FOR THE DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM — FIVE-YEAR CURRICULUM: GENERAL/NO SPECIFIED CONCENTRATION

Student progress through the PsyD in Clinical Psychology program is intended to be sequential. Certain courses are offered which 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 (or seek permission of the instructor) before a registration for that course can be considered official.

Students are generally encouraged to follow a five-year completion plan in their doctoral studies. Students interested in pursuing an accelerated four-year completion plan must petition the Curriculum Committee, through their advisor, for approval. Students may additionally elect to follow a decelerated six-year plan, which should be determined in conjunction with their academic advisor. Students not following a prescribed degree plan must submit a degree completion plan to their faculty advisor.

Year One

Fall Semester		Spring Semester		Summer Semester	
PP7365	Clinical Interviewing (3)	PP7371	Objective Personality Assessment (3)	PP7000	History and Systems (3) (<i>summer A</i>)
PP7370	Cognitive Assessment (3)	PP7372	Projective Personality Assessment (3)	PP7340	Issues in the Assessment and Treatment of Diverse Populations (3) (<i>summer A</i>)
PP7310	Theories of Psychopathology (3)	PP7311	Diagnostic Psychopathology (3)		
PP7100	Professional Issues: Ethics, Conduct, and Law (3)	PP7010	Lifespan Development (3)		
PP7110	Professionalization Group I (1)	PP7111	Professionalization Group II (1)		

Year Two

Fall Semester		Spring Semester		Summer Semester	
PP7373	Integrative Assessment (3)	PP7050	Physiological Psychology (3)	PP7060	Social Psychology (3) (<i>summer A</i>)
PP8038	Interventions I (3)	PP8039	Interventions II (3)	PP8210	Diagnostic Practicum and Seminar Extension* (1) (<i>summer A</i>)
PP7200	Statistics and Research I (3)	PP7201	Statistics and Research II (3)	PP8060	Group Psychotherapy (3) (<i>summer B</i>)
PP8208	Diagnostic Practicum and Seminar I (3)	PP8209	Diagnostic Practicum and Seminar II (3)	PP8701	Geriatric Assessment/Introduction to Neuropsychological Screening (3) [Restricted Elective†] (<i>summer B</i>)

Year Three

Fall Semester		Spring Semester		Summer Semester	
PP8041	Integrative Approaches to Therapy (3)	PP7360	Clinical Psychopharmacology (3)	PP8213	Intervention Practicum and Seminar Extension* (1)
PP7040	Cognition and Affective Processes (3)	PP7350	Consultation and Supervision (3)	PP8501	Clinical Research Project (1) (<i>summer A</i>)
PP8705	Child Assessment [Restricted Elective†] (3)	PP8212	Intervention Practicum and Seminar II (3)		
PP8211	Intervention Practicum and Seminar I (3)	PP8501	Clinical Research Project Seminar (1)		

Year Four

Fall Semester		Spring Semester		Summer Semester	
	Elective (3)		Elective (3)		
PP8501	Clinical Research Project (1)	PP8501	Clinical Research Project (1)		
	Supplemental Practicum§ (1.5)		Supplemental Practicum§ (1.5)		

Year Five

Fall Semester		Spring Semester		Summer Semester	
	Internship				

* Practicum Extensions may be taken either the semester before or the semester following the practicum year depending on site requirements.

† Restricted Elective: students must choose between either Geriatric Assessment/Introduction to Neuropsychological Screening (PP8701) [offered summer B] or Child Assessment (PP8705) [offered in the fall]

§ Students may elect to fulfill these 3 credit hours via any combination of Supplemental Practicum credit hours or by taking a 3-credit hour advanced elective course. The format indicated here is strongly recommended.

DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM COURSE PREREQUISITES

Students must satisfy all stated prerequisites for a course before registration for that course can be considered official. A listing of the prerequisites for the courses in the PsyD program in clinical psychology follow:

Course Number and Title	Prerequisite(s)
PP7310 Theories of Psychopathology	Personality Theory (<i>prerequisite for admission</i>)
PP7311 Diagnostic Psychopathology	Abnormal Psychology (<i>prerequisite for admission</i>) Theories of Psychopathology
PP7200 Statistics and Research Methods I	Statistics or Research Methods (<i>prerequisite for admission</i>)
PP7201 Statistics and Research Methods II	PP7200 Statistics and Research Methods I
PP7370 Cognitive Assessment	Tests and Measures (<i>prerequisite for admission</i>) Clinical Interviewing (<i>can be concurrent</i>)
PP7371 Objective Personality Assessment	Tests and Measures, Abnormal Psychology and Personality Theory (<i>prerequisite for admission</i>) PP7365 Clinical Interviewing PP7310 Theories of Psychopathology PP7311 Diagnostic Psychopathology (<i>can be concurrent</i>)
PP7372 Projective Personality Assessment	PP7365 Clinical Interviewing PP7310 Theories of Psychopathology PP7311 Diagnostic Psychopathology (<i>can be concurrent</i>) PP7371 Objective Personality Assessment (<i>can be concurrent</i>)
PP7373 Integrative Assessment	PP7365 Clinical Interviewing PP7370 Cognitive Assessment PP7371 Objective Personality Assessment PP7372 Projective Personality Assessment PP8201 Practicum and Seminar I (<i>can be concurrent</i>)
PP8701 Geriatric Assessment/Introduction to Neuropsychological Screening	PP7365 Clinical Interviewing PP7370 Cognitive Assessment PP7371 Objective Personality Assessment PP7372 Projective Personality Assessment Physiological Psychology and Statistics and Research Methods (<i>recommended</i>)
PP8038 Interventions I	PP7373 Integrative Assessment (<i>can be concurrent</i>)
PP8039 Interventions II	PP8038 Interventions I
PP8041 Integrative Approaches to Therapy	PP8039 Interventions II
PP8060 Group Psychotherapy	PP8039 Interventions II
PP7350 Consultation and Supervision	PP8041 Integrative Approaches to Therapy PP8203 Practicum and Seminar III (<i>concurrently</i>)
PP7060 Social Psychology	PP7311 Diagnostic Psychopathology(<i>recommended</i>) PP7373 Integrative Assessment (<i>recommended</i>) PP8038 Interventions I (<i>recommended</i>)
PP7360 Clinical Psychopharmacology	PP7050 Physiological Psychology
PP7330 Child and Adolescent Psychopathology	PP7311 Diagnostic Psychopathology
PP8705 Child Assessment	PP7330 Child and Adolescent Psychopathology (<i>recommended</i>) PP7010 Lifespan Development PP7311 Diagnostic Psychopathology PP7370 Cognitive Assessment PP7371 Objective Personality Assessment PP7372 Projective Personality Assessment
PP8710 Child Therapy	PP7330 Child and Adolescent Psychopathology PP8705 Child Assessment
PP8620 Introduction to Forensic Psychology	PP7311 Diagnostic Psychopathology PP7372 Projective Personality Assessment (<i>can be concurrent</i>)
PP8715 Geropsychology	PP7010 Lifespan Development PP7310 Theories of Psychopathology PP7311 Diagnostic Psychopathology
PP8720 Neuropsychological Assessment I	PP7050 Physiological Psychology
PP8721 Neuropsychological Assessment II	PP8720 Neuropsychological Assessment I
PP8731 Couples and Marital Therapy	PP8038 Interventions I (<i>can be concurrent</i>)

**CONCENTRATIONS IN THE
DOCTOR OF PSYCHOLOGY
IN CLINICAL PSYCHOLOGY PROGRAM**

Students may choose to fulfill their elective credit hour requirements by completing an optional area of concentrated study in one of the following areas:

- Child & Adolescent Psychology
- Geropsychology
- Marriage/Couples & Family Therapy
- Neuropsychology

Students who choose to take a concentration receive a list of recommended courses at the campus.

Students are encouraged to supplement this education by completing an additional specialty practicum in their area of interest as well as focusing their Clinical Research Project on a related topic. Students are not required to choose an area of concentration, and may choose to complete a generalized plan of study.

**STUDENT PROFESSIONAL DEVELOPMENT COMMITTEE AND
STUDENT CONDUCT COMMITTEE**

See section 4, “Student Rights and Responsibilities” in the *Argosy University Academic Catalog*.

FACULTY ADVISORS

Faculty advisors are available for consultation regarding student professional development, academic and training progress and other school and professional development issues.

Students are required to meet with their faculty advisor at least once each semester, for purposes of registration. It is our belief that the process of becoming a psychologist requires more than just classroom hours and practicum experience. Therefore, students are strongly encouraged to meet more often with their advisor to review their progress through the program, to discuss their performance in classes, seminars and training sites as well as for more general discussions regarding their professional direction and aspirations. Certain advising meetings may be documented in the form of a memo to the student’s file. In those cases, a copy will be sent to the student as well. Registration and Add/Drop Request Forms require faculty advisor signatures.

Changing Faculty Advisors

If a student wishes to change advisors, he/she should discuss this with the current advisor and the prospective advisor. If all parties agree to the change, the student must complete and return to Student Services a Change of Advisor Form. This form requires the signatures of the student, the current advisor, and the new advisor.

CLINICAL PRACTICE POLICY

We recognize the responsibility in preparing clinical psychologists to ensure that this training protects the best interest of the public. It is entirely consistent with our training goals to require that students do not engage in professional activities that may infringe upon a primary commitment to training, have a negative impact on the quality of service provided, or are inconsistent with ethical and legal standards. Therefore, the participation of students in outside work activities should be secondary to training and should also uphold and be consistent with the legal and ethical standards of the profession.

While enrolled in the doctoral program, students are specifically prohibited from being involved in private practice or the delivery of professional services unless the following standards are met:

- Appropriate state registration, certification, credentialing or licensure relevant to the practice and delivery of mental health services
- Written notification of practice to, and approval by, the training director with the provision of evidence of appropriate credentialing
- Service delivery is within the scope of the highest degree or credential obtained and does not incorporate knowledge or skills learned through involvement with the doctoral program.

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

**POLICY REGARDING APPROPRIATE SUBJECTS
FOR STUDENT PRACTICE ASSESSMENT INFORMED CONSENT**

All subjects used for Psychological Assessment must sign the appropriate consent form (available through any assessment course instructor) that must be submitted along with the report on a given subject. Students may not assess members of their immediate family, friends, or other persons who might be involved in dual roles with the student assessor. Classmates may be appropriate for role play assessments. Assessment of the family and friends of fellow students may be appropriate as long as two conditions are met:

- That such testing does not constitute a dual relationship as delineated in the *APA Code of Ethics*
- That no feedback regarding the assessment results are provided to any subjects or their parents

Students should consult their instructor if there are any questions about the suitability of a given subject.

Guidelines for the Disposal of Confidential Materials

Students should shred rather than discard the following types of documents when they are not being retained for future use:

- Documents containing the names of any client or volunteer
- Documents containing client or volunteer information, even if there is no identifying information (e.g., protocols)
- Copies of used test forms

Copies of interview, interpretation or other raw notes related to client or volunteer assessments.

COURSE/CREDIT TRANSFER

Transfer of Courses/Credit to the PsyD in Clinical Psychology Program from an Institution Other Than Argosy University

The clinical psychology programs do not automatically accept graduate credit from other institutions. Students who have taken graduate courses elsewhere may petition to have these courses apply towards the clinical curriculum. Transfer of a course implies that both the requirements to take that particular course have been met and that the credit for the course will be applied to the master's degree. Transfers will be considered only for courses that are offered in the clinical psychology programs. The total number of hours of a course submitted for transfer must meet or exceed the total number of hours of the Argosy University/Tampa course. Requests for course transfers must be submitted during the student's first year of study.

A maximum of 24 credit hours may be transferred and applied to the PsyD in Clinical Psychology program. Students are advised, however, that only under unusual circumstances would more than one or two courses be transferred.

Transfer will be considered for graduate courses:

- Completed with a grade of "B" or higher
- Completed prior to admission to Argosy University/Tampa
- Earned within the five years of matriculation in the clinical psychology programs

The program does not accept for transfer any credit earned as military credit, credit by examination, credit by correspondence, credit for life experience, or graduate credit from non-accredited institution.

Transfer of credits will not be considered for courses completed elsewhere after admission to Argosy University/Tampa. Please consult the *Argosy University Academic Catalog* for additional policies regarding transfer of credits.

The following is a list of courses that are not considered eligible for transfer:

Non-Transferable Courses

PP7110	Professionalization Group I (3)
PP7111	Professionalization Group II (3)
PP7100	Professional Issues: Ethics, Conduct, and Law (3)
PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (3)
PP7371	Objective Personality Assessment (3)
PP7372	Projective Personality Assessment (3)
PP7373	Integrative Assessment (3)
PP8038	Interventions I (3)
PP8039	Interventions II (3)
PP8041	Integrative Approaches to Therapy (3)
PP8201	Practicum I (3)
PP8202	Practicum II (3)
PP8203	Practicum III (3)
PP8204	Practicum IV (3)

Note: Students who transfer from another Argosy University College of Professional Psychology and Behavioral Sciences may have these courses transferred at the discretion of the Curriculum and Training Committee.

Petition for Course Transfer Forms are available from the Student Services Department and should be submitted to the chair of the curriculum committee. A student must complete one form for each course for which transfer consideration is requested. When completing a Petition for Course Transfer Form, a student should attach documentation that will facilitate a determination as to whether the submitted course is consistent with a course required in the clinical program. Please consult the *Argosy University Academic Catalog* for additional information regarding course transfers.

Schedule of Tuition and Fees

The following schedule of tuition and fees will become effective September 1, 2006. 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 (BS) in Business Administration Degree Completion Program	\$ 425.00
Master of Business Administration (MBA) Program	525.00
Doctor of Business Administration (DBA) Program	725.00
Education Programs	
Master of Education (MAEd) in Educational Leadership Program	525.00
Master of Education (MAEd) in Instructional Leadership Program	525.00
Education Specialist (EdS) in Educational Leadership Program	725.00
Education Specialist (EdS) in Instructional Leadership Program	725.00
Doctor of Education (EdD) in Educational Leadership Program	725.00
Doctor of Education (EdD) in Instructional Leadership Program	725.00
Psychology Programs	
Bachelor of Arts (BA) in Psychology Degree Completion Program	425.00
Master of Arts (MA) in Clinical Psychology Program	850.00
Master of Arts (MA) in Marriage & Family Therapy Program	525.00
Master of Arts (MA) in Mental Health Counseling Program	525.00
Master of Arts (MA) in School Counseling Program	525.00
Doctor of Education (EdD) in Counselor Education & Supervision Program	725.00
Doctor of Education (EdD) in Organizational Leadership Program	725.00
Doctor of Psychology (PsyD) in Clinical Psychology Program	850.00

TRAINING AND PROGRAM-RELATED FEES

Psychology Program Fees	Cost Per Semester
Professional Liability Insurance (added to MA in Mental Health Counseling program, MA in Marriage & Family Therapy program, and MA in School Counseling program practicum only)	\$ 20.00
Clinical Psychology Program Fees	
Internship Fee	850.00
Test Library Fee—Clinical Psychology (added to first testing course)	100.00

OTHER NON-REFUNDABLE STUDENT CHARGES

Item	Cost
Application for Admission Fee ¹	50.00
Course Add/Drop Fee ²	50.00
Graduation Fee ³	150.00
Installment Plan Fee (per semester)	35.00
Late Registration Fee	50.00
Late Payment Fee	25.00
Parking Fee (per semester)	25.00
Returned Check Fee	35.00
Student Activity Fee (annual) ⁴	25.00
Technology Fee (per credit hour)	10.00
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

Madeline Altabe, PhD

University of South Florida
Associate Professor, Clinical Psychology

Kathie Bates, PhD

University of South Carolina
Associate Professor, Director of Clinical Training

Jennifer Correll, PhD

Michigan State University
Associate Professor, Director of Practicum Training, Counseling

Lisa Costas, PhD

University of North Texas
Associate Professor, Clinical Psychology

Carl Davis, PhD

Syracuse University
Professor, Clinical Psychology

Andrew Ghillyer, PhD

University of Surrey
Associate Professor, Dean, College of Business and Information Technology

James Harlow, PsyD

Wright State University
Assistant Professor of Clinical Psychology

Kristin Hudacek, PsyD

Florida School of Professional Psychology
Assistant Professor, Director of Practicum Training, Clinical Psychology

William Henry, PhD

Vanderbilt University
Professor, Clinical Psychology

Chet Lesniak, PhD

New York University
Associate Professor, Clinical Psychology

Katherine McKay, PhD

Adelphi University
Diversity Coordinator, Clinical Psychology

Steven O'Brien, PsyD

Nova Southeastern University
Assistant Professor, Clinical Psychology

Patty O'Grady PhD

University of Maryland at College Park
*Associate Professor, Dean
College of Education and Human Development*

Jeanne Peterson, PsyD

Florida Institute of Technology
Associate Professor, Clinical Psychology

Judith Quick, PsyD

Nova Southeastern University
Associate Professor, Clinical Psychology

Nigel Searle, PhD

Edinburgh University
Assistant Professor, Business

Jason Steward, PhD

University of Minnesota
Assistant Professor, Clinical Psychology

ADMINISTRATIVE PERSONNEL

Lisette Aponte

Registrar Assistant

Susan Beecroft

Associate Registrar

Connie Brown

Director of Public Relations

John Davies

Director of Library Services

Hanna Decker

Assistant Director of Admissions

NaNa-Yaa Frimpong

Administrative Assistant for Academic Affairs

Angela Green

Student Accounting Officer

Shannon Greenwood

Assistant Director of Admissions

Anthony Jones

Assistant Director of Admissions

Amber Keith

Receptionist

Marsha Kuchelema

Registrar

Sabrina McGee

Computer Technician II

Johanna Miller

Mailroom Coordinator

Courtney Pinson

Human Resources Coordinator

Noelia Iris Rodriguez

Assistant Director of Admissions

Ruth Semelsberger

Dean of Student Affairs

Molly Shaw-Matthers

Enrollment Processor

Tamara Sheehan

Project Associate Director of Admissions

Marianne Sipko

Admissions Coordinator

Drew Smith

Technology Support Supervisor

Melanie Storms

Campus President

Leticia Villaneuva

Student Accounting

Stephanie Wadsworth

Associate Director of Student Financial Services

Meredith Ward

Director of Admissions

Jason Watkins

Business and Finance Manager

John Woolsey

Director of Human Resources



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