



**ARGOSY UNIVERSITY | SAN FRANCISCO BAY AREA**  
*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

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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/SAN FRANCISCO BAY AREA**

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## **CAMPUS DESCRIPTION**

Argosy University/San Francisco Bay Area is located in the town of Point Richmond, minutes away from San Francisco. The Bay Area is home to numerous hospitals, clinics, schools, and other social service agencies that offer excellent training opportunities to students. The facility is modern, with a glass façade that fills the learning environment with natural light. The campus is near a variety of restaurants and recreational areas, and cultural opportunities are abundant. Point Richmond is centrally located on the water, just 10 minutes west of Berkeley, 10 minutes east of Marin County, and directly across the bay from San Francisco.

## **Library**

The Argosy University/San Francisco Bay Area library maintains a highly focused collection of resource materials, including current books, journals, testing kits, and related materials. Computer terminals provide students access to the PsychINFO database, as well as other online resources; and software applications including Microsoft Word, Microsoft Excel, Access, and PowerPoint. Argosy University/San Francisco Bay Area students also have borrowing privileges at the 17-member Northern California Consortium of Psychology Libraries, and have access to the extensive resources available at the libraries of the University of California/Berkeley, the University of California/San Francisco, and Stanford University. Argosy University/San Francisco Bay Area also participates in the National Library of Medicine's DOCLINE system for interlibrary loans.

## **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/San Francisco Bay Area has been granted approval to operate by the California Bureau of Postsecondary and Vocational Education (1625 North Market Boulevard, Suite S202, Sacramento, CA 95834, 1.916.574.7720, FAX: 1.916.574.8650).

## **PROGRAMMATIC ACCREDITATION**

The Doctor of Psychology in Clinical Psychology Program at Argosy University/San Francisco Bay Area 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/SAN FRANCISCO BAY AREA PROGRAMS College of Business and Information Technology**

### *Bachelor of Science (BS)*

- Business Administration (Degree Completion Program)

*May choose one of five optional concentrations:*

Customized Professional Concentration  
Finance  
Healthcare Management  
International Business  
Marketing

### *Master of Business Administration (MBA)*

- Business Administration

*Must choose one of seven concentrations:*

Customized Professional Concentration  
Finance  
Healthcare Administration  
Information Systems Management  
International Business  
Management  
Marketing

### *Doctor of Business Administration (DBA)*

*Must choose one of six concentrations:*

Accounting  
Customized Professional Concentration  
Information Systems  
International Business  
Management  
Marketing

### **College of Education and Human Development**

#### *Master of Arts in Education (MAEd)*

- Educational Leadership
- Instructional Leadership

*May choose one of four optional concentrations:*

Single subject teacher credential preparation

Single subject teacher credential preparation with BCLAD

Multiple subject teacher credential preparation

Multiple subject teacher credential preparation with BCLAD

#### *Doctor of Education (EdD)*

- Community College Executive Leadership
- 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 American School of Professional Psychology**

#### *Bachelor of Arts (BA)*

- Psychology (Degree Completion Program) with an optional concentration in Criminal Justice

#### *Master of Arts (MA)*

- Clinical Psychology
- Counseling Psychology
- Forensic Psychology

#### *Doctor of Education (EdD)*

- Counseling Psychology with an optional concentration in Forensic Counseling

#### *Doctor of Psychology (PsyD)*

- Clinical Psychology

*Argosy University/San Francisco Bay Area*

# **College of Education and Human Development**





# Master of Arts in Education in Instructional Leadership Program

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## PROGRAM OVERVIEW

The MAEd in Instructional Leadership program is designed for students who wish to become teachers, develop or enhance classroom skills, become curriculum supervisors, or become educational leaders with instruction as their main focus.

In the MAEd in Instructional Leadership program, students develop core practical and academic skills in analysis, oral and written communication, problem solving, critical thinking, team-building, and computer technology, through courses that examine the practical, historical, philosophical, psychological, social, technical, and theoretical aspects of education.

### Concentrations in Multiple and Single Subject Teacher Credential Preparation

At Argosy University/San Francisco Bay Area, MAEd in Instructional Leadership students may choose to complete a general program in Instructional Leadership or choose to specialize in one of the following concentrations:

- Instructional Technology<sup>1</sup>
- Special Education<sup>1</sup>
- Single Subject Teacher Credential Preparation
- Single Subject Teacher Credential Preparation with BCLAD (Bilingual, Cross-Cultural, Language and Academic Development)<sup>2</sup>
- Multiple Subject Teacher Credential Preparation
- Multiple Subject Teacher Credential Preparation with BCLAD (Bilingual, Cross-Cultural, Language and Academic Development)<sup>2</sup>

The Single Subject Teacher Credential authorizes the holder to teach in a specific subject in a departmentalized classroom usually found at the middle or secondary level.

The Multiple Subject Teacher Credential authorizes the holder to teach all subjects in a self-contained classroom, K–12, as well as in preschool and adult education. It is the credential sought by those who wish to teach elementary school (K–6).

Argosy University/San Francisco Bay Area has been approved by the California Commission on Teacher Credentialing (CCTC) to offer the Single Subject and Multiple Subject Credentials. A California Single Subject or Multiple Subject teaching credential requires both proof of subject matter competence and completion of an approved credential program. Students seeking to obtain any teaching credential must make formal application and be admitted to the teacher credential program before beginning coursework.

<sup>1</sup> See Argosy University Academic Catalog for concentration requirements.

<sup>2</sup> Emphasis in Spanish. Students should see their campus credential analyst regarding BCLAD certification in other languages.

While courses and curricula are designed to satisfy prevailing state licensure and certification requirements in many states, students are responsible for checking with the teaching certification agency in the state in which they teach (or plan to work) to confirm the applicability of program courses and degrees to meet local requirements.

## ADMISSION REQUIREMENTS

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved by the faculty and dean of the College of Education and Human Development, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) during the last two years of undergraduate work and any subsequent 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.

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
- 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 will be considered for admission on an exception basis with significant evidence of academic and professional potential. This potential may be 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 approved by the campus dean or program chair. 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."

### **Additional Admission Requirements for the Multiple and Single Subject Teacher Credential Preparation Concentrations**

Students applying to the MAEd in Instructional Leadership program with a concentration in Single or Multiple Subject Teacher Credential Preparation must meet the following requirements in addition to those listed for the MAEd in Instructional Leadership program. Applicants must:

- Possess proof of Certificate of Clearance and have passed for the California Basic Education Skills Test (CBEST) before they can begin his/her field experience assignments. Proof of Certificate of Clearance can be obtained by providing Argosy University with a copy of an emergency credential granted to the student. If a student has never been authorized for service in public school, they must file for Certificate of Clearance through Argosy University. Applications can be picked up from the CCTC office and the on-campus credentials analyst. Students must obtain clearance before beginning student teaching, without exception.
- Possess qualities deemed to be suitable for the field of teaching. *Note:* Candidates who have been convicted or plead nolo contendere for any violation of the law, excluding minor traffic offenses, may not be eligible for a California Teaching Credential and must check with the credentials analyst for verification.

### **GRADUATION REQUIREMENTS**

A student is eligible for graduation in the MAEd in Instructional Leadership program when the following requirements are met:

- Satisfactory completion of all requirements in the program of study (a minimum of 36 semester credit hours), including core, general program or concentration, Capstone Project, and elective requirements
- A grade point average of 3.0 or higher (on a scale of 4.0) and a grade of “B-” or better in all required courses
- A completed Petition to Graduate submitted to campus administration

### **Academic Probation and Dismissal**

A student receiving a grade of “B-” or below in a course required for a preliminary credential will be placed on academic probation. The terms of probation will require the student to retake the course when offered and receive grade of “B-” or higher. In addition, the probationary student may enroll in a maximum of 3 additional credit hours until the specified course is retaken. An advisor from the College of Education and Human Development will monitor the progress of the student.

Students will be dismissed from the concentration for the following:

- Receipt of a second grade below “B-”
- Failure to earn a grade of “Pass” (“P”) in the Field Experience portion of the program/concentration
- Receipt of a grade of “F”

### **Candidate Dismissal**

According to the California Commission on Teacher Credentialing (CCTC) regulations, Argosy University has an obligation to public schools to dismiss candidates who are unsuited to be teachers. Argosy University reviews each candidate’s competence throughout the program, informs candidates of their strengths and weaknesses, provides opportunities for learning, and emphasizes that candidates possess high standards of personal conduct.

### **PROGRAM REQUIREMENTS**

Students who choose not to select a concentration will find general program requirements for the MAEd in Instructional Leadership program in the *2006–2007 Argosy University Academic Catalog*.

Students who choose an optional concentration in Instructional Technology or Special Education will find the requirements for these concentrations in the *2006–2007 Argosy University Academic Catalog*.

### **Teacher Credential Preparation Concentration Requirements**

#### ***U.S. Constitution Requirement***

All Teacher Credential Preparation concentration candidates must complete an approved course with a grade of “C” or better covering the U.S. Constitution or pass a college-level exam in this area.

#### ***Multiple Subject Teacher Credential Preparation Concentration Requirements***

The MAEd in Instructional Leadership program with a concentration in Multiple Subject Teacher Credential Preparation requires the successful completion of 36 semester credit hours distributed as follows: core research requirement, 3 credit hours; preliminary credential course requirements, 30 credit hours; and Capstone Project requirement, 3 credit hours.

#### **Core Research Requirement—Students are Required to Take the Following**

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E6100	Research in Education (3)
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Core Research Requirement—3 Credit Hours

#### **Preliminary Credential Course Requirements—Students Are Required to Take the Following**

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E6900	Cultural Diversity (3)
E6901	Foundations of Education (3)
E6902	Curriculum and Instruction for Diverse Elementary School Settings (3)
E6903	Language and Literacy Education in Elementary Schools (3)
E6904	Mathematics Education in Elementary Schools (3)
E6905	Social Studies Education in Elementary Schools (3)
E6906	Science Education in Elementary Schools (3)
E6907	Field Experience I: Beginning Practice Teaching (3)
E6908	Field Experience II: Advanced Practice Teaching (3)
E6914	Theories and Methods of Bilingual Multicultural Education (3)

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Preliminary Credential Course Requirements—30 Credit Hours

#### **Capstone Project Requirements—Students are Required to take the Following**

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E6925	Capstone Project (3)
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Capstone Project Requirements—3 Credit Hours

#### **Examination Requirements**

- Passing score on CBEST Examination
- Passing CSET or MSAT scores

*Multiple Subject Teacher Credential  
Preparation Concentration Requirements with BCLAD*

The MAEd in Instructional Leadership program with a concentration in Multiple Subject Teacher Credential Preparation with BCLAD requires the successful completion of 39 semester credit hours distributed as follows: core research requirement, 3 credit hours; preliminary credential course requirements, 33 credit hours, and Capstone Project requirement, 3 credit hours

**Core Research Requirement—Students are Required to Take the Following**

E6100 Research in Education (3)

Core Research Requirement—3 Credit Hours

**Preliminary Credential Course Requirements—  
Students Are Required to Take the Following**

E6900 Cultural Diversity (3)

E6901 Foundations of Education (3)

E6902 Curriculum and Instruction for Diverse Elementary School Settings (3)

E6903 Language and Literacy Education in Elementary Schools (3)

E6904 Mathematics Education in Elementary Schools (3)

E6905 Social Studies Education in Elementary Schools (3)

E6906 Science Education in Elementary Schools (3)

E6907 Field Experience I: Beginning Practice Teaching (3)

E6908 Field Experience II: Advanced Practice Teaching (3)

E6914 Theories and Methods of Bilingual Multicultural Education (3)

E6915 Pedagogy in the Primary Languages (3) [BCLAD students only]

Preliminary Credential Course Requirements—33 Credit Hours

**Capstone Project Requirements—Students are Required to take the Following**

E6925 Capstone Project (3)

Capstone Project Requirements—3 Credit Hours

*Examination Requirements*

- Passing score on CBEST Examination
- Passing CSET or MSAT scores

*Single Subject Teacher Credential  
Preparation Concentration Requirements*

The MAEd in Instructional Leadership program with a concentration in Single Subject Teacher Credential Preparation requires the successful completion of 36 semester credit hours distributed as follows: core research requirements, 3 credit hours; preliminary credential course requirements, 30 credit hours; and Capstone Project requirements, 3 credit hours.

**Core Research Requirement—Students are Required to Take the Following**

E6100 Research in Education (3)

Core Research Requirement—3 Credit Hours

**Preliminary Credential Course Requirements—  
Students Are Required to Take the Following**

E6900 Cultural Diversity (3)

E6901 Foundations of Education (3)

E6907 Field Experience I: Beginning Practice Teaching (3)

E6908 Field Experience II: Advanced Practice Teaching (3)

E6909 The Adolescent Learner (3)

E6910 Curriculum and Instruction for Diverse Secondary Setting (3)

E6911 Language and Literacy Education in Secondary Schools (3)

E6912 Disciplinary/Interdisciplinary Methods of Teaching in Secondary Schools (3)

E6913 The Reflective Professional: Special Topics Seminar (3)

E6914 Theories and Methods of Bilingual/Multicultural Education (3)

Preliminary Credential Course Requirements—30 Credit Hours

**Capstone Project Requirements—Students are Required to take the Following**

E6925 Capstone Project (3)

Capstone Project Requirements—3 Credit Hours

*Examination Requirements*

- Passing score on the CBEST Examination
- Subject matter competence can be met by passage of appropriate Single Subject Assessments for Teaching (CSET/SSAT) and PRAXIS examinations; or completion of an approved program of subject matter coursework, verified by a signed waiver from an accredited California four-year college or university.

*Single Subject Teacher Credential  
Preparation Concentration Requirements with BCLAD*

The MAEd in Instructional Leadership program with a concentration in Single Subject Teacher Credential Preparation with BCLAD requires the successful completion of 39 semester credit hours distributed as follows: core research requirements, 3 credit hours; preliminary credential course requirements, 33 credit hours; and Capstone Project requirements, 3 credit hours.

**Core Research Requirement—Students are Required to Take the Following**

E6100 Research in Education (3)

Core Research Requirement—3 Credit Hours

**Preliminary Credential Course Requirements—  
Students Are Required to Take the Following**

E6900 Cultural Diversity (3)

E6901 Foundations of Education (3)

E6907 Field Experience I: Beginning Practice Teaching (3)

E6908 Field Experience II: Advanced Practice Teaching (3)

E6909 The Adolescent Learner (3)

E6910 Curriculum and Instruction for Diverse Secondary Setting (3)

E6911 Language and Literacy Education in Secondary Schools (3)

E6912 Disciplinary/Interdisciplinary Methods of Teaching in Secondary Schools (3)

E6913 The Reflective Professional: Special Topics Seminar (3)

E6914 Theories and Methods of Bilingual/Multicultural Education (3)

E6915 Pedagogy in the Primary Languages (3)  
[BCLAD students only]

Preliminary Credential Course Requirements—33 Credit Hours

**Capstone Project Requirements—Students are Required to take the Following**

E6925 Capstone Project (3)

Capstone Project Requirements—3 Credit Hours

*Examination Requirements*

- Passing score on the CBEST Examination
- Subject matter competence can be met by passage of appropriate Single Subject Assessments for Teaching (CSET/SSAT) and PRAXIS examinations; or completion of an approved program of subject matter coursework, verified by a signed waiver from an accredited California four-year college or university.

**PROGRAM TRANSFER**

Students transferring into the MAEd in Instructional Leadership program from an institution other than Argosy University/Orange County or San Francisco Bay Area must meet the following requirements:

- A residency requirement of 9 credit hours is mandatory for all candidates who enter into the MAEd in Instructional Leadership program with a concentration in Single or Multiple Subject Teacher Credential Preparation from another institution. Students transferring are expected to complete 9 credit hours prior to directed teaching.
- Teacher preparation coursework will not automatically be transferred to Argosy University/San Francisco Bay Area. Special circumstances may be petitioned, however, only coursework completed in the last seven years will be considered.

*Argosy University/San Francisco Bay Area*

# **The American School of Professional Psychology**



# Master of Arts in Clinical Psychology Program

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## PROGRAM OVERVIEW

The Master of Arts (MA) in Clinical Psychology program is designed to meet the needs of students seeking a terminal degree at the master's level, state licensure as a Marriage and Family Therapist (MFT), and/or students who eventually plan to pursue a doctorate degree. The master's degree provides students a strong clinical orientation.

The MA in Clinical Psychology program at the Argosy University/San Francisco Bay Area offers several unique advantages to those individuals who are planning to subsequently pursue a doctorate degree. If admitted to the doctoral program, most master's-level coursework taken at Argosy University/San Francisco Bay Area will apply toward the Argosy University/San Francisco Bay Area PsyD in Clinical Psychology program. Admission to the master's program or completion of the master's degree, however, does not guarantee admission to the PsyD in Clinical Psychology program at Argosy University/San Francisco Bay Area.

## ADMISSION REQUIREMENTS

The application process for admission into the MA in Clinical Psychology program requires the submission of material that will enable the Admissions Department to verify the applicant's academic qualifications to enroll at a graduate professional school. Because the admission process also takes into consideration the qualities essential to becoming an effective mental health professional, 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.

- 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 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."

The Admissions Department will notify all applicants in writing of the Admissions Committee's decisions. Accepted applicants are required to remit a non-refundable deposit by the date stipulated on the written notification to reserve a place in the entering class. The deposit will be applied toward the tuition of the student's first semester as a matriculated student.

## Prerequisites for Admission

Argosy University/San Francisco Bay Area requires certain prerequisite undergraduate courses of all students enrolling in a graduate program in clinical psychology. These courses serve as a foundation for courses that will follow.

Applicants should have completed the following five undergraduate courses, or their equivalent:

- Abnormal psychology
- Introductory psychology
- Personality theories
- Statistics or research methods
- Tests and measures or psychological assessment

Argosy University/San Francisco Bay Area strongly recommends that these courses be completed prior to enrollment. Students who have not completed these courses prior to admission must complete them prior to the end of the first year of enrollment and before beginning a practicum. No exceptions to this policy are allowed.

#### Application Deadlines

All admission materials for the Master of Arts in Clinical Psychology program must be submitted by the following dates:

#### Fall Admission

January 15	Priority deadline (interviews conducted in February/March; final notification April 15), according to a rolling admission process
May 15	Final deadline (dependent on space availability)

#### Spring Admission

October 15	Final deadline (interviews conducted in early November; final notification mid-to-late November)
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#### ENROLLMENT REQUIREMENTS

Students have the option to maintain a full-time or part-time course load. Students are encouraged to register for a minimum of 6 credit hours each semester. The most effective way of achieving the program's objectives is to take the theoretical and practical courses over a two- or three-year period in the order recommended by the faculty.

#### Additional Requirements for Academic Progress

To maintain academic progress toward a degree all students must retain the required cumulative grade point average and meet the cumulative maximum time frames for their program. Students who do not meet these requirements will be placed on academic probation.

The following are the cumulative GPA, cumulative maximum time frame, and incremental maximum time frame requirements:

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

#### GRADUATION REQUIREMENTS

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

- 51 semester credit hours, which must be completed by the end of the fifth year of matriculation. The total credit hours must include:
  - 43 credit hours of required courses
  - 6 credit hours (one year) of practicum which includes a weekly one-hour seminar
  - 2 credit hours of Professionalization Group (PP7110, PP7111)

- A GPA of at least 3.0 on a scale of 4.0 with no more than two grades below "B-"
- Successful completion of the Clinical Evaluation Conference (CEC)
- A completed Petition to Graduate submitted to campus administration
- Completion of Child Abuse and Reporting (PP7332)

#### PROGRAM REQUIREMENTS

The MA in Clinical Psychology program requires the satisfactory completion of 51 semester credit hours distributed as follows: required courses, 43 credit hours; professionalization group requirements, 2 credit hours; and practicum and practicum seminar requirements, 6 credit hours. The curriculum should be completed in the order recommended by Argosy University/San Francisco Bay Area.

#### Required Courses—Students Are Required to Take the Following

PP7000	History and Systems (3)
PP7010	Lifespan Development (3)
PP7050	Physiological Psychology (3)
PP7100	Professional Issues: Ethics, Conduct and Law (3)
PP7200	Statistics and Research Methods I (3)
PP7300	Psychopathology I (3)
PP7301	Psychopathology II (3)
PP7332	Child Abuse Assessment and Reporting* (0)
PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)
PP7360	Clinical Psychopharmacology (3)
PP7370	Cognitive Assessment (3)
PP8010	Cognitive-Behavioral Theory and Therapy (3)
PP8020	Person Centered and Experiential Theory and Therapy (3)
PP8050	Family and Couple Therapy (3)
PP8650	Assessment and Treatment of Substance Use Disorders (3)
PP8670	Human Sexuality (1)

Required Courses—43 Credit Hours

\* All master's in clinical psychology program students must complete a seven-hour Child Abuse Assessment and Reporting (PP7332) course.

#### Professionalization Group Requirements—Students Are Required to Take the Following

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

Professionalism Group Requirements—2 Credit Hours

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

PP8150	Practicum I (3)
PP8151	Practicum II (3)

Practicum and Practicum Seminar Requirements—6 Credit Hours

#### Professionalization Group Requirements

Students are required to register for two consecutive semesters of Professionalization Group in the first year of the program.

#### Practicum Requirements

The practicum is the first opportunity provided to Argosy University/San Francisco Bay Area students for clinical field training. Within the series of practicum courses, Argosy University/San Francisco Bay Area provides students with the opportunity of working, under supervision, with a clinical population within a mental health delivery system. The practicum is an essential



part of clinical training and all students are required to enroll in the practicum experience. Liability insurance will be purchased for each student by Argosy University/San Francisco Bay Area.

The practicum is required training experience of at least 500 hours, which takes place during the academic year, usually beginning in September and usually concluding in June. The practicum must include at least 150 of face-to-face client contact, with appropriate clinical supervision as set forth by the Board of Behavioral Sciences of the State of California. The practicum is treated as a course and with a practicum seminar carries 3 credit hours per semester and 6 credit hours for the academic year. A practicum may not be done in a student's place of employment, nor is any student transferred from the practicum requirements. Students who come to the Argosy University/San Francisco Bay Area with extensive clinical backgrounds are placed in practicum sites in areas where they have an interest and do not have previous experience.

#### *Practicum Seminar Requirements*

All students enrolled in a practicum must also concurrently enroll in a practicum seminar. The seminar meets weekly throughout the academic year and allows students to reflect on various practicum experiences and acquire additional skills and attitudes useful in field training. The specific content and emphasis of the seminar varies according to the practicum setting, focus of the enrolled students, and the professional expertise of the faculty member.

#### *Practicum Application Requirements*

All students who enter the practicum application process must be in good academic standing, have a minimum GPA of 3.0 on a scale of 4.0, and have completed the academic sequence that allows for the practicum prerequisite courses to be completed prior to the beginning of the practicum. No student may begin a practicum without being in attendance at Argosy University/San Francisco Bay Area for a minimum of two semesters and a summer I semester.

To be eligible for the master's practicum, a student must have successfully completed, or transferred, 20 credit hours of coursework, which must include the following:

#### **Practicum Prerequisites**

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PP7010	Lifespan Development (3)
PP7100	Professional Issues: Ethics, Conduct and Law (3)
PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)
PP7300	Psychopathology I (3)
PP7301	Psychopathology II (3)
PP7370	Cognitive Assessment (3)
PP8010	Cognitive Behavioral Theory and Therapy (3)

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#### *Practicum and Academic Probation*

Students who are placed under probation for any reason may not be allowed to begin a required practicum until they are removed from probation. Students who receive below a "B-" in any course required for practicum will not be allowed to enroll in practicum during the following academic year. If a first-year student is on probation based on progress in fall semester courses, the student may not apply for a practicum during the spring semester. If the student has achieved a GPA of at least 3.0, when the spring grades are available, and has not been placed on probation by the Student Professional Development Committee (SPDC) for any other reason, the student may, at the discretion of the director of Clinical Training, apply for a practicum. Requests for exceptions to this policy must be provided in writing to the director of Clinical Training.

If a first-year student who has accepted a practicum is placed on probation after the spring semester, the student may not participate in the practicum, if their GPA is below a 3.0 (after the summer I grades are received). If their GPA is at or above 3.0 after the summer I grades are received, the student may, at the discretion of the director of Clinical Training, and the agency, begin the practicum. Students on probation for reasons other than a GPA below 3.0 will not be allowed to apply for practicum until they are removed from probation.

Permission to apply for practicum at times other than the normal times may be requested and approved by the director of Clinical Training. The SPDC decides whether any probationary student who is on practicum may continue to participate in training.

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

#### *Procedures for Practicum Remediation*

Requests for remediation within the ordinary time frame of the practicum can be handled informally under the coordination of the director of Clinical Training. Such a request might come from any relevant practicum personnel such as site supervisors, seminar leaders, of the Argosy University/San Francisco Bay Area director of Clinical Training.

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

At any point in this process, the student may request to meet with the Clinical Training Committee. The student may submit written materials and/or bring a support person. The Clinical Training Committee may also require that a student in need of remediation meet with the committee so that the committee has all pertinent information.

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

Based on a thorough assessment of problem areas and on the advisement of the director of Clinical Training, the Clinical Training Committee may recommend that a student be dismissed from the school. The Clinical Training Committee will formulate a written summary of problem areas and a detailed rationale for the dismissal recommendation. The dismissal recommendation is forwarded to the SPDC for appropriate action.

#### *Practicum Description*

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

#### *Relationship of Master's and Doctoral-Level Practicum*

The master's practicum is not equivalent to the practicum in the doctoral program. Students who enroll subsequently in the doctoral program will have to take both doctoral Practicum I and II if their primary supervisor was not a licensed mental health provider at the doctoral level.

#### *Practicum Evaluation*

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

#### **Clinical Evaluation Conference (CEC) Requirements**

The Clinical Evaluation Conference (CEC) is a competency-based examination, designed to evaluate the student's mastery of basic clinical skills.

To be eligible to take the CEC, the student must be in good academic standing, have a GPA of at least 3.0 on a scale of 4.0, not be on probation and must be enrolled in, or have completed the master's practicum.

The CEC is conducted during the spring semester of the master's practicum seminar. The student will be asked to demonstrate clinical competency by successfully completing the following tasks:

- *Written Component* Each student must submit, to the practicum seminar instructor, a written case presentation, that includes:

- Overview of case
- Presenting problem
- Relevant history
- Diagnostic assessment
- Conceptualization and treatment formulation
- Treatment summary including specific interventions used in the course of the therapy
- Ethical and legal considerations
- Issues of diversity

- *Oral Presentation* Each student must present the written case in the practicum seminar and respond to questions presented to them by both the practicum seminar instructor and the seminar participants. The oral presentation must reflect the basic information conveyed in the written component.

The presentation should not exceed 30 minutes in length. If the student fails the CEC, feedback will be provided to the student by the seminar instructor and the student will be given a second opportunity to demonstrate competency. Failure to demonstrate competency during the second presentation is grounds for dismissal from the program and will be referred to the SPDC.

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

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

### Year One

Fall Semester		Spring Semester		Summer Semester	
PP8020	Person Centered and Experiential Theory and Therapy (3)	PP7301	Psychopathology II (3)	PP7100	Professional Issues: Ethics, Conduct and Law (3)
PP7300	Psychopathology I (3)	PP7111	Professionalization Group II (1)	PP8010	Cognitive Behavioral Theory and Therapy (3)
PP7110	Professionalization Group I (1)	PP7010	Lifespan Development (3)		
PP7370	Cognitive Assessment (3)	PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)	PP7332	Child Abuse Assessment and Reporting* (0)

### Year Two

Fall Semester		Spring Semester		Summer Semester	
PP8150	Practicum I (3)	PP7360	Clinical Psychopharmacology (3)	PP8650	Assessment and Treatment of Substance Use Disorders (3)
PP7200	Statistics and Research Methods I (3)	PP8151	Practicum II (3)	PP7000	History and Systems (3)
PP7050	Physiological Psychology (3)	PP8050	Family and Couple Therapy (3)	PP8670	Human Sexuality (1)

## MASTER OF ARTS IN CLINICAL PSYCHOLOGY PROGRAM COURSE PREREQUISITES

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

Course Number and Title	Prerequisite
PP7000 History and Systems (3)	None
PP7010 Lifespan Development (3)	None
PP7050 Physiological Psychology (3)	None
PP7100 Professional Issues: Ethics, Conduct and Law (3)	None
PP7110 Professionalization Group I (1)	None
PP7111 Professionalization Group II (1)	PP7110 Professionalization Group I
PP7200 Statistics and Research Methods I (3)	None
PP7300 Psychopathology I (3)	None
PP7301 Psychopathology II (3)	PP7300 Psychopathology I (3)
PP7332 Child Abuse Assessment and Reporting*	None
PP7340 Issues in the Assessment and Treatment of Diverse Populations (3)	None
PP7360 Clinical Psychopharmacology (3)	None
PP7370 Cognitive Assessment (3)	None
PP8010 Cognitive-Behavioral Theory and Therapy (3)	None
PP8020 Person Centered and Experiential Theory and Therapy (3)	None
PP8050 Family and Couple Therapy	None
PP8150 Practicum I (3)	See "Practicum Prerequisites" table
PP8151 Practicum II (3)	See "Practicum Prerequisites" table
PP8650 Assessment and Treatment of Substance Use Disorders (3)	None
PP8670 Human Sexuality (1)	None

\* All master's students in the clinical psychology program must complete a seven-hour Child Abuse Assessment and Reporting (PP7332) course.

## **COURSE/CREDIT TRANSFER**

The following is a list of courses that may not be transferred into the MA in Clinical Psychology program:

### **Non-Transferrable**

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PP7100	Professional Issues: Ethics, Conduct, and Law (3)
PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)
PP7301	Psychopathology II (3)
PP8150	Practicum I (3)
PP8151	Practicum II (3)

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Students requesting to transfer Psychopathology I (PP7300) must have both an approved course that meets the course transfer requirements and must pass a transfer examination.

### **Application Procedures**

- Obtain a Course Transfer Form from the Student Services Department. Fill out one for each course transfer request, listing the Argosy University/San Francisco Bay Area course and number you wish to transfer, and the corresponding course taken elsewhere.
- Submit the form to the director of Student Services with the following items:
  - A copy of the transcript referencing the course under review
  - A course syllabus
  - When available, other items such as assignments, projects, course notes or exams to support the transferability of the course

If the transfer meets the conditions listed above, it will be forwarded to the appropriate faculty member. The faculty person will review your materials and complete the Course Transfer Form. It will then be submitted to the director of Student Services.

There is a \$50 fee for each course granted for transfer. You will receive an invoice from Student Services indicating the total amount due, based on faculty approval of the transfer(s). Course(s) will not be entered onto the transcript until payment is received. No grade is entered for transferred courses.

A copy of the Course Transfer Form will be given back to you, along with the materials.

# Master of Arts in Counseling Psychology Program

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## PROGRAM OVERVIEW

The Master of Arts (MA) in Counseling Psychology program has been designed to educate and train students to function effectively as a licensed Marriage Family Therapist (MFT). Argosy University/San Francisco Bay Area provides its students an educational program with all the necessary theoretical and practical elements that will allow them to be effective members of a mental health team. The program introduces students to basic counseling skills that integrate individual and group theoretical foundations of counseling psychology into appropriate client interaction and intervention skills.

Students who are admitted into the Master of Arts in Counseling Psychology will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology. Coursework and degree requirements must be completed in the order recommended by Argosy University/San Francisco Bay Area.

## 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 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."

## ENROLLMENT REQUIREMENTS

Students in the Master of Arts in Counseling Psychology program enroll for 9 credit hours for the first five of six semesters. This policy does not apply to those students who elect to do their practicum after completing their coursework. Students should complete the coursework in a lock-step sequence. Any student who wishes to take a course or courses out of sequence must have the permission of the program chair.

## Additional Requirements for Academic Progress

The penalties for not maintaining academic progress are outlined in the *Argosy University Academic Catalog*. In addition to the academic progress requirements outlined in the *Argosy University Academic Catalog*, all students are reviewed each academic year by the Student Services Department to determine if satisfactory academic progress requirements are being met for the following criteria:

- Students must maintain a cumulative grade point average (GPA) of 3.0 on a scale of 4.0
- Complete the program within the maximum allowable time frame

Students must complete the program within five years after matriculation. Students who take an approved leave of absence will have five years plus the length of time that they were on 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 the year in the program following matriculation to successfully complete the program appears below. Students taking an approved leave of absence will not have the length of time that they were on the leave counted in the calculation of the student's year in the program. Curriculum changes may result in a change in the completion schedule for maximum time frame.

Students are required to complete 49 credit hours within five years after matriculation. The suggested incremental maximum time frame requirements are listed below:

**Suggested Incremental Time Frame Completion Rates**

End of Year One	12 credit hours
End of Year Two	24 credit hours
End of Year Three	36 credit hours
End of Year Four	46 credit hours
End of Year Five	49 credit hours

Incremental maximum time frame requirements are not a replacement for the specific program sequencing and enrollment requirements, which may be stricter than the incremental maximum time frame requirements. See other sections in this addendum for specific requirements of your program.

**STUDENT EVALUATION**

**Student Evaluation and Grade Sheets**

Faculty members are required to submit a Grade Sheet for each student enrolled in a course no later than eight days from the last day of the course. Each student will receive an individual copy of his/her Grade Sheet. Student Grade Sheets are placed in the student's academic file and retained there. They are also distributed to the Student Services Department.

**Student Professional Development Committee**

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:

- The MA in Counseling Psychology requires the student to complete 49 semester credit hours by the end of the fifth year of matriculation. The total credit hours must include:  
43 credit hours of required courses  
6 credit hours (600 hours) of required practicum
- Grade Point Average (GPA) of at least 3.0 on a scale of 4.0
- Completion of all requirements within five years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

**PROGRAM REQUIREMENTS**

The Master Arts in Counseling Psychology program requires the satisfactory completion of 49 semester credit hours distributed as follows: required courses, 43 credit hours; and practicum and practicum seminar requirements, 6 credit hours.

**Required Courses—Students Are Required to Take the Following**

PC6005	Maladaptive Behavior and Psychopathology (3)
PC6025	Human Growth and Development (3)
PC6104	Counseling Skills I (3)
PC6105	Counseling Skills II (3)
PC6200	Human Sexuality (1)
PC6230	Theories in Counseling Families and Individuals (3)
PC6240	Introduction to Psychological Testing (3)
PC6250	Clinical Psychopharmacology (3)
PC6320	Domestic Violence and Spousal Abuse (2)
PC6330	Child Abuse Assessment and Reporting (1)
PC6505	Group Counseling (3)
PC6510	Social and Cultural Foundations of Therapy (3)
PC6521	Research and Program Evaluation (3)
PC6700	Couples and Family Counseling (3)
PC6900	Substance Abuse Counseling (3)
PC7100	Professional Issues: Ethics, Conduct, Law (3)

Required Courses—43 Credit Hours

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

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

Practicum and Practicum Seminar Requirements—6 Credit Hours

*Degree Candidacy and Course Sequence Requirements*

The student's first nine courses in the program must be satisfactorily completed before a student is allowed to take additional courses. After a student has successfully completed nine courses, he or she is assessed by the faculty, from a variety of perspectives, to determine the student's potential for completing the program.

In this evaluation process, the 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 satisfactory faculty evaluations will be considered for continuation in the program.

Students who achieve a grade point average of 2.5 or below will no longer be allowed to take courses in the program. Students with grade point averages above 2.5, but below 3.0 will be advised of their status and may be allowed to remain in the program if they so request in writing to the program chair. The request will be reviewed by the Student Professional Development Committee (SPDC). If allowed to continue, students may be allowed to take two additional courses to raise his or her cumulative grade point average to 3.0. Students will not be allowed to take more than two additional courses without achieving an overall GPA of 3.0. The SPDC may recommend that a student retake any course in which a grade below "B" was received.

Any student who receives two grades of "F" in the first nine courses will be automatically dismissed from the program.

### **Practicum Training Requirements**

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

The foundation of Argosy University/San Francisco Bay Area student practicum training in professional psychology is the accurate assessment and understanding of human clinical 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 Psychological Association and/or the American Counseling Association are incorporated into student training.

The Argosy University/San Francisco Bay Area administration closely monitors academic and clinical development during all stages of progress throughout a student's graduate career. This monitoring includes assessment of clinical suitability as well as academic achievement. Thus, aspects of student's personal adjustment, interpersonal relationships, and behavior in all settings are relevant to their progress at Argosy University/San Francisco Bay Area. Our aim is to assure that students are well qualified and have potential to become competent and ethical professionals.

A primary goal of Argosy University/San Francisco Bay Area practicum training is the development, by means of supervised direct client contact, of competent clinicians that are able to deliver basic and effective assessment and therapeutic intervention skills. The refinement of criteria for clinical competency and assessment of competency are ongoing institutional concerns.

The practicum is a required training experience of at least 500 hours, which takes place during the academic year, usually beginning in September and usually concluding in June. Students spend 12–20 hours per week in an agency/program that is formally affiliated with the school. All students enrolled in practicum are concurrently enrolled in a practicum seminar, led by a faculty member that meets throughout the academic year. The practicum must include at least 150 hours of face-to-face client contact, with appropriate clinical supervision as set forth by the Board of Behavioral Sciences of the State of California. The practicum is treated as a course which carries 3 credit hours per semester and 6 credit hours for the academic year. No student may be waived from the practicum requirements. Students who come to the Argosy University/San Francisco Bay Area with extensive clinical backgrounds are placed in practicum sites in areas where they have an interest and do not have previous experience.

All students in good standing are eligible to apply to participate in a practicum. The school provides students assistance in locating practicum in a wide variety of approved clinical field sites. Students are evaluated in writing by the training site supervisor once each semester. Credit is assigned on a "Credit/No Credit" basis by the director of Training.

Of the students overall practicum hours per week, an average of 3–7 hours are spent in "direct service" and the remaining hours are spent in "direct service" and the remaining hours are spent in "indirect services" and "training activities" as defined below.

#### *Definitions*

"Direct Service" includes face-to-face provision of psychological services to individuals designated as clients by the agency/program, and co-therapy with senior mental health staff.

"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 individual or group supervision, case conferences, case management/utilization review meeting, rounds, administrative/planning meetings, in-service training/seminars.

#### *Restrictions*

Students may not train in settings in which they are employed. Argosy University/San Francisco Bay Area cannot provide compensation to the agency for the supervision and/or training of students. The entire practicum takes place at a single agency.

#### *Practicum Prerequisites*

In order for students to apply for practicum 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 practicum prerequisite course to be completed prior to the beginning of the practicum. Students must also have been in attendance at Argosy University/San Francisco Bay Area for a minimum of three semesters before beginning practicum.

#### *Professional Liability Insurance*

All students enrolled in practicum must be covered by professional liability insurance. Students purchase this insurance through Argosy University/San Francisco Bay Area. This is mandatory even if the student is otherwise insured. Payment for insurance is made through the Student Services Department at the time of practicum registration.

#### *Policy on Training Sites with Creedal Statement*

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

Practicum sites approved by Argosy University/San Francisco Bay Area are expected to conduct their selection and training in a nondiscriminatory manner. Sites are expected to select applicants with regard to race, sex, age, ethnic background, or sexual orientation unless they have compelling legal or therapeutic reasons for limiting the applicant pool. Sites, which 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 Argosy University/San Francisco Bay Area if the director of Practicum Training in consultation with the department head determines that an adequate legal and/or therapeutic rationale exists for the selection policies.

#### *Practicum Requirements*

The practicum emphasizes therapy and therapeutic intervention skills. Clinical orientations, specific treatment options and opportunities and client populations will vary across training settings. Argosy University/San Francisco Bay Area does not favor a particular theoretical orientation, but instead encourages students to explore a variety of treatment perspectives. The faculty and curriculum are representative of the major clinical 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 presents an excellent opportunity for this kind of learning.

Practicum students are expected to adjust to and work within an established program in a way that is mutually beneficial to the training site and to students' professional growth. The learning that takes place in such an environment will transfer to other clinical situations, and becomes an integral part of the foundation for sound clinical practice in the future.

Primary treatment experiences offered in practicum sites affiliated with Argosy University/San Francisco Bay Area include the following:

- Individual adult
- Individual adolescent or child therapy
- Couples or marital therapy
- Family therapy
- Group therapy

#### **Practicum Seminars**

All students enrolled in a practicum must be concurrently enrolled in a practicum seminar, which meets on a Saturday or weekday evening, and is led by a faculty member. The practicum seminar is intended to be a year-long series, and students are strongly discouraged from transferring from one practicum seminar to another. Transfer will be contingent upon approval of the Training director and both seminar leaders.

The seminar provides both a didactic experience and a consultation experience. Didactic material emphasizes basic diagnostic and intervention skills and case formulation applicable to a variety of client populations. Students must submit case presentations of their work with clients for review by seminar leaders and for seminar group. Seminar leaders do not provide direct supervision of student's clinical work. Responsibility for client care rests with site supervisors and the training agencies. Faculty members serve as a partners-in-training with students' site supervisors in the development and evaluation of students' skills. The specific content and emphasis of the seminar varies according to the practicum setting and expertise of the faculty member.

#### *Summary of Goals*

Approximately one-third of the time spent at the practicum site should be spent providing direct, face-to-face therapy. There also may be other ongoing opportunities or requirements including the following:

- Students are encouraged to use practicum resource materials, and be in consultation with other peers and professionals at their site
- Interview-based assessment
- Community education, consultation, or outreach projects
- Involvement in specialized interventions appropriate to specific populations (e.g., specific rehabilitation therapies, psychoeducational programs)

The director of Practicum Training develops relationships with site supervisors to become familiar with the requirements and opportunities of each site. The supervisory relationship can provide an excellent opportunity for students to discover important facts about themselves and their impact upon others.



### *Practicum Prerequisites*

All students who enter the practicum application process must be in good academic standing, have a minimum grade point average of 3.0 on a scale of 4.0, and have completed all the practicum prerequisite courses prior to the beginning of the practicum. No student may begin a practicum without being in attendance at Argosy University/San Francisco Bay Area for a minimum of three semesters. Requirements to begin practicum include good academic standing after completion of the following courses.

#### **Practicum Prerequisites**

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PC6005	Maladaptive Behavior and Psychopathology (3)
PC6025	Human Growth and Development (3)
PC6104	Counseling Skills I (3)
PC6230	Theories in Counseling Families and Individuals (3)
PC6320	Domestic Violence and Spousal Abuse (2)
PC6330	Child Abuse Assessment and Reporting (1)
PC6521	Research and Program Evaluation (3)
PC6700	Couple and Family Counseling (3)
PC6900	Substance Abuse Counseling (3)
PC7100	Professional Issues: Ethics, Conduct and Law (3)

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Practicum Prerequisites—27 Credit Hours

Upon successful completion of the master's-level practicum experience, students should be able to assume clinical responsibilities at an entry level under the supervision of a licensed professional counselor or a licensed psychologist.

### *Practicum Application Procedures*

During the fall semester, students applying for practicum will attend a series of informational meetings conducted by the program's training director. Students who are eligible for practicum will be notified by mail of the meeting. The purpose of these meetings is to describe the practicum application process, to advise students regarding practicum selection, to answer student questions, and to distribute informational material. Following these meetings, students should review the practicum information, including resource materials, which are in both the Library and the Practicum Training Office. This material includes site names, locations, supervisor's names, descriptions of the specific training experiences available at practicum sites and site brochures, if available. A list of students currently training at each site is also available. Fellow students are excellent practicum information resources for new students.

During fall semester students are advised by the program's training director concerning practicum placement. In these meetings, students are assisted in selecting sites which meet their needs, preparing a curriculum vita, and writing cover letters. Goodness of fit between student and practicum site is a training priority.

At an appointed date, students are instructed to contact their selected sites by telephone and to schedule interviews. Students should apply, conduct interviews, and accept and decline practicum positions with the utmost professionalism and ethical conduct.

Once an offer is accepted, this verbal acceptance is binding and is viewed as a contractual agreement between Argosy University/San Francisco Bay Area, the practicum site, and the student. The student should immediately notify other sites of the withdrawal of candidacy and thank them for consideration. The training director also must be notified in writing of any acceptance or rejection of a placement offer.

Once a practicum site has been accepted, a Practicum Contract should be completed. This agreement will identify the student, site, supervisor, days and times of attendance, learning activities and amount of supervision. Practicum Contracts are included in materials that students receive during advisement sessions. Practicum Contract completion is the student's responsibility. Student, site supervisor and training director signatures are needed, and the Argosy University/San Francisco Bay Area copy must be in the program chair's office by the end of the first week that the student enters practicum. Without a completed, signed Practicum Contract submitted to the training director's office, student progress will not be evaluated, nor will credit be awarded.

### *Description of Practicum Training Sites*

State mental health facilities, outpatient clinics (city and suburban), private psychiatric hospitals, psychiatric units in general and community hospitals, schools and treatment centers for developmentally disabled, behavior disordered and/or emotionally disturbed adults and children, chemical dependence treatment programs plus a variety of specialized programs such as day treatment for eating disorders, rehabilitation programs, etc., are included in Argosy University/San Francisco Bay Area's current list of approved sites. One of the major priorities of the training director is the acquisition of appropriate practicum sites. This activity is ongoing throughout the year.

Students who have a particular interest in either a clinical area or training site that is not currently available, should contact the training director. An effort will be made to establish formal relationships with sites that can provide the training and supervision required.

### *Selection Criteria for Practicum Training Sites*

Any faculty member or student can suggest a particular agency as a potential practicum site. This information is brought to the attention of the training director. The potential site administrator and/or supervisor is contacted and an initial interview of requirements is conducted on the telephone. If the site meets the basic requirements, a visit is scheduled at the agency between the training director and the site administrator and/or supervisor to review the requirements and establish an affiliation. The ideal practicum experience is as follows: one-third direct therapeutic contact, one-third seminars, meetings, administrative duties and record keeping and one third supervision. The program chairs grant provisional approval to a site until it is determined that it can provide the type of practitioner training Argosy University/San Francisco Bay Area requires. Full approval is granted after a student has successfully completed a practicum and both the agency and the program chairs determine that this has been a positive experience for both the student and the agency.

Training sites are selected on the basis of their use of the practitioner model of training graduate level psychology students, i.e., emphasis on the acquisition of clinical skills, relevant treatment population, credentials of staff and site (registration, licensure, accreditation, etc.), availability of adequate supervision by experienced clinicians and an emphasis on training. Every effort is made to be certain that students receive competent supervision within a mentoring relationship in an environment conducive to learning and that Argosy University/San Francisco Bay Area's supervision requirements can and will be met by the training site (see the following).

#### *Practicum Contracts*

The student, Argosy University/San Francisco Bay Area, and the training site enter into contractual relationship in which the student's delivery of service and other relevant activities within the training arrangement are exchanged for clinical supervision, exposure to clinical populations, exposure to professional role models, case management supervision, and participation in other professional activities such as rounds, staffing, and seminars. Once acceptance of student training has been agreed upon, a Argosy University/San Francisco Bay Area Practicum Contract is completed and signed by site supervisor, the student, and the training director.

Acceptance of a placement at a practicum site is a professional and ethical commitment to a site and its clients. Students must conduct themselves accordingly.

#### *Practicum Supervision Requirements*

Trainees receive a minimum of one hour of direct supervision each week. In addition, they receive an average of at least one hour of direct supervisory contact for every five hours of client contact. Students in the Master of Arts in Counseling Psychology must be supervised by a licensed mental health professional with at least a master's degree (i.e., MFCC/MFT, LCSW, Psychologist, or board-certified psychiatrist). Students are required to audiotape or videotape some of their clinical work to be played in individual supervision and in their practicum seminar on campus. Supervisors are expected to communicate clear expectations to students at the beginning of their practicum and to provide clear feedback regarding clinical competence and progress throughout the year. The training director should be informed immediately of any difficulties encountered at the practicum or of any substantive changes in the practicum experience (e.g., change of supervision). Finally, primary supervision is expected to be offered at a regular, preset, uninterrupted time each week.

#### *Practicum Seminar Requirements*

All practicum students are required to attend a practicum seminar. This seminar is a two hour weekly meeting, which takes place throughout the academic year. The seminar leader typically conducts this seminar based upon a particular theoretical orientation (or more than one) and provides consultation to a group of 6–10 students by means of their presentation of audio or video tapes, and the group analysis and critique of the therapy hour presented. The goals of the practicum seminar are the continued

acquisition of understanding of clinical theories, psychopathology and psychotherapy, and the application of these theories to specific cases. Emphasis is placed on formulating cases from a theoretical perspective and teaching therapy skills. Students are required to audio or videotape some or all of their sessions with clients.

During the last semester of the practicum, students in therapy practicum will be asked to submit to their practicum seminar leaders a brief written report of a case and a 10–15 minute tape of a therapy session, a self-critique of the session, a theoretical formulation of the case, and a description of the course of treatment. Specific criteria for the final project will be distributed by the seminar leader during the first semester.

#### *Evaluation of Student's Progress in Practicum*

Student progress in practicum training is evaluated through the use of an Evaluation Form, which is completed each semester by the practicum supervisor. The Evaluation Form asks the supervisor to assess student progress in three basic areas of clinical functioning:

- Clinical and conceptual skills
- Supervision
- Behavior

It is expected that supervisors will review this written evaluation form with the student and provide direct feedback regarding the student's clinical strengths and weaknesses. Students are responsible for returning this form to the training director on a timely basis. Seminar leaders also evaluate student progress by means of a form provided by Argosy University/San Francisco Bay Area.

The training director assigns an overall "Credit" or "No Credit" grade for the practicum experience following a thorough review of the site supervisor's evaluation and the evaluation by the practicum seminar leader. A student must receive satisfactory progress ratings from the site supervisor and "Credit" from the practicum seminar leader in order to receive a grade of "Credit" from the training director. If students are having difficulties of any kind on their practicum, they are encouraged and expected to consult with the training director. Students are expected to conduct themselves in an ethical and professional manner and they are to be treated at their practicum sites in the same manner. Practicum supervisors are advised to contact the training director with concerns and problems as they arise. If a student is asked to leave a practicum for professional or ethical misconduct, he or she will receive a grade of "NC" for the corresponding semester and any practicum hours spent at the site during the semester will not be applied toward the total practicum hours required in order to complete the program. In addition, the student will be referred to the SPDC, which will then evaluate the case and make appropriate recommendations to the training director.

### *Challenge of Practicum Record*

A student who desires to seek reconsideration of any matter relative to practicum should contact the training director.

If, after consultation with the supervisor, the student wishes to pursue the matter further, the student should contact the training director and request an investigation of the matter. The outcome of the investigation will be summarized and placed in the student training file with a copy given to the student.

If the matter in question concerns a decision reached by the training director about the student, the student may petition the program chair, in writing, for reconsideration of the matter. The outcome will be summarized and placed in the student's file with a copy also given to the student.

### *Probation*

A student placed on probation, may not apply for practicum. If the student has achieved a GPA of at least 3.0 at the time of practicum advisement, the student may apply for a practicum at the discretion of the associate program chair. The associate program chair has the discretionary power to make decisions on any probationary students. This includes both the application for the practicum and the attendance at the practicum.

### *Procedures for Minor Practicum Remediation*

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

### *Process for Remediation of Clinical Skills*

Students on practicum who may need remediation in clinical training are referred to the Training Committee. The Training Committee will examine all pertinent information related to the student's clinical suitability. Students are informed of the Training Committee review and may request a meeting with the Training Committee. Likewise, the Training Committee may request a meeting with the students.

If the review identifies deficits in clinical suitability, the training director will identify the deficits in need of remediation. The student, in consultation with the training director will develop a remediation plan. The remediation plan is forwarded to the program chair for approval. Upon approval, the remediation plan is forwarded to the student. The student is bound by the conditions set forth in the remediation plan.

The remediation plan may require but is not limited to therapy, additional training, additional coursework, or remedial practicum.

If the program identifies deficits, which may not be corrected through a remediation plan, the student may be referred to the Student Professional Development Committee for student evaluation for possible probation or dismissal.

### *Professional Conduct*

Students are expected to conduct themselves in an ethical and appropriate manner on the Clinical Training Site and to become familiar with the *American Psychological Association 2002 Ethical Principles of Psychologists and Code of Conduct* and the *American Counseling Association Code of Ethics*.

Students are expected to conduct themselves in a manner consistent with the principles of the profession of psychology at all times, including outside the classroom and practicum. Enrolling in the practicum and signing the Practicum Contract constitute an agreement to abide by these guidelines. The following are examples of inappropriate and/or unethical behaviors during clinical training:

- Acting in a manner inconsistent with the tenets of psychology and counseling as published in the *American Psychological Association 2002 Ethical Principles of Psychologists and Code of Conduct* and the *American Counseling Association Code of Ethics*
- Failure to follow program guidelines
- Failure to appear for any scheduled event at a training site without notifying the supervisor in advance of absence
- Taking vacation time without obtaining prior approval from the supervisor
- Taping an interaction or playing a tape of an interaction with a client without the express permission of the supervisor and client
- Removing materials from the training site without approval of the supervisor
- Withdrawing from the training site without permission of the program
- Accepting a training site then turning it down to accept another
- Inappropriate use of computer generated interpretive reports

### *Practicum Responsibilities*

Practicum experiences unite student, practicum agency, supervisors, and Argosy University/San Francisco Bay Area in a working relationship in which all parties are responsible to each other as discussed in the sections below.

#### *Site Supervisor*

Site supervisors have the responsibilities outlined below:

- Expectations of student participation should be clearly outlined at the beginning of the practicum.
- Provide regular, preset, uninterrupted supervision time of at least one hour per week.
- Provision of ongoing adequate clinical opportunities.
- Feedback to students regarding clinical competence and progress. Complete student evaluations prior to the end of each semester.

- Inform training director of any difficulties encountered at the practicum as early as possible and notify him/her of any substantive changes in the practicum experience.
- Orient student(s) to the agency, including record keeping and expectations for professional conduct, before they begin their clinical work.

#### Training Director of the Counseling Psychology Program

The training director is responsible as outlined below:

- The training director will provide students with up-to-date practicum resource materials describing approved practicum experiences, prerequisites, expectations, placement procedures, etc.
- The training director, along with Argosy University/San Francisco faculty, will advise students in the practicum selection and application process in order to secure a good match between student training needs and training site offerings/requirements.
- Together, the training director will monitor student progress during practicum training and be available for consultation and advisement to the practicum site and student.
- The training director will develop new training sites.
- The training director will regularly visit, call, and/or write to individual practicum sites in order to facilitate a close training relationship between the school and the site.

#### Student Responsibilities

Students are responsible as outlined below:

- To conduct themselves in reliable, ethical, and appropriately professional ways in all practicum activities including timeliness, notification of absences, permission for vacation, and other professional responsibilities
- To develop and maintain good working relationships with staff and clients
- To maintain an attitude of openness to self-examination and new learning
- To advise training director of any difficulties encountered at the practicum; to seek advisement and consultation in a timely manner with seminar leaders or with the training director when any concern exists
- To review evaluations with site supervisor and submit the evaluations to the training director prior to the end of each semester

#### Comprehensive Examination Requirements

Students in the Master of Arts in Counseling Psychology program are required to successfully complete a Comprehensive Examination. Students must pass the Comprehensive Examination no later than the end of the fourth year after entering the program.

The material covered by the Comprehensive Examination reflects all coursework and material required for students in the program. The examination requires students to be able to integrate the material into a form that demonstrates both mastery of the materials and ability to organize information in a coherent and logical manner.

#### Comprehensive Examination Prerequisites

To be able to sit for the Comprehensive Examination, students must be in the last semester of coursework. Courses that are waived 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.

#### Comprehensive Examination Procedures

The Comprehensive Examination is offered during the last semester of practicum seminar. 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.

Students who register to sit for the Comprehensive Examination are reviewed for eligibility by the program chair.

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.

Currently, the Comprehensive Examination is an in-class examination. The exam typically consists of questions that address specific clinical problems. Students should be prepared to answer questions using both general knowledge of psychology (e.g., developmental theory, multicultural issues, current research) and specific theoretical orientations learned in the program.

Students may bring reference materials to the examination (e.g., *DSM-IV*, textbooks, class notes, etc.). The amount of materials brought to the examination is limited to that which can be reasonably carried into a classroom and used without disruption to other students (usually one bag or box of books).

Examinations are identified by a random number. Written instructions are provided at the time of the examination.

Students are notified in writing of their exam grade. Possible outcomes include "Pass" or "Fail." If students do not pass, they are required to retake the examination (see the following).

#### Grading of the Comprehensive Examination

Examinations are evaluated by a faculty member. Comprehensive Examination essays are graded following written guidelines. Each essay must receive a grade of "B" or better to receive a grade of "Pass." If an essay receives lower than a "B," a grade of "Fail" will be assigned for the examination. Decision by the graders is final.

Should a failing grade be assigned to an examination, a second faculty reader will be asked to evaluate the examination. If both readers agree, the student will fail the examination. If the second reader assigns a passing grade, the two readers will meet in order to discuss and reconcile any discrepancy in the grades. If necessary, a third reader will be asked to evaluate 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 essay. The program chair, in consultation with the faculty readers, 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 Examination 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 examination a third time will be automatically dismissed from the program.

#### *Grading Criteria for the Comprehensive Examination*

The Comprehensive Examination will be evaluated along four general criteria: breadth of knowledge, depth of knowledge, integration of knowledge, and quality of answer. Written guidelines for grading essays encompass these four general criteria as they apply to each question. Guidelines also include more specific criteria (e.g., diagnosis, theoretical concepts) for each examination question.

**Breadth of Knowledge** Students indicate awareness of major areas of theory and research relevant to the question answered. Students thus demonstrate the capacity to meaningfully relate a range of ideas and research findings (if applicable) to the issues being considered in the question. The ideas and conceptual framework used to write about these ideas should be derived from the content of courses within the curriculum.

**Depth of Knowledge** Students demonstrate basic mastery of concepts and relevant research by including the essential elements of the knowledge to be covered in the answer. Students should be able to elaborate upon the ideas expressed and to discuss any disagreements in the field about these ideas.

**Integration of Knowledge** Students demonstrate a capacity to compare and contrast different concepts or research findings in thoughtful and relevant ways. Students should be able to show awareness of how different conceptual frameworks or research approaches may be used to define and study clinical topics/issues.

**Quality of Answer** Students should be able to bring breadth, depth, and integration of knowledge covered in the Argosy University/San Francisco Bay Area curriculum to respond in a direct manner to the question being posed. Students are able to organize their thinking around the focus of the question being posed. Students are able to organize their thinking around the focus of the question and present their thoughts in such a way as to offer a clear answer to the question. This criterion includes writing skills.

#### **Counseling Evaluation Conference Requirements**

The Clinical Evaluation Conference (CEC) normally takes place during the third practicum seminar. The CEC evaluates the growth and development of clinical competency, in accordance with the standards of Argosy University/San Francisco Bay Area, and insures acquisition of the appropriate skill levels for subsequent supervised clinical practice.

The CEC assesses competency in assessment, case formulation, and treatment planning and implementation. This requirement is accomplished through an in-class (practicum seminar) presentation of a treatment session and an accompanying presentation of the assessment, case formulation, course of treatment, and a critique of the treatment session chosen for the CEC. Students must choose a session not previously presented in seminar.

During the CEC the student's competency and development of clinical skills are evaluated in accordance with Argosy University/San Francisco Bay Area standards. Successful completion of the CEC assures that the student has attained the appropriate skill level to begin subsequent supervised clinical practice.

## RECOMMENDED COURSE SEQUENCE FOR THE MASTER OF ARTS IN COUNSELING PSYCHOLOGY PROGRAM

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

The program allows students to enter in any semester. While most students enter in the fall semester and will follow the sequence outlined below, students who enter in the spring semester will complete the first-year spring and summer semester courses and then complete the first-year fall semester courses before beginning the second year with the second-year spring semester courses. Students entering in the summer semester will follow a similar pattern of completing all first-year courses before beginning the second year. Following is the program sequence for the MA Counseling Psychology program for students entering in the fall semester.

### Year One

Fall Semester	Spring Semester	Summer Semester
PC6230 Theories in Counseling Families and Individuals (3)	PC6104 Counseling Skills I (3)	PC6900 Substance Abuse Counseling (3)
PC6005 Maladaptive Behavior and Psychopathology (3)	PC6700 Couples and Family Counseling (3)	PC6320 Domestic Violence and Spousal Abuse (2)
PC7100 Professional Issues: Ethics, Conduct, and Law (3)	PC6025 Human Growth and Development (3)	PC6330 Child Abuse Assessment and Reporting (1)
		PC6521 Research and Program Evaluation (3)

### Year Two

Fall Semester	Spring Semester	Summer Semester
PC6400 Practicum I (3)	PC6401 Practicum II (3)	PC6250 Clinical Psychopharmacology (3)
PC6510 Social and Cultural Foundations of Therapy (3)	PC6505 Group Counseling (3)	PC6200 Human Sexuality (1)
PC6105 Counseling Skills II (3)	PC6240 Introduction to Psychological Testing (3)	

## COURSE/CREDIT TRANSFER

The maximum number of credit hours or courses eligible for transfer in the Master of Arts in Counseling Psychology program is 9 credit hours, three courses.

The following courses may not be waived at Argosy University/  
San Francisco Bay Area:

### Non-Transferrable Courses

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

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

# Doctor of Education in Counseling Psychology Program

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## PROGRAM OVERVIEW

The Doctor of Education (EdD) in Counseling Psychology program at Argosy University/San Francisco Bay Area emphasizes the development of attitudes, knowledge and skills essential in the formation of professionals who are committed to the ethical provision of quality services. To ensure that students are prepared adequately, the curriculum provides for the meaningful integration of theory, training, and practice. Specific objectives of the program include the following:

- The training of practitioners capable of delivering effective treatment to diverse populations of clients in need of such treatment.
- The development of mental health practitioners who understand the biological, psychological, and sociological bases of human functioning.
- The training of practitioners who are capable of exercising leadership both in the health care delivery system and in the training of mental health professionals.
- The preparation of mental health practitioners capable of expanding their role within society.
- The education of practitioners capable of working with other disciplines as part of a professional team.

Students in the EdD in Counseling Psychology program may also choose to pursue an optional concentration in Forensic Counseling.

## ADMISSION REQUIREMENTS

The application process for admission into the EdD in Counseling Psychology program requires the submission of material that will enable the Admissions Department to verify the applicant's academic qualifications to enroll in the doctoral program in counseling psychology. Because the admission process also takes into consideration the qualities essential to working effectively in this field, 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 master's degree from a regionally accredited institution, approved by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified international educational institution.
- A grade point average of 3.0 (on a 4.0 scale) in work leading to the master's degree and in 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. 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

The Admissions Department will notify all applicants of the Admissions Committee's decision as soon as the decision has been made. Accepted applicants are required to remit a non-refundable deposit by the date stipulated on the written notification to reserve a place in the entering class. This deposit will be applied toward the tuition of the student's first semester as a matriculated student.

## ENROLLMENT REQUIREMENTS

Students must enroll for the equivalent of 9 credit hours per semester the first year and 6 credit hours per semester the second year. Doctoral students wishing to be enrolled in fewer credit hours must petition the program chair for part-time status.

## Additional Requirements for Academic Progress

To maintain academic progress toward a degree all students must maintain the required cumulative grade point average and meet the cumulative maximum time frames for their program. Students who do not meet these and the following requirements will be placed on academic probation.

- Students must maintain a cumulative grade point average (GPA) of at least 3.0 on a scale of 4.0.
- Students must complete the program within five years of matriculation, with all coursework and practicum completed by the end of the fifth year.
- The Counseling Competence Examination (CCE) must be completed successfully no later than the end of the fifth year after matriculation. Students who take an approved leave of absence will have five years plus the length of time that they were on approved leave of absence, not to exceed one year, to complete the program.

The minimum amount of academic work that a full-time student must complete by the end of each year in the program appears below. Students taking an approved leave of absence will not have the length of time that they were on the leave counted in the calculation of the student's year in the program. Curriculum changes may result in a change in the completion schedule for maximum time frame. The following is the minimum amount of academic work that a full-time student must complete by the end of each year in the program following matriculation.

Students are required to complete 60 credit hours within five years of matriculation. The suggested incremental time frame completion rates are listed below:

**Suggested Incremental Time Frame Completion Rates**

End of Year One	9 credit hours
End of Year Two	18 credit hours
End of Year Three	27 credit hours
End of Year Four	45 credit hours
End of Year Five	60 credit hours

*Note:* The incremental maximum time frame requirements are not a replacement for the specific program sequencing and enrollment requirements, which may be stricter than the incremental maximum time frame requirements.

**GRADUATION REQUIREMENTS**

Students who are admitted into the program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology. The courses will be completed in the order recommended by Argosy University/San Francisco Bay Area.

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

- 60 semester credit hours which must include:
  - A minimum of 48 credit hours of required courses
  - 12 credit hours of dissertation
- Successful completion of the Counseling Competency Examination (CCE)
- Grade Point Average (GPA) of at least "B" (3.0 on a scale of 4.0), with no more than two grades lower than "B-", and a grade of "B-" or better in all core (first two years) courses
- Successful completion of the dissertation
- Completion of these requirements within five years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

**PROGRAM REQUIREMENTS**

The EdD in Counseling Psychology program requires the satisfactory completion of 60 semester credit hours distributed as follows: required courses, 39 credit hours, elective requirements, 9 credit hours; and dissertation requirements, 12 credit hours.

**Required Courses—Students Are Required to Take the Following**

C6470	Psychology and the Law (3)
C7410	Assessment in Counseling (3)
C7432	Advanced Individual Counseling (3)
C7433	Advanced Group Counseling (3)
C7434	Cognitive-Behavioral Theories of Counseling (3)
C7445	Brief Psychotherapies (3)
C7455	Addictions Counseling (3)
C7458	Diagnosis and Treatment Planning (3)
C7460	Techniques of Child and Adolescent Counseling (3)
C7462	Ethics in Practice (3)
R7031	Methods and Analysis of Quantitative Research (3)
R7035	Qualitative Research and Evaluation (3)
R7037	Survey Techniques (3)

Course Requirements—39 Credit Hours

**Elective Requirements—Students Choose Three of the Following:**

C7436	Psychodynamic Theories of Counseling (3)
C7454	Models of Clinical Supervision (3)
C7471	Treatments of Sexual Dysfunction (3)
R7000	Introduction to Academic Research and Writing (3)

Elective Requirements—9 Credit Hours

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

C7935	Dissertation I (3)
C7935	Dissertation II (3)
C7935	Dissertation III (3)
C7935	Dissertation IV (3)

Dissertation Requirements—12 Semester Credit Hours

**Counseling Competency Examination Requirements**

The Counseling Competency Examination (CCE) includes a treatment summary, case presentation, written case analysis, oral presentation, and oral examination based on the written and case presentations. This format is designed to provide an assessment of the student's knowledge, clinical reasoning within a conceptual model, technical skills, relationship skills, and ability to communicate in written and oral form. Students are expected to take the examination in the last semester of their second year of coursework. Students must submit a CCE Request Form to the Student Services coordinator. In the event of failure, the examination may be retaken once. If, during the second attempt, the examination is not successfully passed, the results of the examination will be presented to the SPDC to determine further action.

*Counseling Competency Examination Eligibility*

The CCE evaluation criteria are designed to assess clinical competency at a level appropriate to students who have completed required coursework. Students are eligible to take the exam if they are in good academic standing in the doctoral program (a GPA of at least 3.0 on a scale of 4.0).



### *Composition of Committee*

Once a student has submitted a CCE Request Form, the chair of the CCE Committee will assign a Review Committee to evaluate the student's written and oral presentations and conduct the oral examination. Review committees will consist of two core faculty members. The Review Committee members serve only as examiners, not advisors in preparation of the materials. The student should not consult the committee members about the content or structure of the examination, other than in regard to the format and timing of the oral examination. In the event that a student who previously failed the CCE is retaking the exam, no member of the previous committee may serve on the new committee. Committee assignments will be made with consideration to workload and expertise with the type of clinical case.

### *Committee Selection and Exam Scheduling*

By the end of the first semester of the student's second year of courses, each student planning to take the CCE during the third semester of the student's second year of courses must submit a CCE Request Form that indicates the treatment setting, treatment modality of the case intended for presentation, and the type of client (e.g., age, sex, presenting problem, diagnosis).

The chair of the CCE Committee will assign a Review Committee and the Review Committee chair will schedule an oral examination meeting. The student will be informed of the assignment and meeting time.

A copy of an audiotaped session and written materials (see case presentation) must be submitted to each member of the Review Committee chair and committee member). In addition, a copy of the written materials must be submitted to the coordinator of Student Services to be kept in the student's academic file. Students are responsible for submitting their CCE materials no later than two weeks prior to the examination date. It is the responsibility of the student to ensure that the appropriate client consent forms, which permit the audiotaping of client sessions, are maintained in the client's record at the practicum agency.

The student makes arrangements to audiotape the entire oral examination and is responsible for ensuring adequate listening quality of the tapes. Students should use full size, new, high quality audiotapes and a recorder with an external microphone. Deliberation by the committee following the oral examination, and subsequent feedback to the student shall not be included on the tape. Examination tapes become the property of Argosy University/San Francisco Bay Area and will be collected by the CCE Review Committee chair following the exam.

The student presents his or her case material orally during the examination. Under the chair's direction, the committee conducts an examination regarding the case and relevant issues. At the close of the examination, the candidate is excused while the committee deliberates and evaluates the written and oral case materials.

### *Counseling Competency Procedures*

A checklist of procedures for the student is presented below. Accompanying this checklist is a detailed explanation of these procedures.

1. Review CCE Guidelines
2. Obtain, complete, and submit the CCE Request Form to the coordinator of Student Services.
3. Select audiotaped or videotaped session to accompany written materials. Transcribe tape. Prepare written case material. Make sure to have three copies of all written materials and two copies of the tape.
4. Schedule the oral examination. Turn in the Clinical Competence Exam Orals Scheduling Form to the Student Services Department at least two weeks before the oral examination.
5. Two weeks in advance of the oral exam, provide the examination committee members with copies of the written and taped materials. Provide the coordinator of Student Services a copy of the written materials.
6. Bring an Oral Examination Form to the Review Committee at the time of the oral examination.
7. Arrange for audiotaping of oral exam. Allow for two hours of tape space. Use a tape recorder with an external microphone.

### *Duties of Review Committee Members*

It is the responsibility of the Review Committee members to review the student's written and taped materials prior to the examination date. The committee will:

- Query the student in a manner relevant to the case, including questions regarding alternative theoretical approaches, re-formulations of case material and other psychological issues
- Evaluate and discuss the student's written and oral presentation
- Render an independent pass or fail judgment
- Provide recommendations for further study, where warranted

Immediately after the examination, the chair of the Review Committee completes the Oral Examination Form and informs the student and the CCE Committee chair of the student's pass, fail, or split decision status. In the case of a split decision, the committee chair keeps the examination tape for submission to a third, independent evaluator.

Within 10 working days of the examination date, the CCE Review Committee chair is responsible for submitting, in writing to the chair of the CCE Committee, a copy of the CCE Evaluation Form, indicating the outcome of the student's written and oral performance. In addition, each member should return all clinical taped and written case materials to the student, unless other arrangements have been made with the student. The exam tape will be collected by the Review Committee chair at the end of the meeting. In the case of a split decision, the chair of the CCE Committee will submit a copy of all materials, and the exam tape, to a third reader.

The site supervisor, seminar leader, or any other appropriate person, may provide consultation and supervision to the student with regard to any aspect of the case selection and management. However, the student holds the sole responsibility for organizing, conceptualizing, and communicating the case materials. There must be no input from supervisors or other faculty in the preparation of the written examination documents. The transcribed session may not have been presented previously in written form.

#### *Case Presentation Content Guidelines*

The student should select a case for presentation that permits an adequate sampling of his or her knowledge and skill in the treatment modality used. The student must have served as the primary service provider.

The case should demonstrate adequate pre-treatment evaluation, assessment, and conceptualization, treatment planning, intervention, and termination management. Students are not limited in their choice of client characteristics or problems, type of treatment modality, or treatment setting. The client should have been seen for a minimum of three sessions in order to ensure adequate opportunity to demonstrate the skills listed above. A student must gain approval from his/her review committee chairperson to use a tape of a session earlier in the treatment process (e.g., in an EAP setting). The principle guideline for choosing a case should be that it fits within the framework of applied counseling psychology. For example, the student may choose a case which involves, but is not limited to: drug/alcohol group treatment, family therapy, rehabilitative psychology, forensic psychology, play therapy, long-term or short-term individual psychotherapy, or behavioral medicine.

#### *Specific Content of Presentation*

The following categories should be addressed in structuring the written and oral portions of the case presentation. The Review Committee will use them in evaluating the student's performance. Adaptations of the content within the categories may be made depending on the particulars of the case. The student will submit a written case presentation of 10–15 pages, double-spaced, not including the transcript, which describes an entire course of therapy, either in-progress or completed, along with a transcript of a specific session. The written presentation will include the following:

**Pre-Treatment Evaluation** The case should demonstrate the student's competence in pre-intervention assessment, whether the assessment involved an intake interview, formal testing, collateral interviews, behavioral assessment, or analysis of previous assessments, or other material gathered by previous practitioners. Appropriate documentation of the evaluation must be presented. In addition, the student should be prepared to support and critically discuss decisions made regarding the assessment procedure(s) used. The written report must include the following section:

**Presenting Problem** Relevant history, including the following, as appropriate:

- Prior treatment history
- Assessment findings
- History of family interaction
- Developmental history
- Medical history
- Substance use or abuse
- *DSM-IV* diagnosis

**Conceptualization and Treatment Formulation** The student must describe the conceptual formulation that guided him or her in the treatment of the case. The treatment plan, including goals and appropriate intervention strategies, must be described fully. The student must be able to justify the treatment plan based on the conceptualization of the case, the theoretical model selected, and any pertinent empirical data regarding treatment efficacy. The written report must include the following sections:

- Description of theoretical model
- Narrative applying the case material to the model
- Treatment plan derived from the model, including termination

**Course of Therapy and Session Analysis** This section outlines the student's thinking in his or her handling of the case from the initial intervention(s) to termination. Interventions during each phase of therapy must be described. The student must describe the intervention(s) in the specific session selected for presentation, and how these intervention(s) relate to the stated treatment goals. The student must analyze his or her behavior in the session with respect to the process and content of therapy. Examples of areas for critique include, but are not limited to: listening skills, empathy, structure, and confrontation. The critique should refer to specific interchanges between therapist and client(s) in the transcript/tape. The written report must include the following:

- Course of therapy
- A transcript of a session from the tape submitted
- Self-critique

**Ethical and Legal Considerations** The student must review ethical and/or legal issues he or she deems to be relevant to the case.

**Diversity Issues** The student must review any diversity issues relevant to the assessment and treatment of his or her case. Examples of individual differences and diversity issues include race, ethnicity, culture, sexual preference, age, gender, and religious preference. The student must discuss the impact of diversity issues on assessment and treatment of the case.

### *Audiotaped or Videotaped Session*

An audiotaped or videotaped therapy session must be presented to the Preview Committee at the same time as the written material (at least two weeks prior to the oral examination). Both members of the Review Committee must receive a copy of the session. A written consent for taping must be present in the patient's clinical chart at the site.

The student is responsible for submitting the tape, of adequate quality, to enable the examiners to hear the audiotaped therapy session. A written transcript will not suffice as a substitute for a therapy tape of inadequate quality. The student's interpersonal skills as a therapist must be demonstrated on the tape. Otherwise, the tape will not be acceptable (e.g., tape of relaxation or hypnosis exclusively would not be acceptable). Presentation of inaudible tapes may result in postponement of the CCE until such time as an adequate tape can be provided.

### *Specific Content of Oral Examination*

**Oral Presentation** Faculty will have reviewed the written materials prior to the meeting. The student will present the case at the beginning of the meeting. The oral presentation should build upon, but not repeat, the basic information conveyed in writing. The presentation should not exceed ten minutes in length and should emphasize the following aspects:

- Basic statement of client demographics and reason for referral
- Conceptual formulation
- The student should briefly describe the theoretical model chosen and how it applies to the case
- Therapeutic interventions

A discussion of therapeutic interventions is central to the presentation. Specifically, the student must discuss treatment goals, and specific intervention strategies employed, as well as published empirical support for treatment decision.

**Oral Examination** The majority of the time is allotted to the critical evaluation of the student's ability to handle the Committee's in-depth exploration of his or her knowledge, clinical reasoning, and clinical skills. The student is required to think on his or her feet, to consider and evaluate other possible interventions, to contrast modalities, to support or re-formulate the approach taken, and to demonstrate knowledge of related psychological issues. A key component of the examination will be an assessment of the student's ability to apply their clinical knowledge to meet the needs of the case at hand. Any questions remaining after the review of the written materials will also be addressed. Questions may focus on the following:

- Assessment and differential diagnosis
- Rationale for therapy
- Knowledge of relevant literature
- Application of theory (from written formulation and one theory selected by committee)
- Critique of specific behaviors from transcript (listening skills, empathy, structure, and confrontation)

- Termination rationalization/plan
- Possible ethical implications or dilemmas
- Issues of diversity

In all cases, the committee is free to explore and test the student until the committee is satisfied it can render an accurate decision. Students may bring prepared materials for the oral presentation as well as reference materials. However, it is at the discretion of the committee to determine how the oral examination is structured.

### *Grading the Counseling Competency Examination*

The committee members will review the written materials and the tape prior to the meeting. Prior to the oral exam, the review committee members discuss their initial evaluation of the criteria relating to the written materials and tape and decide on specific areas to be explored during the oral exam. The student's performance on the oral exam may compensate for some difficulties in the written and/or taped portions of the exam.

During the oral exam, the committee will ask questions in order to arrive at independent ratings of "Pass" or "Fail" for each of the criteria outlined in the CCE Evaluation Form. Once each member is satisfied that he or she is able to rate the student in each of the areas, the student is excused and the committee meets to arrive at a consensual rating. The committee is encouraged to call the student back if more information is needed to reconcile a discrepancy in ratings. If no agreement can be reached, a tape of the review and all the written materials will be submitted to a third judge to resolve the discrepancy.

#### **Pass**

Indicates that the student's overall performance on both written and oral presentations demonstrate basic competence in each of the following areas: knowledge, clinical reasoning, technical skills, relationship skills, and written/oral expression skills. The student must demonstrate proficiency in each area outlined in the scoring guidelines, by the end of the oral exam, to pass the CCE.

#### **Fail**

Indicates that there are significant deficiencies in the written, taped, and/or oral portion of the examination. In the event that the student fails the examination, the committee members will discuss, with the student, the strength and weaknesses of the student's overall performance.

### *Evaluation of the CCE*

Each of the following criteria is designed to evaluate the student's written and oral performance in one or more of the following areas: knowledge-based clinical reasoning, technical skills, relationship skills, and formal communication skills.

These criteria are intended to represent minimal proficiency in each area outlined. The student must pass each of the following by the end of the oral presentation to pass the CCE.

### *Written Case Presentation*

All of the following must be passed by the end of the oral presentation. The written presentation must not exceed 15 pages.

#### **Pretreatment Evaluation**

- Student demonstrates knowledge of relevant diagnostic criteria and the ability to integrate information from a variety of sources to support the diagnosis.
- Student demonstrates adequate knowledge and clinical reasoning in the selection of assessment methods. Student provides an adequate qualitative description of the client (issues, dynamics, personality style(s), motivation for treatment, communication style).

#### **Conceptualization and Treatment Formulation**

- Student demonstrates knowledge of the theoretical model selected.
- Student applies major components of the theory to case material.
- Student demonstrates adequate clinical reasoning in developing the treatment plan, guided by assessment information and the theory selected.

#### **Course of Therapy and Session Analysis**

- Student describes relevant themes and important interventions over the course of the treatment.
- Student shows ability to critique his or her own work, including strengths and weaknesses, referring to specific interchanges on the transcript.

#### **Ethical and Legal Considerations**

- Student demonstrates knowledge of ethical guideline relevant to the case.
- Student analyzes implications of possible ethical dilemma.

#### **Diversity Issues:**

- Student demonstrates knowledge of possible cultural factors relevant to assessment and treatment of the case.
- Student discusses implications of these factors “to assessment and treatment.”

#### **Written Communication Skills**

- Student demonstrates ability to communicate clearly in writing.
- Transcript and tape

A student must pass both of the following to pass the CCE:

- Student demonstrates adequate skill in implementing one or more interventions consistent with the treatment plan.
- Student demonstrates adequate relationship skills in the session:
  - Listening skills
  - Accurately reflecting client’s concerns
  - Using language consistent with client’s frame of reference.
  - Conveying warmth, respect, and concern for client
  - Encouraging client to discuss difficulties
  - Appropriately reinforcing, tolerating client’s affect

### *Oral Examination*

The student must pass each of these criteria by the end of the oral exam:

#### **Oral presentation (not to exceed 10 minutes)**

- The student demonstrates knowledge and clinical reasoning discussing the case.
- The client demonstrates an adequate ability to communicate clinical material orally.

#### **Exam**

- Student demonstrates knowledge of major content areas within psychology:
  - Biological
  - Social
  - Cognitive
  - Developmental
  - Research relevant to efficacy of treatment model with type of client presented
- Student shows ability to apply more than one theoretical model to the case.

In addition to the orientation presented in the written materials, one of the following orientations, to be chosen by the committee, must also be discussed by the student. The student may select the specific theoretical model, within the orientation chosen by the committee (e.g., structural family therapy vs. Bowenian family therapy):

- Systems theory
- Behavioral or cognitive theory
- Psychodynamic theory

Within the model selected by the committee, students will be examined on the following aspects of clinical reasoning:

- Theory of personality and psychopathology associated with the model.
- Tactics and strategies derived from the model
- Concept of therapeutic change
- Relative strengths and weaknesses

Students show adequate problem solving ability when presented with hypothetical questions about the case:

- Ethical dilemmas
- Diversity issues
- Alternative interventions
- Psychotherapy process and relationship issues
- Consultation with professionals from other disciplines

Student shows ability to critique his or her own work:

- Assessing effectiveness in directing interventions (at least one strength and one weakness)
- Generating alternative strategies in working with the client
- Discussing therapist variables and/or countertransference
- Assessing quality of the therapeutic relationship
- Describing obstacles to treatment/therapeutic impasses
- Critiquing specific interchanges on the tape/transcript

### Failure and Remediation Policy

If a student fails the exam, he or she must begin a remediation process, to be determined by the review committee. The review committee will determine when the retake examination will be scheduled, and notify the student in writing. Once the remediation process is complete, the student may apply to retake the examination. The student must present a different clinical case during the retake examination.

### Dissertation Requirements

The dissertation is an essential part of the scholar/practitioner education at the Argosy University/San Francisco Bay Area. Designed as a capstone experience, the dissertation provides an opportunity for the student to apply theory and research to a particular topic and to think critically and creatively about counseling psychology. The dissertation must demonstrate clearly and concisely the student's ability to:

- Articulate a counseling psychology question or set of questions
- Critically evaluate and synthesize the relevant theoretical, clinical, and research literature
- Analyze collected data in light of the organizing question(s) and the prevailing knowledge in the area chosen for study.

Students select the topic of their dissertation, with the approval of their selected chairperson and the Dissertation Committee. It should be noted that students may need to seek additional training (e.g., advanced statistics courses or computer applications) or resources external to the school (e.g., statistical consultation,

research subjects) to complete some dissertation options. Students are required to develop a plan identifying training and resource needs as part of their dissertation proposal.

### Scope

Students are expected to address a psychological issue that is grounded in theory and is addressed by current research. The appropriateness of the project is determined by the dissertation chair and committee members. The dissertation must be a potentially publishable review or synthesis of findings that could be presented to professional counseling psychologists in a conference or a workshop setting.

### Types of Inquiry

A broad range of inquiry is permitted in the dissertation. The only restrictions are:

- The topic must have a clinical application.
- There must be a published empirical literature of sufficient size to warrant critical review. The focus of the review is determined by the student in collaboration with the dissertation committee.

### Dissertation Prerequisites

To be eligible to register for dissertation, students must have successfully completed all nine of the first-year courses.

### Registration for Dissertation

All students must register for dissertation and remain registered until they complete the project. Students must have their dissertation proposal approved by their chair and committee members.

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

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

### Year One

Fall Semester	Spring Semester	Summer Semester
C7445 Brief Psychotherapies (3) Elective (3)	C7434 Cognitive Behavioral Theories of Counseling (3) C7433 Advanced Group Counseling (3)	C7432 Advanced Individual Counseling (3) C7460 Techniques of Child and Adolescent Counseling (3)
R7031 Methods and Analysis of Quantitative Research (3)	R7035 Qualitative Research and Evaluation (3)	R7037 Survey Techniques (3)

### Year Two

Fall Semester	Spring Semester	Summer Semester
C7458 Diagnosis and Treatment Planning (3) C6470 Psychology and the Law (3) C7935 Dissertation I* (5)	C7455 Addictions Counseling (3) Elective (3) C7935 Dissertation II (5)	Elective (3) C7462 Ethics in Practice (3) C7935 Dissertation III (5)

\* While a student may begin a dissertation at the beginning of the second year, most students choose to begin the process after the completion of all other coursework.

### **OPTIONAL CONCENTRATION IN FORENSIC COUNSELING**

Students in the EdD in Counseling Psychology Program may take an optional concentration in Forensic Counseling. Apart from the general aims of the doctoral program, the three course concentration in Forensic Counseling will allow practitioners to have additional training within the emerging field of Forensic Counseling.

The mission and goal of the concentration is to provide students with a broad overview of the scope of services emerging in the field of Forensic Counseling. This is not intended to train them to deliver forensic counseling services, but rather to allow them to be conversant with key forensic counseling areas as they practice as counseling psychologists. Students in the Forensic Counseling concentration are required to take the following three courses:

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#### **Forensic Counseling Course Requirements**

FP6020	Individual Assessment (3)
FP6530	Forensic Program Development and Evaluation (3)
FP6535	Consultation, Triage, and Testimony in Forensic Psychology (3)

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### **COURSE/CREDIT TRANSFER**

#### **Transfer of Courses/Credit into the EdD in Counseling Psychology Program From Other Institutions**

##### *Course Transfer Procedures*

1. Obtain a Course Transfer Form from the Student Services Department. Fill out one for each course transfer request, listing the Argosy University/San Francisco Bay Area course and number you wish to transfer, and the corresponding course taken elsewhere.
2. Submit the form to the coordinator of Student Services with the following items:
  - A copy of the transcript referencing the course under review
  - A course syllabusWhen available, other items such as assignments, projects, course notes or exams to support the transferability of the course.

3. If the transfer meets the conditions listed above, it will be forwarded to the appropriate faculty member. The faculty person will review your materials and complete the Course Transfer Form. It will then be submitted to the coordinator of Student Services. There is a \$50 fee for each course granted for transfer. You will receive an invoice from Student Services indicating the total amount due, based on faculty approval of the transfer(s). Course(s) will not be entered onto the transcript until payment is received. No grade is entered for transferred courses. A copy of the Course Transfer Form will be given back to you, along with the materials.

# Doctor of Psychology in Clinical Psychology Program

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## PROGRAM OVERVIEW

The Doctor of Psychology (PsyD) in Clinical Psychology program has been designed to educate and train students so that they may eventually be able to function effectively as clinical psychologists. To ensure that students are prepared adequately, the curriculum provides for the meaningful integration of theory, training and practice. The clinical psychology program at Argosy University/San Francisco Bay Area 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 following:

- The training of practitioners capable of delivering diagnostic and therapeutic services effectively to diverse populations of clients in need of such treatment.
- The development of mental health practitioners who understand the biological, psychological and sociological bases of human functioning.
- The training of practitioners who are capable of exercising leadership both in the health care delivery system and in the training of mental health professionals.
- The preparation of mental health practitioners capable of expanding the role of psychologists within society.
- The education of psychologists capable of working with other disciplines as part of a professional team.

## Clinical Training Overview

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

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 several 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.

## ADMISSION REQUIREMENTS

The application process for admission in to 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 doctoral program in professional psychology. 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

Argosy University/San Francisco Bay Area requires certain prerequisite undergraduate courses of all students enrolling in a graduate program in clinical psychology. These courses serve as a foundation for courses that will follow. Generally, students should have completed successfully 15 undergraduate credits in psychology. Applicants should have completed the following five undergraduate courses or their equivalent:

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

Argosy University/San Francisco Bay Area strongly recommends that these courses be completed prior to enrollment. Students who have not completed these courses prior to admission must complete them prior to the end of the first year of enrollment and before beginning a practicum. No exceptions to this policy are allowed.

Argosy University/San Francisco Bay Area offers non-credit courses in most of the above subject areas, which are available to first-year students periodically during the academic year on-campus and online.

### Admission Deadlines

All admission materials for the PsyD in Clinical Psychology program must be submitted by the following dates:

#### Fall Admission

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

#### Spring Admission

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

### ENROLLMENT REQUIREMENTS

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

No pre-internship doctoral students will be permitted to take less than the equivalent of 6 credit hours per semester except those students who have fewer than 6 credit hours of required coursework to take prior to internship. Students registered for clinical research project are considered full-time.

### Additional Requirements for Academic Progress

To maintain academic progress toward a degree all students must retain the required cumulative grade point average and meet the cumulative maximum time frames for their program. Students who do not meet these requirements will be placed on academic probation.

The following are the cumulative GPA, cumulative maximum time frame, and incremental maximum time frame requirements:

- *Cumulative GPA* Students must maintain a cumulative grade point average (GPA) of at least 3.0 on a scale of 4.0.
- *Cumulative Maximum Time Frame* Students must complete the program within seven years after matriculation, with all coursework and practicum completed by the end of the fifth year. The Clinical Competence Examination must be passed no later than the end of the fifth year after matriculation. Students who take an approved leave of absence will have seven years plus the length of time that they were on the approved leave of absence, not to exceed one year, to complete the program.

### GRADUATION REQUIREMENTS

Students who are admitted into the program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology. The courses will be completed in the order recommended by Argosy University/San Francisco Bay Area.

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

- Successful completion of all coursework (98 semester credit hours) including:
  - A minimum of 72 credit hours of required courses
  - 12 credit hours (two years) of practicum and practicum seminar groups
  - 12 credit hours of electives
  - 2 credit hours of Professionalization Group
- Successful completion of the Clinical Competency Examination (CCE)
- Successful completion of a one-year, full-time internship or two half-time internships
- Successful completion of the Clinical Research Project (CRP)
- Successful completion of the seven-hour Child Abuse Assessment and Reporting course
- Grade Point Average (GPA) of at least "B" (3.0 on a scale of 4.0), with no more than two grades lower than "B-" and a grade of "B-" or better in all core (first two years) courses
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration



### Graduation and Internship Contract Requirements

If a student's Internship Contract extends beyond the completion date of coursework, students are still required to meet the requirements of the contract. Graduation dates will reflect the date of the end of the semester in which the contract ends.

### Graduation and Clinical Research Projects Requirements

Students on Clinical Research Project need to have completed their requirements including all required paperwork prior to the last day of the semester in which they are registering. Students must have their CRP chairperson indicate the semester/date in which the student anticipates completion of their Clinical Research Project on the Petition to Graduate Form.

### PROGRAM REQUIREMENTS

The PsyD in Clinical Psychology program requires the satisfactory completion of 98 semester credit hours distributed as follows: required courses, 72 credit hours; elective requirements, 12 credit hours; professionalization group requirements, 2 credit hours; and practicum and practicum seminar requirements, 12 credit hours. The curriculum should be completed in the order recommended by Argosy University/San Francisco Bay Area.

#### Required Courses—Students Are Required to Take the Following

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PP7000	History and Systems (3)
PP7010	Lifespan Development (3)
PP7040	Cognition and Affective Processes (3)
PP7050	Physiological Psychology (3)
PP7060	Social Psychology (3)
PP7100	Professional Issues: Ethics, Conduct and Law (3)
PP7200	Statistics and Research Methods I (3)
PP7201	Statistics and Research Methods II (3)
PP7300	Psychopathology I (3)
PP7301	Psychopathology II (3)
PP7332	Child Abuse Assessment and Reporting* (0)
PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)
PP7350	Consultation and Supervision (3)
PP7360	Clinical Psychopharmacology (3)
PP7370	Cognitive Assessment (3)
PP7373	Integrative Assessment (3)
PP7385	Personality Assessment (3)
PP8010	Cognitive-Behavioral Theory and Therapy (3)
PP8020	Person Centered and Experiential Theory and Therapy (3)
PP8030	Psychodynamic Theory and Therapy (3)
PP8050	Family and Couple Therapy (3)
PP8060	Group Psychotherapy (3)
PP8499	CRP Proposal Development (3)
PP8501	Clinical Research Project (1)
PP8502	Clinical Research Project (1)
PP8650	Assessment and Treatment of Substance Use Disorders (3)
PP8670	Human Sexuality (1)

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Required Courses—72 Credit Hours

\* All PsyD in Clinical Psychology program students must complete a seven-hour Child Abuse Assessment and Reporting (PP7332) course.

#### Professionalization Group Requirements— Students Are Required to Take the Following

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

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Professionalization Group Requirements—2 Credit Hours

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

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

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Practicum Requirements—12 Credit Hours

#### Internship Requirements—Students Are Required to Take the Following

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PP8900	Internship (0) (for fall, spring and summer I)
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Internship Requirements—0 Credit Hours

### Elective Requirements

The PsyD in Clinical Psychology program at Argosy University/San Francisco Bay Area requires 12 credit hours of electives.

Courses that may be used to satisfy these elective requirements will be noted in the *Registration Bulletin* each semester under the title “electives.”

### Practicum and Internship Training Requirements

Practicum and internships are the supervised field experiences with clinical populations that take place within a health care delivery system. The purpose of practicum and internship training is to provide the environment and opportunity for students to apply their theoretical knowledge, to implement and develop clinical techniques based on this knowledge, and to foster the professional and personal attitudes important to the identity of a professional psychologist. Evaluation of student progress in practicum and internship focuses on three areas: theoretical knowledge, clinical skills, and professional conduct.

The foundation of Argosy University/San Francisco Bay Area's training in professional psychology is the accurate assessment and understanding of human clinical 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. The ethical standards of the American Psychological Association (APA) are incorporated into all students' training.

The faculty closely monitors academic and clinical development during all stages of progress throughout a student's graduate career. This monitoring, by both academic and field training faculty, addresses the issue of clinical suitability as well as academic achievement. Thus, aspects of students' personal adjustment, interpersonal relationships, and behavior in all settings are relevant to their progress. Our aim is to assure that students are well qualified and have the potential to become competent and ethical professionals.

A primary goal of Argosy University/San Francisco Bay Area practicum and internship training is the development, by means of supervised direct client contact, of component clinicians that are able to deliver basic and effective assessment and therapeutic intervention skills. The refinement of criteria for clinical competency and assessment of competency are ongoing institutional concerns. There are three required levels of field training and evaluation in the clinical psychology doctoral program:

- Practicum I (PP8201), Practicum II (PP8202)
- Practicum III (PP8203), Practicum IV (PP8204)
- Internship (PP8900)

The practicum is the first opportunity to provide students with clinical field training. During practicum training, students are given the opportunity of working under supervision with a clinical population within a mental health delivery system.

Students learn to apply their theoretical knowledge, implement, develop, and assess the efficacy of clinical techniques, and develop the professional attitudes important for the identity of a professional psychologist. The practicum is, thus, an essential part of clinical training and all students are required to participate in the practicum experience.

Full-time students are normally placed in practicum during both their second and third years of study. Students must begin practicum when they meet the eligibility requirements. For registration purposes, the practicum and seminar are treated as a course. The practicum/seminar is 3 credit hours per semester and 9 credit hours per academic year. Practicum usually begin in September and continue through June. Students are required to complete a minimum of 500 hours each academic year they are enrolled in a required practicum. However, many practicum sites require more than 500 hours.

Students with extensive clinical backgrounds are placed in practicum sites where they have an interest and do not have previous experience. Students are not allowed to be at the same agency for more than one practicum sequence.

Doctoral students complete two training sequences focusing on assessment and/or psychotherapy skills, and integration of the two. Psychological assessment should cover the comprehensive evaluation of clients, including initial intake work, diagnostic interviewing of collateral informants (as indicated), appropriate psychological testing, and the development of specific clinical treatment recommendations that evolve from a case formulation of the client's problems. Psychotherapy skills include development of an appropriate therapeutic relationship, problem resolution, and implementation and evaluation of treatment plan. In keeping with the broad-based approach of the Argosy University/San Francisco Bay Area program, it is expected that students have diversity during the course of the year in: the kinds of clients seen, the clinical interventions used, and exposure to multidisciplinary input in the delivery of mental health services. Students are also expected to gain understanding of the impact of individual, as well as larger systems issues, in the lives of their clients.

All students enrolled in practicum are concurrently enrolled in a weekly practicum seminar, led by a faculty member that meets throughout the academic year.

Argosy University/San Francisco Bay Area places students in a wide variety of clinical field sites. The training site and seminar leaders evaluate students in writing once each semester. The director of Clinical Training assigns credit on a "Credit/No Credit" (CR/NC) basis.

Practicum placement usually coincides with the academic year (9–12 months), but starting and completion dates may vary. Students spend 12–20 hours per week in an agency/program that is formally affiliated with or approved by Argosy University/San Francisco Bay Area. The practicum hours are spent in "direct service" as defined below. The remainder of the student's time is spent in "indirect service," supervision, and "training activities." Prior to entering the internship year, clinical doctoral students will have accumulated a minimum of 1,000 hours of supervised clinical experience.

#### *Definitions*

##### *Direct Service*

Includes face-to-face provision of psychological services to individuals designated as clients by the agency/program.

##### *Indirect Service*

May include community outreach, consultation, education, program development and/or evaluation, and support services (e.g., report writing, record maintenance).

Training activities include formal supervision (either individual or group), case conferences, case management/utilization review meetings, rounds, administrative/planning meetings, in-service training/seminars, and co-therapy with senior mental health staff.

##### *Restrictions*

A practicum may not be done in a student's place of employment. Students are expected to do each year of practicum training at a different training site. Furthermore, students are expected to do their internship training at a different site than where they completed their practicum.

##### *Professional Liability Insurance*

All students enrolled in practicum or internship must be covered by professional liability insurance. Argosy University purchases this insurance once a student enrolls in practicum or internship. This is mandatory even if the student is otherwise insured. Liability insurance is included in the cost of the practicum. Students are only required to register in fall and spring for practicum, however, if the practicum contract includes summer, the student needs to purchase liability insurance to cover this semester.

##### *Psychological Tests*

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

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

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

- Documents specific and relevant data
- Demonstrates case formulation skills
- Is theoretically consistent and well organized
- Is understood by non-psychologists

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

#### *Practicum Seminar Requirements*

All students enrolled in a practicum must be concurrently enrolled in a practicum seminar, which meets weekly, and is led by a faculty member who is a licensed psychologist. The practicum seminar is intended to be a year-long series, and students are strongly discouraged from transferring from one practicum seminar to another. Transfer will be contingent upon approval of the director of Clinical Training and both seminar leaders.

The seminar provides both a didactic experience and a consultation experience. Didactic material emphasizes basic diagnostic and intervention skills applicable to a variety of client populations. Students must submit audiotapes or videotapes of their work with clients for review by seminar leaders and for seminar group. Seminar leaders do not provide direct supervision of student’s clinical work. Responsibility for client care rests with site supervisors and the training agencies. Faculty members serve as partners-in-training with students’ site supervisors in the development and evaluation of students’ skills. The specific content and emphasis of the seminar varies according to the practicum setting and expertise of the faculty member.

#### *Practicum Application Requirements*

All students who enter the practicum application process must be in good academic standing, have a GPA of 3.0 on a scale of 4.0, and have completed the academic sequencing that allows for the practicum prerequisite courses to be completed prior to the beginning of the practicum. No student may begin a practicum without being in attendance at Argosy University for a minimum of three semesters.

To be eligible for practicum a student must be in good academic standing and must have successfully completed, or transferred, 27 credit hours of coursework, which must include the following:

#### **Practicum Prerequisites**

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PP7010	Lifespan Development (3)
PP7100	Professional Issues: Ethics, Conduct and Law (3) (students who have not completed this course may begin Practicum I if they are concurrently registered in this course)
PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)
PP7300	Psychopathology I (3)
PP7301	Psychopathology II (3)
PP7370	Cognitive Assessment (3)
PP8010	Cognitive Behavioral Theory and Therapy (3)

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To be eligible for Practicum III (PP8203) and IV (PP8204), a student must be in good academic standing and must have successfully completed, or transferred, the following coursework:

#### **Practicum III and IV Prerequisites**

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PP7200	Statistics and Research Methods I (3)
PP7201	Statistics and Research Methods II (3)
PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)
PP7373	Integrative Assessment (3) (students who have not completed this course, may begin Practicum III if they are concurrently registered in this course)
PP7385	Personality Assessment (3)
PP8201	Practicum I (3)
PP8202	Practicum II (3)

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#### *Practicum Training Sites*

The Argosy University/San Francisco Bay Area list of approved practicum sites includes a wide variety of clinical settings. These sites include community mental health centers, psychiatric hospitals, schools, university counseling centers, treatment centers for developmentally disabled children and adults, forensic settings, and chemical dependency treatment programs. If a student has a particular interest in either a clinical area or a training site that is not available, the director of Clinical Training will attempt to develop such a site. The director of Clinical Training welcomes student and faculty input into the development of practicum sites.

The director of Clinical Training selects training sites according to their overall appropriateness to the practitioner model of training. The practitioner model emphasizes teaching clinical skills, exposing students to relevant treatment populations, and providing supervision by experienced licensed clinicians. Every effort is made to ensure that students receive competent supervision, within a mentoring relationship and an environment conducive to learning. The Argosy University/San Francisco Bay Area expects that students receive at least two hours of supervision per week,

one supervision hour must be in individual supervision. These supervisory hours must be regularly scheduled and continue throughout the training year. The primary supervisor must be a licensed mental health provider at the doctoral level (psychologist, psychiatrist).

Once a student has accepted a practicum site, the site supervisor, student, and director of clinical training complete the Practicum Agreement (Practicum Contract). Acceptance of a practicum site is a professional and ethical commitment to a site and its clients. Students must conduct themselves accordingly in honoring their commitment. Students must conduct themselves in accordance with APA Ethical principles during their practicum.

#### *Practicum Agreement*

The student, the Argosy University/San Francisco Bay Area, and the training site enter into a contractual relationship in which the student's delivery of service and other relevant activities within the training arrangement are exchanged for clinical supervision, exposure to clinical populations, exposure to professional role models, case management supervision, and participation in other professional activities such as rounds, staffing and seminars. Once acceptance of student training has been agreed upon, an Argosy University/San Francisco Bay Area Practicum Agreement is completed and signed by the site supervisor, the student, and the Argosy University/ San Francisco Bay Area director of Clinical Training.

#### *Policy on Training Sites with Creedal Statements*

Practicum and internship sites approved by the Argosy University/San Francisco Bay Area are expected to conduct their selection and training in a nondiscriminatory manner. Sites are expected to select applicants without regard to race, gender, ethnic background, sexual orientation, or religion, unless the sites have compelling legal or therapeutic reasons for limiting the applicant and selection pool. Sites 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. These policies will be noted clearly in practicum placement literature at the school. Students who feel that they have experienced discrimination or harassment in their practicum or internship training should report this to the director of Clinical Training, who will initiate a full review of the situation.

#### *Practicum Application Procedures*

In the fall semester, the director of Clinical Training conducts information meetings to help students understand the practicum application and selection process. All forms that students will be required to complete will be distributed at these meetings. Following the meeting, students review the practicum resource material. This material contains the names of practicum sites, locations, supervisors' names, descriptions of the specific training experiences available, and site brochures, if available. First year students will discuss their training interests and goals in the Professionalization Groups. Advanced students applying for practicum should meet with their academic advisors to do the same.

Students then complete the following tasks by the designated date(s) in the fall or spring semesters:

- Prepare curriculum vitae, including a list of all graduate-level courses that will be completed prior to the beginning of practicum.
- Complete the Student's Placement Preferences Form indicating a minimum of four sites that match their training needs, experience and interests

The Clinical Training Department reviews each student's proposed selections and weighs these selections with the student's training needs.

Students apply by submitting to the director of Clinical Training a letter of intent, curriculum vitae, and other requested materials by the application deadline announced by the director of Clinical Training (usually late in January). Site supervisors have the right to accept or reject students. Supervisors are asked to notify students who will not receive further consideration within a reasonable time so that they can make other arrangements.

Sites typically begin interviews in late February, or early March, and usually inform students of offers in April. Students should also be mindful of the guidelines in accepting offers from these sites. Once a student accepts an offer, the oral agreement is considered binding. The student should then notify other sites of his/her withdrawal from candidacy. Acceptance and withdrawal letters must follow all conversations.

Students must inform the director of Clinical Training immediately by telephone, followed by a letter, after accepting a practicum. As soon as possible thereafter, the student must complete the Practicum Agreement. This form identifies the student, the site, the supervisor, and the days and times the student will be on-site. Signatures of the site supervisor, student, and Argosy University/ San Francisco Bay Area director of Clinical Training are required. The student is responsible for completing this form and returning it to the director of Clinical Training.

#### *Evaluation of Student Progress*

Site supervisors rate student progress in practicum training at the end of each semester using the Supervisor Evaluation Form. Progress is assessed in three basic areas:

- Theoretical knowledge base
- Clinical skills
- Professional attitudes

The completed form must be reviewed with the student during a supervision session. Supervisors provide direct feedback regarding each student's clinical strengths and weaknesses. The evaluation form is then signed by the supervisor, the student and the Argosy University/San Francisco Bay Area director of Clinical Training. The student must return one copy of the completed Supervisor Evaluation Form to the Argosy University/San Francisco Bay Area director of Clinical Training and one copy to their practicum seminar instructor.

Practicum seminar leaders at Argosy evaluate student clinical progress using the Argosy University/San Francisco Bay Area Grade Sheet. Each semester the seminar leader writes a brief narrative regarding the student's progress as demonstrated in the seminar. The seminar leader awards a grade of "Credit" or "No Credit" ("CR/NC").

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

If a student is having difficulties at their practicum, they should consult with the director of Clinical Training, after first discussing the problem with their practicum supervisor. The practicum supervisors are encouraged to immediately contact the Argosy University/San Francisco Bay Area director of Clinical Training with any concerns about students.

#### *Additional Clinical Training*

A student may decide to do another practicum in addition to the two required for the PsyD in Clinical Psychology program. These students must be in good standing and wish to seek additional clinical training prior to applying for internship. The student must register for Advanced Practicum (PP8205) and have a completed Practicum Assignment Agreement on file. Progress will be evaluated each semester. Advanced practicum must be approved by the director of Clinical Training.

In addition to practicum and internship training, Argosy University/San Francisco Bay Area offers a series of electives, for example, "Intensive Clinical Training" (PP7345). These electives are designed to provide students with additional clinical training. Throughout the "Intensive" elective series, students are given an opportunity to enhance their clinical skills by participating in role plays, observing clinical sessions, or working directly with clients, referred from the surrounding communities.

Clients referred to the "Intensive" are seen, at a greatly reduced fee, by Argosy University/San Francisco Bay Area students, while being observed through a one-way mirror by a "team." The team consists of the course instructor and/or a teaching assistant (TA) and fellow students. Each client session is guided by the instructor or the TA, who, through the use of a microphone, provides clinical guidance and interventions, directly to the student therapist, through an ear piece worn by the student. As the session progresses, the instructor or TA educates the team about the dynamics of the therapist/client interaction and the treatment approach.

The team approach gives students an opportunity to receive support and feedback designed to enhance the development of clinical skills. Team pre-sessions and post-sessions are conducted for each client session. Team pre-sessions concentrate on evaluating the needs of clients and constructing an effective treatment

plan for the upcoming session. Team post-sessions are conducted after each client session and are designed to evaluate the effectiveness of the clinical interventions rendered during the session, as well as processing the experience of the student therapist. This approach to clinical training is a very effective way to allow students to apply, directly, the knowledge they have obtained in other courses.

The "Intensive" is located in a specially equipped facility on campus. The treatment rooms, each of which has a one-way mirror, are equipped with two ear pieces, which allow either an individual student therapist, or a co-therapy team, to receive instruction. Each room has a customized sound system that allows the observing team to hear the ongoing session through the use of headphones. Each session is also audiotaped.

Although it is the intent of these courses to provide students with the opportunity to work with clients, there is no guarantee that clients will be available for each student. Students who register for these courses should be aware that they may not actually work with clients.

#### *Practicum and Probation*

Students who are placed on probation for any reason may not be allowed to begin a required practicum sequence until they are removed from probation. Students who receive a grade below "B-" in any course required for practicum, will not be allowed to enroll in practicum during the following academic year. If a first-year student is placed on probation based on performance in fall semester courses, the student may not apply for a practicum during the spring semester. If the student has achieved a GPA of at least 3.0, when the spring grades are available, and has not been placed on probation by the Student Professional Development Committee (SPDC) for any other reason, the student may, at the discretion of the director of Clinical Training, apply for a practicum. If a first-year student who has accepted a practicum is placed on probation after the spring semester, the student may not participate in practicum if their GPA is below 3.0 after the summer I grades are received. If their GPA is at or above 3.0 after the summer I grades are received, the student may, at the discretion of the director of Clinical Training, and the agency, begin the practicum. Students on probation for reasons other than a GPA below 3.0, will not be allowed to apply for practicum until they are removed from probation. Students may petition in writing, any of these policies regarding beginning a practicum.

A student beyond the first year of the practicum who is placed on probation may not apply for further practicum or internship until the student is removed from probation. Permission to apply for practicum at times other than the normal times must be requested through, and approved by, the director of Clinical Training. The SPDC decides whether any probationary student who is on practicum may continue to participate in training.

In cases where the director of Clinical Training or program faculty have reservations about a student's readiness for practicum or internship, the director of Clinical Training will discuss the

situation with the student, the student's advisor, and, for internship readiness, the practicum seminar leader and site supervisor. In those cases where there is a shared concern among the student's mentors, a plan of remediation, to be implemented prior to the clinical training in question, will be designed by the Clinical Training Committee and forwarded to the SPDC.

#### *Procedures for Practicum Remediation*

Requests for remediation within the ordinary time frame of practicum and internship can be handled informally under the coordination of the director of Clinical Training. Such a request might come from any relevant practicum personnel such as site supervisors, seminar leaders, or the Argosy University/San Francisco Bay Area director of Clinical Training.

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

At any point in this process, the student may request to meet with the Clinical Training Committee. The student may submit written materials and/or bring a support person. The Clinical Training Committee may also require that a student in need of remediation meet with the committee so that the committee has all pertinent information.

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

Based on a thorough assessment of problem areas and on the advisement of the director of Clinical Training, the Clinical Training Committee may recommend that a student be dismissed from the school. The Clinical Training Committee will supply a written summary of problem areas and a detailed rationale for the dismissal recommendation. The dismissal recommendation is forwarded to the SPDC for appropriate action.

#### *Professional Conduct*

Students are expected to conduct themselves in an ethical and appropriate manner at the clinical training site and to become familiar with both the *Ethical Principles and Code of Conduct* and the *Standards for Providers of Psychological Services* (published by the

American Psychological Association), as well as "Duty to Warn" and confidentiality requirements of professional psychologists in the State of California. Copies of these standards will be provided to students in the Professionalization Groups and/or ethics classes.

Students are expected to conduct themselves at all times in a manner consistent with the principles of the profession of psychology. Enrollment in the practicum and signing the Training Agreement, constitute an agreement to abide by these guidelines. The following are examples of inappropriate and/or unethical behaviors on a practicum or internship:

- Acting in a manner inconsistent with the tenets of psychology as published in the *APA Ethical Principles of Psychologists and Code of Conduct*, and/or "duty to warn" and confidentiality requirements of professional psychologists in the State of California.
- Failure to follow school/agency guidelines
- Failure to appear for any scheduled event at a training site without notifying the supervisor in advance of an absence.
- Taking vacation time without obtaining prior approval from the supervisor.
- Taping an interaction or playing a tape of an interaction with a client without the express permission of both the supervisor and client.
- Removing materials from the training site without permission of both school and agency.
- Withdrawing from the training site without permission of both the school and agency.
- Accepting a practicum, and then turning it down to accept another placement.
- Inappropriate use of computer generated interpretive reports

#### *Student Professional Development Committee*

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

#### *Students with Behavioral or Emotional Difficulty*

The school considers the student as a whole person and realizes a student may have emotional or behavioral problems, underlying or related to academic and clinical difficulties. The school routinely asks the faculty to readily identify such problems. These problems may be recognized by the student, administration, faculty, clinical field supervisors and/or fellow students.

Such difficulties may include, but are not limited to, the following:

- Offering to provide services, or providing services, that are beyond the scope of the student's training, experience, or emotional functioning.
- Conviction of a crime that has bearing on the practitioner's ability to practice competently

- Continued practice by a student who has become unfit to practice under supervision due to:
  - Failure to keep current with professional theory or practice
  - Inappropriate or unethical behavior in clinical or academic settings
  - Addiction to, or abuse of, alcohol or other drugs which may endanger the public by impairing the practitioner's ability to practice safely.

When such difficulties come to the attention of faculty or administration, the student may be referred to the Student Professional Development Committee.

#### *Responsibilities Concerning Practicum*

Practicum experiences unite student, practicum agency and supervisor, and Argosy University/San Francisco Bay Area in a working relationship in which all parties are responsible to each other as discussed in the areas below.

#### *Site Supervisor*

Site supervisors have the responsibilities outlined below:

- Clear expectations of student participation must be communicated to students at the beginning of the practicum.
- Regular, preset, uninterrupted supervision time and clearly articulated expectations for use of supervision (tapes, process notes, etc.) are required.
- Adequate clinical opportunities to meet each student's training needs must be provided. Clear feedback to students regarding clinical competence and progress must begin early in the training year and be ongoing throughout. There must be timely completion and return of student evaluations each semester.
- The director of Clinical Training must be informed of any difficulties encountered at the practicum as early as possible and must also be notified of any substantive changes in the practicum experience.
- Students must be oriented to the agency, including record keeping and expectations for professional conduct, before they begin their clinical work.

#### *Director of Clinical Training*

The director of Clinical Training has the following responsibilities:

- The director of Clinical Training will provide students with up-to-date practicum resource materials describing approved practicum experiences, prerequisites, expectations, placement procedures, etc.
- The director of Clinical Training, along with Argosy University/San Francisco Bay Area faculty in Professionalization Groups, will advise students in the practicum selection and application process in order to secure a good match between student training needs and training site offerings/requirements.
- The director of Clinical Training, in collaboration with the practicum seminar leader, will monitor student progress during practicum training and will be available for consultation and advisement to practicum sites and students.

- The director of Clinical Training will develop new training sites and recommend their affiliation to the Clinical Training Committee.
- The director of Clinical Training will regularly visit, call, or write to practicum sites and facilitate a close training relationship between the school and sites.

#### *Student Responsibilities*

Student's responsibilities are:

- To conduct themselves in reliable, ethical, and appropriately professional manner in all practicum activities, including timeliness, notification of absences, permission for vacation, and other professional responsibilities.
- To integrate themselves into training sites and develop good working relationships with staff and clients.
- To maintain an attitude of openness to self-examination and new learning.
- The director of Clinical Training should be advised of any difficulties encountered at the practicum. Students are expected to seek advisement and consultation in a timely manner with seminar leaders, or with the director of Clinical Training, when any concern exists.

#### *Practicum Supervision Requirements*

Trainees receive a total of two or more hours of supervision and training per week on-site. For PsyD in Clinical Psychology program students, at least one of these hours must be spent in primary individual supervision with a licensed doctoral-level supervisor. Students are required to audiotape or videotape, with their permission of the agency, some of their clinical work, to be utilized in individual supervision and in their practicum seminar on campus. Supervisors are expected to communicate clear expectations to students at the beginning of their practicum and to provide clear feedback regarding clinical competence and progress throughout the year. The director of Clinical Training should be informed immediately of any difficulties encountered at the practicum or of any substantive changes in the practicum experience (e.g., change of supervision). Finally, primary supervision is expected to be offered at a regular, preset, uninterrupted time each week.

#### *Clinical Competency Examination Eligibility*

The CCE evaluation criteria are designed to assess clinical competency at a level appropriate to students who have completed required coursework and practicum. Students are eligible to take the exam if they are in good academic standing in the doctoral program (a GPA of at least 3.0 on a scale of 4.0) and have completed or are expected to complete all course requirements by the end of the spring semester with the exception of internship.

Once a student has submitted the CCE Request Form, the chair of the CCE Committee will assign a Review Committee to evaluate the student's written and oral presentations and conduct the oral examination. Review committees will consist of two clinical faculty members. A student's site supervisor and Practicum IV Seminar program are excluded from serving on a student's CCE Review Committee. The Review Committee members serve only

as examiners, not as advisors in preparation of the materials. The student should not consult with committee members about the content or structure of the examination. In the event that a student who previously failed the CCE is retaking the exam, no member of a previous committee may serve on the new committee.

#### *Committee Selection and Exam Scheduling*

By March 1, each student planning to take the CCE during the spring semester must submit a CCE Request Form that indicates the treatment setting, treatment modality of the case intended for presentation, and the type of client (e.g. age, sex, presenting problem, diagnosis).

The chair of the CCE Committee will assign a Review Committee and the Review Committee chair will schedule an oral examination meeting. The student will be informed of the assignment and meeting time.

A copy of an audio taped session and written materials (see case presentation) must be submitted to each member of the Review Committee (chair and committee member). In addition, a copy of the written materials must be submitted to the director of Student Services to be kept in the student's academic file. Students are responsible for submitting their CCE materials no later than two weeks prior to the examination date. It is the responsibility of the student to ensure that the appropriate client consent forms, which permit the audio taping of client sessions, are maintained in the client's record at the practicum agency.

The student makes arrangements to audiotape the entire oral examination and is responsible for ensuring adequate listening quality of the tapes. Students should use full size, new, high quality audiotapes and a recorder with an external microphone.

Deliberation by the committee following the oral examination, and subsequent feedback to the student, shall not be included on the tape. Examination tapes become the property of Argosy University/San Francisco Bay Area and will be collected by the CCE Review Committee chair following the exam.

The student presents his or her case material orally during the examination. Under the chair's direction, the committee conducts an examination regarding the case and relevant issues. At the close of the examination, the candidate is excused while the committee deliberates and evaluates the written and oral case materials.

#### *Clinical Competency Examination Procedures*

A checklist of procedures for the student is presented below. Accompanying this checklist is a detailed explanation of these procedures.

##### *Procedure Checklist for Students*

- Review CCE Guidelines
- Obtain, complete, and submit the CCE Request Form to the director of Student Services by March 1.
- Select audio taped or videotaped session to accompany written materials. Transcribe tape. Prepare written case material. Make sure to have three copies of all written materials and two copies of the tape.
- Two weeks in advance of oral exam, provide examination committee members with copies of the written and taped materials. Provide the director of Student Services a copy of the written materials.
- Bring an Oral Examination Form to the Review Committee at the time of oral examination.
- Arrange for audio taping of oral exam. Allow for two hours of tape space. Use a tape recorder with an external microphone.

##### *Duties of Review Committee Members*

It is the responsibility of the Review Committee members to review the student's written and taped materials prior to the examination date. The committee will: query the student in a manner relevant to the case, including questions regarding alternative theoretical approaches, reformulations of case material and other psychological issues; evaluate and discuss the student's written and oral presentation; render an independent pass or fail judgment; and provide recommendations for further study, where warranted. Immediately after the examination, the chair of the Review Committee completes the Oral Examination Form and informs the student and the CCE Committee chair of the student's pass, fail, or split decision status. In the case of a split decision, the committee chair keeps the examination tape for submission to a third, independent evaluator.

Within 10 working days of the examination date, the CCE Review Committee chair is responsible for submitting, in writing to the chair of the CCE Committee, a copy of the CCE Evaluation Form, indicating the member should return all clinical taped and written case materials to the student, unless other arrangements have been made with the student. The exam tape will be collected by the Review Committee chair at the end of the meeting. In the case of a split decision, the chair of the CCE Committee will submit a copy of all materials, and the exam tape, to a third reader.

The site supervisor, seminar leader, or any other appropriate person, may provide consultation and supervision to the student with regard to any aspect of case selection and management. However, the student holds sole responsibility for organizing, conceptualizing, and communicating the case materials. The student's site supervisors may not serve as examination committee members, nor may they attend or participate in the oral evaluator.



### *Case Presentation Content Guidelines*

The student should select a case for presentation that permits an adequate sampling of his or her knowledge and skill in the treatment modality used. The student must have served as the primary service provider.

The case should demonstrate adequate pre-treatment evaluation, assessment, and conceptualization, treatment planning, intervention, and termination management. Students are not limited in their choice of client characteristics or problems, type or treatment modality, or treatment setting. The client should have been seen for a minimum of six sessions in order to ensure an adequate opportunity to demonstrate the skills listed above. A student must gain approval from his/her Review Committee chairperson to use a tape of a session earlier in the treatment process (e.g. in an EAP setting). The principal guideline for choosing a case should be that it fits within the framework of applied clinical psychology. For example, the student may choose a case which involves, but is not limited to: drug/alcohol group treatment, family therapy, rehabilitative psychology, forensic psychology, play therapy, long-term or short-term individual psychotherapy, or behavioral medicine.

### *Specific Content of Presentation*

The following categories should be addressed in structuring the written and oral portions of the case presentation. The Review Committee will use them in evaluating the student's performance. Adaptations of the content within the categories may be made depending on the particulars of the case. The student will submit a written case presentation of ten to twelve pages, double-spaced. The student will also submit a transcript, which describes an entire therapy session. The written presentation will include the following:

#### *Pre-treatment Evaluation*

The case should demonstrate the student's competence in pre-intervention assessment, whether the assessment involved an intake interview, formal testing, collateral interviews, behavioral assessment, or analysis of previous assessments, or other material gathered by previous practitioners. Appropriate documentation of the evaluation must be presented. In addition, the student should be prepared to support and critically discuss decisions made regarding the assessment procedure(s) used. The written report must include the following sections:

*Presenting Problem* Relevant history, including the following, as appropriate:

- Prior treatment history
- Assessment findings
- History of family interaction
- Developmental history
- Medical history
- Substance use or abuse
- *DSM-IV* diagnosis

*Conceptualization and Treatment Formulation* The student must describe the conceptual formulation that guided him or her in the treatment of the case. The treatment plan, including goals and appropriate intervention strategies, must be described fully. The student must be able to justify the treatment plan based on the conceptualization of the case, the theoretical model selected, and any pertinent empirical data regarding treatment efficacy. The written report must include the following sections:

- Description of theoretical model
- Narrative applying case material to model
- Treatment plan derived from model, including termination

*Course Therapy and Session Analysis* This section outlines the student's thinking in his or her handling of the case from the initial intervention(s) to termination. Interventions during each phase of therapy must be described. The student must describe the intervention(s) in the specific session selected for presentation, and how these intervention(s) relate to the stated treatment goals. The student must analyze his or her behavior in the session with respect to the process and content of therapy. Examples of areas for critique include, but are not limited to: listening skills, empathy, structure, and confrontation. The critique should refer to specific interchanges between therapist and client(s) in the transcript/tape. The written report must include the following:

- Course of therapy
- A transcript of a session from the tape submitted
- Self-critique
- Ethical and legal considerations: the student must review ethical and/or legal issues he or she deems to be relevant to the case.

*Diversity Issues* The student must review any diversity issues relevant to the assessment and treatment of his or her case. Examples of individual differences and diversity issues include race, ethnicity, culture, sexual preference, age, gender, and religious preference. The student must discuss the impact of diversity issues on assessment and treatment of the case.

#### *Audio Taped or Videotaped Session*

An audio taped or videotaped therapy session must be presented to the Review Committee at the same time as the written material (at least two weeks prior to the oral examination). Both members of the Review Committee must receive a copy of the session. A written consent for taping must be present in the patient's clinical chart at the site.

The student is responsible for submitting a tape, of adequate quality, to enable the examiners to hear the audio taped therapy session, a written transcript will not suffice as a substitute for a therapy tape of inadequate quality. The student's interpersonal skills as a therapist must be demonstrated on the tape. Otherwise, the tape will not be acceptable (e.g., a tape of relaxation or hypnosis exclusively would not be acceptable). Presentation of inaudible tapes may result in postponement of the CCE until such time as an adequate quality tape can be provided.

In some instances, either taping is not allowed by agencies, or it is determined by the student and his or her supervisor that taping would compromise the therapeutic process or therapeutic relationship. In such cases, the rationale for not taping must be addressed in the written case presentation.

#### *Specific Content of Oral Examination*

**Oral Presentation** Faculty will have reviewed the written materials prior to the meeting. The student will present the case at the beginning of the meeting. The oral presentation should build upon, but not repeat, the basic information conveyed in writing. The presentation should not exceed ten minutes in length and should emphasize the following aspects:

- Basic statement of client demographics and reason for referral.
- Conceptual formulation
- The student should briefly describe the theoretical model chosen and how it applies to the case.
- Therapeutic interventions

A discussion of therapeutic interventions is central to the presentation. Specifically, the student must discuss treatment goals, and specific intervention strategies employed, as well as published empirical support for treatment decisions.

**Oral Examination** The majority of the time is allotted to the critical evaluation of the student's ability to handle the committee's in-depth exploration of his or her knowledge, clinical reasoning, and clinical skills. The student is required to think on his or her feet, to consider and evaluate other possible interventions, to contrast modalities, to support or reformulate the approach taken, and to demonstrate knowledge of related psychological issues. A key component of the examination will be an assessment of the student's ability to apply their clinical knowledge to meet the needs of the case at hand. Any questions remaining after review of the written materials will also be addressed. Questions may focus on the following:

- Assessment and differential diagnosis
- Rationale for therapy
- Knowledge of relevant literature
- Application of theory (from written formulation and one theory selected by committee)
- Critique of specific behaviors from transcript (listening skills, empathy, structure, and confrontation)
- Termination rationalization/plan
- Possible ethical implications or dilemmas
- Issues of diversity

In all cases, the committee is free to explore and test the student until the committee is satisfied it can render an accurate decision. It is at the discretion of the committee to determine how the oral examination is structured.

#### *Grading the Clinical Competency Examination*

The committee members will review the written materials and the tape prior to the meeting. Prior to the oral exam, the Review Committee members discuss their initial evaluation of the criteria relating to the written materials and tape and decide on specific areas to be explored during the oral exam. The student's performance on the oral exam may compensate for some difficulties in the written and/or taped portions of the exam.

During the oral exam, the committee will ask questions in order to arrive at independent ratings of "Pass" or "Fail" for each of the criteria outlined in the CCE Evaluation Form. Once each member is satisfied that he or she is able to rate the student in each of the areas, the student is excused and the committee meets to arrive at a consensual rating. The committee is encouraged to call the student back if more information is needed to reconcile a discrepancy in ratings. If no agreement can be reached, a tape of the review and all written materials will be submitted to a third judge to resolve the discrepancy.

#### **Pass**

Indicates that the student's overall clinical performance on both written and oral presentations demonstrate basic competence in each of the following areas: knowledge, clinical reasoning, technical skills, relationship skills, and written/oral expression skills. The student must demonstrate proficiency in each area outlined in the scoring guidelines, by the end of the oral exam, to pass the CCE.

#### **Conditional Pass**

Indicates the student exhibits adequate clinical skills in most areas evaluated but has one or two areas of deficit that the committee determine must be adequately addressed by the student in order to pass the CCE. The committee members will identify and review the areas of deficit with the student and will indicate the steps the student must take to meet the standard required for passing the CCE. The committee members will determine how long the student has to complete these steps and will inform the student of the due date.

#### **Fail**

Indicates that there are significant deficiencies in the written, taped, and/or oral portion of the examination. In the event that the student fails the examination, the committee members will discuss, with the student, the strength and weaknesses of the student's overall performance and will refer to the SPDC to develop a plan for remediation.

#### *Evaluation of the CCE*

Each of the following criteria is designed to evaluate the student's written and oral performance in one or more of the following areas: knowledge-based clinical reasoning, technical skills, relationship skills and formal communication skills.

These criteria are intended to represent minimal proficiency in each area outlined. The student must pass each of the following by the end of the oral presentation to pass the CCE.

### *Written Case Presentation*

All of the following must be passed by the end of the oral presentation. The written presentation must not exceed 15 pages.

#### **Pretreatment Evaluation**

- Student demonstrates knowledge of relevant diagnostic criteria and the ability to integrate information from a variety of sources to support the diagnosis.
- Student demonstrates adequate knowledge and clinical reasoning in the selection of assessment methods. Student provides an adequate qualitative description of the client. (issues, dynamics, personality, style(s), motivation for treatment, communication style).

#### **Conceptualization and Treatment Formulation**

- Student demonstrates knowledge of the theoretical model selected.
- Student applies major components of the theory to case material.
- Student demonstrates adequate clinical reasoning in developing the treatment plan, guided by assessment information and the theory selected.

#### **Course of Therapy and Session Analysis**

- Student describes relevant themes and important interventions over the course of treatment.
- Student shows ability to critique his or her own work, including strengths and weaknesses, referring to specific interchanges on the transcript.

#### **Ethical and Legal Considerations**

- Student demonstrates knowledge of ethical guidelines relevant to the case.
- Student analyzes implications of possible ethical dilemma.

#### **Diversity Issues**

- Student demonstrates knowledge of possible diversity-related factors relevant to assessment and treatment of the case.
- Student discusses implications of these factors to assessment and treatment.

#### **Written Communication Skills**

- Student demonstrates ability to communicate clearly in writing.
- Transcript and Tape

A student must pass both of the following to pass the CCE:

- Student demonstrates adequate skill in implementing one or more interventions consistent with the treatment plan.
- Student demonstrates adequate relationship skills in the session:
  - Listening skills
  - Accurately reflecting client's concerns
  - Using language consistent with client's frame of reference.
  - Conveying warmth, respect, and concern for client
  - Encouraging client to discuss difficulties
  - Appropriately reinforcing, tolerating client's affect

### *Oral Examination*

The student must pass each of these criteria by the end of the oral exam:

#### **Oral Presentation (not to exceed 10 minutes)**

- The student demonstrates knowledge and clinical reasoning when discussing the case.
- The student demonstrates an adequate ability to communicate clinical material orally.

#### **Exam**

- The student demonstrates knowledge of major content areas within psychology (one or two of the following):
  - Biological
  - Social
  - Cognitive
  - Developmental
  - Research relevant to efficacy of treatment model with type of client presented
- Student shows ability to apply an appropriate theoretical model to the case

The student must be able to discuss other relevant theories and treatment approaches in the understanding and treatment of their client.

- Student shows adequate problem solving ability when presented with hypothetical questions about the case
  - Ethical dilemmas
  - Diversity issues
  - Alternative interventions
  - Psychotherapy process and relationship issues
  - Consultation with professionals from other disciplines
- Student shows ability to critique his or her own work:
  - Assessing effectiveness in directing interventions (at least one strength and one weakness)
  - Generating alternative strategies in working with the client
  - Discussing therapist variables and/or countertransference
  - Assessing quality of the therapeutic relationship
  - Describing obstacles to treatment/therapeutic impasses
  - Critiquing specific interchanges on the tape/transcript

#### *Failure and Remediation Policy*

If a student fails the exam, he or she must begin a remediation process, to be determined by the review committee. The Review Committee will determine when the retake examination will be scheduled, and notify the student. Once the remediation process is complete, the student may apply to retake the examination.

During the remediation process, the student may make use of all training resources available at Argosy University/San Francisco Bay Area, including practicum experiences and seminars, coursework, and advisement with faculty. The student is encouraged

to obtain written and oral feedback from the review committee following the examination and to discuss this feedback with his/her advisor, seminar leader, and other faculty as appropriate.

The student is encouraged to obtain consultation regarding all phases of the remediation process from his or her advisor and other faculty as appropriate. It is each student's responsibility to develop and implement a remediation process. No student can begin an internship prior to passing the CCE.

A student failing the CCE twice is automatically dismissed from the program.

#### *Appeals of CCE Decisions*

Any student wishing to pursue an appeal of his or her Review Committee's decision, or who believes that they have been treated in a biased fashion, or without due process, should consult the section of the *Argosy University Academic Catalog* regarding appeals.

#### **Clinical Research Project Requirements**

The Clinical Research Project (CRP) is an essential part of the scholar/practitioner education at the Argosy University/San Francisco Bay Area. Designed as a capstone experience, the CRP provides an opportunity for the student to apply theory and research to a particular clinical topic and to think critically and creatively about professional psychology. The CRP must demonstrate clearly and concisely the student's ability to:

- Articulate a clinical question or set of questions
- Critically evaluate and synthesize the relevant theoretical, clinical and research literature; and
- Analyze collected data in light of the organizing question(s) and the prevailing knowledge in the area chosen for study.

Students select the topic of their CRP, with the approval of their selected chairperson and their other CRP Committee member. It should be noted that students may need to seek additional training (e.g., advanced statistics courses or computer applications) or resources external to the school (e.g., statistical consultation, research subjects) to complete some CRP options. Students are required to develop a plan identifying training and resource needs as part of their CRP proposal. A CRP proposal must be completed and agreed to by, and orally defended before, one's CRP committee prior to starting the actual CRP study.

#### *Clinical Research Project Registration*

Students must register for CRP consecutively for every semester until complete. Leave of absence is not allowed when students are on CRP. Students are registered to take the CRP Proposal Development (PP8499) prior to registering for the CRP.

#### *Clinical Research Project Scope*

Students are expected to address a psychological issue that is grounded in theory and is addressed by current research. The appropriateness of the project is determined by the CRP chair and the other committee member. The CRP must be a potentially publishable review or a synthesis of findings that could be presented to professional psychologists in a conference or workshop setting.

At Argosy University/San Francisco Bay Area, either of the two basic types of CRP can be done. Following Approach A, one can design, carry out, and write up an original research project using a qualitative research methodology on a topic that is of a clinical or professional psychology nature: or, following Approach B, one can conduct an especially thorough survey of the literature and critical analysis on a topic that is of a nature directly relevant to the theory and/or practice of clinical or professional psychology. If Approach B, there must be a published empirical literature of sufficient size to warrant critical review.

#### *Types of Inquiry*

A broad range of inquiry is permitted in the CRP. The only restrictions are:

- The topic must have a clinical application.
- There must be a published empirical literature of sufficient size to warrant critical review. The focus of the review is determined by the student in collaboration with the CRP committee.

Under Approach A, a CRP might use any of a number of qualitative descriptive research methods, including questionnaire or survey, causal-comparative or ex post facto, case study, interview, naturalistic observation, ethnographic or field, phenomenological, action or process, historical, archival, theoretical/scholarly, evaluational, or efficacy or outcome type approaches. Combinations of these approaches may also be possible. It is also possible to petition to do an exploratory-level study that is experimental, quasi-experimental, or correlational in nature. The main requirement is that the methodology employed must be appropriate to the question(s) asked or the hypothesis(es) tested and that conclusions are drawn from the evidence presented.

Students should refer to the *Clinical Research Project Manual* for detailed information about the CRP process. The Manual will be distributed during the Statistics and Research Methods II (PP7201) course, and is also available online at [www.ausfba.com](http://www.ausfba.com).

#### **Clinical Competency Examination Requirements**

The Clinical Competency Examination (CCE) includes a treatment summary, case presentation, written case analysis, oral presentation, and oral examination based on the written and case presentations. This format is designed to provide an assessment of students' knowledge, clinical reasoning within a conceptual model, technical skills, relationship skills, and ability to communicate in written and oral form. Students are expected to take the examination at the end of their third year of coursework. Students must submit a CCE Request Form to the director of Student Services no later than March 1 in order to take the exam during the spring semester. A student is not eligible for internship until he or she has passed the examination. In the event of failure, the examination may be retaken once. If, during the second attempt, the examination is not successfully passed, the results of the examination will be presented to the SPDC to determine further action.

### **Internship Requirements**

All doctoral students are required to complete either a full-time, one-year internship, or two half-time (24 months) internships, as a requirement for graduation. The internship must be an APA accredited internship, an APPIC or CAPIC internship or equivalent. The internship is an integral component of the doctoral program and the capstone experience in the clinical training sequence. During the internship the student will be expected to assume significant clinical responsibilities and perform major professional functions under the supervision of qualified psychologists. Because the internship is typically the last step in the student's pre-doctoral preparation for functioning as an independent professional, the internship experience should provide the student with a variety of appropriate role models, as well as intensive and diverse opportunities to function in the various roles expected of a clinical psychologist. Typically, full-time students will begin the internship during their fourth year of enrollment.

#### *Application Process*

The application process for internship begins approximately one year prior to the starting date of the internship. Most internships begin in September, but a few begin as early as July 1. Students planning to apply for internship for the following fall semester must attend all meetings scheduled by the Clinical Training Department. Any student whose readiness is in question, through failure to meet prerequisites, will be referred to the Clinical Training Committee to determine whether the student will be allowed to apply for internship that year.

#### *Internship Prerequisites*

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

- The student must be in good academic standing (a GPA of at least 3.0 on a scale of 4.0 with no more than two grades below "B-" and not on probation)
- The student must have successfully completed the Clinical Competence Examination
- The student must have successfully completed all coursework with no incompletes, excluding the Clinical Research Project sequence.
- The student must have an approved Clinical Research Project (CRP) Proposal (refer to the *CRP Manual* for Proposal requirements).

*Note:* The director of Clinical Training must approve all internship sites.

#### *California Internship Council (CAPIC)*

Argosy University/San Francisco Bay Area is a member school of the California Psychology Internship Council (CAPIC), a consortium of training agencies and graduate schools. CAPIC members collaborate on establishing standards for clinical internships, standardized application procedures for all doctoral students and evaluation of the quality and effectiveness of each training site. The standards reflect the guidelines set forth by the American Psychological Association (APA). CAPIC member schools are provided with a list of qualified internship sites. As a CAPIC member school, Argosy University/San Francisco Bay Area doctoral students must apply to internships that are CAPIC-approved, APPIC-approved, or APA-accredited.

#### *California Internship Council Procedures*

The procedures listed below must be followed by all students seeking internship placement:

1. Submit an Argosy University/San Francisco Bay Area Internship Readiness Form to the director of Clinical Training
2. Review currently active internship sites. The school maintains records in both the library and the computer lab.
3. Attend all required internship meetings and provide information to the director of Clinical Training or Clinical Training Committee as requested
4. Meet with your advisor, practicum supervisors, other faculty, and the director of Clinical Training, who are familiar with your work and training goals to discuss possible sites.
5. Submit a list of internship preferences to the director of Clinical Training for review and approval.
6. Request official copies of transcripts from the director of Student Services. Requests for transcripts must be in writing and must include the printed name, signature, social security number, and number of transcripts needed. Students will request official copies of transcripts to send with their internship applications. The school will not send transcripts directly to a site, unless the site specifically requires the transcript be sent directly from the school. Requests for official transcripts must be made at least two weeks prior to the first application deadline of the internship applicant.
7. Submit application material directly to the internship sites.
8. On-site interviews are almost always necessary to obtain an internship. Prepare to interview for APA and APPIC sites October–December and in March for CAPIC sites.
9. Follow appropriate guidelines regarding contact with sites on Uniform Notification Day. Other guidelines will be distributed by the director of Clinical Training regarding the procedure.
10. Acknowledge your acceptance of an offer for an internship position in writing. Once an offer has been accepted, it must be honored.
11. Submit a copy of the confirmation received from the internship site to the director of Clinical Training.

### *Conduct During the Application Process*

Listed below are specific guidelines for conduct during the application process:

- Students are expected to abide by all Argosy University/San Francisco Bay Area and CAPIC (or APPIC or APA) policies regarding the internship selection and application process. Any student violating these policies will be referred to the Clinical Training Committee for review. Action by the committee may include: withdrawal from internship, withdrawal from the internship selection process, or referral to the SPDC for other potential disciplinary action, as determined by the faculty. Any questions should be addressed to the director of Clinical Training.
- Students are responsible for demonstrating readiness for internship. If a question arises about a student's readiness to apply for, or accept an internship, the student may be referred to the Clinical Training Committee.
- Internship meetings are essential for preparing students to apply for internship and for ensuring that irregularities in the process are minimized. Students with excessive absences at meetings may be considered ineligible to apply for internship in a given year.
- There are several administrative tasks involved in the application process. Failure to complete these tasks places a burden on Argosy University/San Francisco Bay Area faculty and staff and could have a negative impact on other students in the process. Students must complete all tasks by the dates requested in order to be assured of:
  - The student's own eligibility to apply for internship
  - The timely submission of application materials from Argosy University/San Francisco Bay Area
  - The availability of requested sites. It is each student's responsibility to be informed about deadlines and requirements
- Students must be honest and ethical in their dealings with internship site staff. This responsibility exists even if a site appears to deviate from guidelines. In particular:
  - No student may inform any site that the site is his or her first choice for internship. In the event that a site is informed at any time that it is a student's first choice, the school will require the student to attend that site, if an internship position is offered, regardless of any other offers received. Students must not mislead staff at potential sites regarding their qualifications or eligibility for internship.
  - A student who accepts an offer for an internship may not later renege on the offer without written permission from the training director or the Clinical Training Committee. Such permission will be granted only in extreme circumstances.
- Students may not contact sites regarding other students and may not discuss other students with staff at internship sites.

- If a student does not find a placement on Uniform Notification Day, he or she may not contact sites without the prior approval of the director of Clinical Training.
- Students who assist faculty or supervisors in preparing their letters of recommendation may not alter the letters in any way except as specified by the faculty member or supervisor.

### *Evaluation of Interns*

Each semester, Evaluation Forms will be sent to the internship site to evaluate each intern's performance. At the end of the year, the student will be required to evaluate the internship experience.

The Student Evaluation Form enables supervisors to assess the student's progress, competence and performance relative to the learning objectives, as well as other factors of importance to the internship site. These forms are monitored by the director of Clinical Training to assess progress and possible areas of difficulty. All evaluations are kept as part of the student's permanent record. At the completion of the internship year, the director of Clinical Training makes the final determination whether or not the internship requirements have been met.

### *Remediation*

Students on internship who may need remediation in clinical training are referred to the Clinical Training Committee. The Clinical Training Committee will examine all pertinent information related to the student's progress. Students are informed of the Clinical Training Committee review and may request a meeting with the committee. Likewise, the committee may request a meeting with the student.

If the review identifies deficits in a student's clinical progress, the director of Clinical Training will identify the areas in need of remediation. The student, in consultation with the director of Clinical Training, will develop a remediation plan. The remediation plan is forwarded to the program chair. Upon approval, the remediation plan is forwarded to the student. The student is bound by the conditions set forth in the remediation plan.

The remediation plan may require, but is not limited to, therapy, additional training, additional coursework, remedial practicum, or remedial internship. Students may appeal the remediation plan based upon due process or bias.

If there are any problems that cannot be corrected through a remediation plan, the student may be referred to the Student Professional Development Committee (SPDC).

If, at any point during the internship process, a student is in need of remediation, the student, the internship site director, and the director of Clinical Training will develop a written contract specifying clinical areas needing improvement and methods by which such improvement may be achieved.

### *Conduct on Internship*

**Ethical Behavior** Students must adhere to APA Ethical Guidelines and the rules of the Board of Psychology. If difficulties occur, they should be resolved with the internship staff, if possible. The director of Clinical Training will be available to evaluate or assist students with ethical dilemmas, if necessary. In the event that unethical behavior is found to occur during internship, appropriate action will be taken by the committee, which may include:

- Referral to the SPDC
- Removal from internship
- Other disciplinary or remedial action

**Dual Relationships with Supervisors** It is unethical for students to engage in an internship that is administered by, or in which they receive supervision from, a person with whom they relate in some other professional capacity. Personal relationships may also comprise dual relationships.

### *Leaving an Internship before Completing its Program*

A student needing to leave an internship before completing the agreed upon minimum amount of time should notify the director of Clinical Training in writing as soon as the need becomes known. The Clinical Training Department will review the student's request to determine whether early termination is warranted. In some cases, the Clinical Training Department may request the SPDC review the application for early termination. Early termination of an internship may have serious implications for the student and the agency, thus any steps in this direction must be considered carefully. Students should remember that they must complete the internship within 24 months and that it is usually very difficult to begin new internship experiences mid-year.

### *Changes in Scheduling*

Students may adjust schedules on internship with the approval of the training staff at the internship site as long as the internship is completed within 24 months and otherwise meets all criteria for an internship experience. The director of Clinical Training must be immediately apprised of any changes in scheduling. Students must be evaluated at least biannually regardless of number of hours per week worked, and copies of these evaluations must be forwarded to Argosy University/San Francisco Bay Area so that progress can be monitored.

### *Challenge of Practicum or Internship Record*

A student who desires to seek reconsideration of any matter related to practicum or internship should contact the director of Clinical Training.

- If the matter in question concerns an event at a training site or a supervisor's evaluation of a student, the student must consult with the training site supervisor for reconsideration of the issue.
- If, after consultation with the supervisor, the student wishes to pursue the matter further, the student should approach the director of Clinical Training and request an investigation of the matter. The outcome of the investigation will be summarized and placed in the student's training file with a copy given to the student.
- If the matter in question concerns a decision reached by the director of Clinical Training about the student, the student may petition the Clinical Training Committee, in writing, for reconsideration of the matter. If the student desires, a meeting will be arranged with the committee for a full discussion of the issue. The outcome will be summarized and placed in the student's file, with a copy given to the student.

**RECOMMENDED COURSE SEQUENCE FOR THE DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM —  
FOUR YEAR CURRICULUM**

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

*Note:* A five-year course sequence is also available for the PsyD in Clinical Psychology program. Courses are also offered during an optional summer session II.

**Year One**

Fall Semester		Spring Semester		Summer Semester	
PP7040	Cognition and Affective Processes (3)	PP7301	Psychopathology II (3)	PP7100	Professional Issues: Ethics, Conduct and Law (3)
PP8020	Person Centered and Experiential Theory and Therapy (3)	PP7111	Professionalization Group II (1)	PP8010	Cognitive-Behavioral Theory and Therapy (3)
PP7300	Psychopathology I (3)	PP7385	Personality Assessment (3)	PP7332	Child Abuse Assessment and Reporting* (0)
PP7110	Professionalization Group I (1)	PP7010	Lifespan Development (3)		
PP7370	Cognitive Assessment (3)	PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)		

\* All PsyD in Clinical Psychology program students must complete a seven-hour Child Abuse Assessment and Reporting (PP7332) course.

**Year Two**

Fall Semester		Spring Semester		Summer Semester	
PP8201	Practicum I (3)	PP7201	Statistics and Research Methods II (3)	PP8650	Assessment and Treatment of Substance Use Disorders (3)
PP7050	Physiological Psychology (3)	PP8202	Practicum II (3)	PP8499	CRP Proposal and Development (3)
PP7373	Integrative Assessment (3)	PP7360	Clinical Psychopharmacology (3)	PP8670	Human Sexuality (1)
PP7200	Statistics and Research Methods I (3)	PP8050	Family and Couple Therapy (3)		

**Year Three**

Fall Semester		Spring Semester		Summer Semester	
PP8060	Group Psychotherapy (3)	PP8502	Clinical Research Project (1)	PP7060	Social Psychology (3)
PP8501	Clinical Research Project (1)	PP8204	Practicum IV (3)		Elective (3)
PP8203	Practicum III (3)	PP7350	Consultation and Supervision (3)	PP7000	History and Systems (3)
PP8030	Psychodynamic Theory and Therapy		Elective (3)		
	Elective (3)				

**Year Four**

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



## COURSE/CREDIT TRANSFER

### Transfer of Courses/Credit into the PsyD in Clinical Psychology Program From Other Institutions

Like other institutions that offer a doctoral degree, Argosy University/San Francisco Bay Area does not automatically transfer credit from graduate coursework taken at other institutions.

Students who have taken graduate courses elsewhere may petition to have these courses apply toward a transfer of courses in the curriculum. Transfer of credit are not reviewed or granted until the student had been accepted and paid the initial deposit. For a course to be considered eligible for a transfer, the following conditions must be met:

- The course must have been taken no more than five years before the student's entry into Argosy University/San Francisco Bay Area Campus, except when students present evidence of ongoing work experience or continuing education in that area, or when students pass a transfer exam for the course.
- The course must have been a graduate-level course, taken for graduate-level credit regionally accredited college or university. In the case of institutions outside the U.S., the appropriate state or national accreditation is required.
- Any course submitted toward a transfer of a 3-credit hour course must have itself carried 3 or more graduate credit hours.
- A student must have earned a grade of "B" or better in any course submitted for a transfer.
- A maximum of 30 credit hours may be transferred toward the doctoral program in clinical psychology.

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

The following is a list of courses that may not be transferred to the PsyD in Clinical Psychology program:

#### Non-Transferrable Courses

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PP7100	Professional Issues: Ethics, Conduct and Law (3)
PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)
PP7201	Statistics and Research Methods II (3)
PP7301	Psychopathology II (3)
PP8201	Practicum I (3)
PP8202	Practicum II (3)
PP8203	Practicum III (3)
PP8204	Practicum IV (3)

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Students requesting to transfer Cognitive Assessment (PP7370), Personality Assessment (PP7385) must have both an approved course that meets the course transfer requirements and must pass a transfer examination. In order to transfer the Integrative Assessment (PP7373), both prerequisite assessment courses must have been successfully completed and the student must pass a transfer examination.

#### Course Transfer Procedures

- Obtain a Course Transfer Form from the Student Services Department. Fill out one for each course transfer request, listing the Argosy University/San Francisco Bay Area course and number which you wish to transfer, and the corresponding course taken elsewhere.
- Submit the form to the director of Student Services (continuing students) or an Admissions Representative with the following items:
  - A copy of the transcript referencing the course under review
  - A course syllabus
  - When available, other items such as assignments, projects, course notes or exams to support the transferability of the course.

If the transfer meets the conditions listed above, it will be forwarded to the appropriate faculty member. The faculty person will review your materials and complete the Course Transfer Form. It will then be submitted to the director of Student Services. There is a \$50 fee for each course granted for transfer. You will receive an invoice from Student Services indicating the total amount due, based on faculty approval of the transfer(s). Course(s) will not be entered onto the transcript until payment is received. No grade is entered for transferred courses. A copy of the Course Transfer Form will be given back to you, along with the materials.

The policies governing the transfer process are also described in the *Argosy University Academic Catalog*. If you have questions about this process, please see the director of Student Services.

#### QUALIFYING FOR THE MASTER OF ARTS IN CLINICAL PSYCHOLOGY DEGREE AS A DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY STUDENT

Many students want to earn the Master of Arts (MA) degree as they progress to the doctoral degree. A student may earn the Master of Arts degree if they have completed all of the Master of Arts in Clinical Psychology program requirements, including all required courses, master's elective courses and a one-year master's practicum requirements.

Students wishing to obtain a Master of Arts degree must submit a Petition to Graduate to the Student Services Department along with the course registration for the final semester in which they intend to complete the Master of Arts program requirements. Deadline for the Petition to Graduate is the first day of the semester of the last semester the student registers.

# Schedule of Tuition and Fees

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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

<b>Business Programs</b>	<b>Cost Per Semester Credit Hour</b>
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 .....	750.00
<b>Education Programs</b>	
Master of Arts in Education (MAEd) in Educational Leadership Program .....	525.00
Master of Arts in Education (MAEd) in Instructional Leadership Program .....	525.00
Doctor of Education (EdD) in Community College Executive Leadership Program .....	750.00
Doctor of Education (EdD) in Educational Leadership Program .....	750.00
Doctor of Education (EdD) in Instructional Leadership Program .....	750.00
<b>Psychology Programs</b>	
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 Counseling Psychology Program .....	525.00
Master of Arts (MA) in Forensic Psychology Program .....	525.00
Doctor of Education (EdD) in Counseling Psychology Program .....	750.00
Doctor of Psychology (PsyD) in Clinical Psychology Program .....	850.00

**TRAINING AND PROGRAM-RELATED FEES**

Psychology Program Fees	Cost Per Semester
Child Abuse Reporting Class .....	\$ 425.00
Internship Fee (per semester) .....	850.00
Professional Liability Insurance (added to all practicum) .....	20.00
Clinical Psychology Program Fees	
Testing Resource Fee .....	100.00

**OTHER NON-REFUNDABLE STUDENT CHARGES**

Item	Cost
Application for Admission Fee <sup>1</sup> .....	50.00
Course Add/Drop Fee <sup>2</sup> .....	50.00
Graduation Fee <sup>3</sup> .....	150.00
Installment Plan Fee (per semester) .....	35.00
Late Payment Fee .....	25.00
Late Registration Fee .....	50.00
Returned Check Fee .....	35.00
Student Activity Fee –(annual) <sup>4</sup> .....	50.00
Technology Fee (per credit) .....	10.00
Transcript Fee .....	No Charge
Express Transcript Fee <sup>5</sup> .....	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 Request Form. The Course Add/Drop Fee is assessed for each request form submitted to the Student Services Office. 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 these fees.

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

# Faculty Descriptions

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## CORE FACULTY

### **Virginia Bassi, PhD**

California School of Professional Psychology  
*Faculty, Clinical Psychology*

### **Virginia Bennett, PhD**

Rosebridge Graduate School  
of Integrative Psychology  
*Faculty, MA and EdD Counseling*

### **Amy Brom, MSW**

The Southern Baptist Theological Seminary  
*Faculty and Practicum Training Director,  
MA Counseling Programs*

### **Emily Harris, PhD**

Pacific Graduate School of Psychology  
*Faculty, Clinical Psychology*

### **Mary Herget, PhD**

California Graduate School  
*Faculty, Clinical Psychology*

### **Jon Klimo, PhD**

Rosebridge Graduate School of Integrative  
Psychology  
*Faculty, Clinical Psychology*

### **Anthony U. Martinez, JD**

University of California, Berkeley,  
Boalt School of Law  
*Program Chair, Business Programs*

### **Andrea Morrison, PhD**

University of California, Berkeley  
*Dean of Psychology, Program Chair,  
Clinical Programs*

### **Jenifer Persing, PsyD**

California School of Professional Psychology  
*Program Chair, BA Psychology Program*

### **Lou Rappaport, PhD**

Northeastern University  
*Associate Dean of the American School  
of Professional Psychology and  
Program Chair of the Programs in Counseling  
Psychology and Forensic Psychology*

### **Jen Tellier, PsyD**

The Wright Institute  
*Faculty, Clinical Psychology/  
Clinical Training Director*

### **Carl Word, PhD**

Princeton University  
*Faculty, Clinical Psychology*

### **Randall C. Wyatt, PhD**

California School of Professional Psychology  
*Faculty, Clinical Psychology/Assistant Director  
of Clinical Training*



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