

Argosy University/Tampa

Academic Catalog Addendum 2004–2005



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Accreditation and Programs

ARGOSY UNIVERSITY/TAMPA

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INSTITUTIONAL ACCREDITATION

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

STATE LICENSING

Argosy University/Tampa is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 2650 Apalachee Parkway, Suite A, Tallahassee, FL 32301, 1.888.224.6684.

PROGRAMMATIC ACCREDITATION

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

ARGOSY UNIVERSITY/TAMPA PROGRAMS

The College of Business and Information Technology

Bachelor of Science (B.S.)

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

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

- Business Administration

Must choose one of nine concentrations:

Accounting

Finance

Healthcare Administration

Human Resources

Information Technology

International Business

Leadership

Marketing

Public Administration

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

- Management

The College of Education and Human Development

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

- Curriculum & Instruction
- Educational Leadership

Education Specialist (Ed.S.)

- Curriculum & Instruction
- Educational Leadership

Doctor of Education (Ed.D.)

- Curriculum & Instruction with a concentration in K–12 Education
- Educational Leadership

May choose an optional concentration in either:

Higher Education Administration
K–12 Education

The Florida School of Professional Psychology

Bachelor of Arts (B.A.)

- Psychology (Degree Completion Program)

Master of Arts (M.A.)

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

Doctor of Education (Ed.D.)

- Organizational Leadership

Doctor of Psychology (Psy.D.)

- Clinical Psychology

May choose one of four optional concentrations:

Child & Adolescent Psychology

Geropsychology

Marriage/Couples & Family Therapy

Neuropsychology

SATELLITE LOCATION: CLEARWATER, FL

The College of Business and Information Technology

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

- Business Administration

Must choose one of nine concentrations:

Accounting

Finance

Healthcare Administration

Human Resources

Information Technology

International Business

Leadership

Marketing

Public Administration

The College of Education and Human Development

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

- Curriculum & Instruction
- Educational Leadership

The Florida School of Professional Psychology

Bachelor of Arts (B.A.)

- Psychology (Degree Completion Program)

Master of Arts (M.A.)

- Mental Health Counseling

The Florida School of Professional Psychology

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

Master of Arts in Clinical Psychology Program

PROGRAM OVERVIEW

The Master's of Arts (M.A.) in Clinical Psychology Program is designed to meet the needs of both those students seeking a terminal degree at the master's-level and those who eventually plan to pursue a doctoral degree. (The terminal master's degree is not, however, license-eligible in the state of Florida.)

The master's degree provides students a strong clinical orientation with an emphasis in psychological assessment. The master's program offers several unique advantages to those individuals who hope to subsequently pursue a doctoral degree. Admission to the master's program or completion of the master's degree does not guarantee admission to the Doctor of Psychology (Psy.D.) in Clinical Psychology Program.

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

ADMISSIONS REQUIREMENTS

The application process for admission into the M.A. in Clinical Psychology Program requires the submission of material that will enable the Admissions Department to verify the applicant's academic qualifications to enroll at a graduate professional school. Because the admissions 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 effectively.

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

- Completed Application for Admission Form
- Application fee (non-refundable except in California)
- Personal statement with self-appraisal of qualifications for the profession.
- Current résumé
- Three completed Applicant Recommendation Forms with accompanying letters of reference.
- All official postsecondary transcripts
- TOEFL® scores (international applicants only)
A minimum score of 550 (213 computer-based) on the Test of English as a Foreign Language (TOEFL®) for applicants whose native language is not English.

The application and supporting documents become property of the institution and cannot be returned to the student.

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

Applicant should have a minimum grade point average (GPA) of 3.0 (on a scale of 4.0), or the equivalent, for one or more of the following:

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

Committee Decisions

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

Application Deadlines

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

Application Deadlines for Fall Admissions

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

Application Deadline for Spring Admissions

October 15 Priority deadline

Deadlines may be extended if there are continuous openings in the program.

Deferral Policy

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

ENROLLMENT REQUIREMENTS

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

The following courses must be completed with a grade of "B" or better: a course in abnormal psychology, a course in general psychology, a course in tests and measures, a course in statistics or research methods, and a course in personality theories.

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

Satisfactory Academic Progress

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

Incremental Maximum Timeframe Schedule

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

Credit Hour Requirements for Satisfactory Academic Progress

End of Year One	9 credit hours
End of Year Two	18 credit hours
End of Year Three	30 credit hours
End of Year Four	40 credit hours
End of Year Five	48 credit hours

Performance Evaluations

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

End-of-Course Evaluations

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

End-of-Year Evaluations

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

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

Academic Evaluations

Each student will be reviewed each semester to ensure satisfactory academic progress. For the purpose of determining satisfactory academic progress a grade of “NC” is considered the equivalent of an “F.”

Academic Warning

A student will receive a letter of academic warning for:

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

Academic Probation

A student will be placed on academic probation if:

- The student’s cumulative GPA is below 3.0 (on a scale of 4.0), and/or
- The student has failed to earn 67 percent of credit hours attempted within the required incremental timeframe.

A student may be placed on academic probation for two semesters immediately following the semester in which satisfactory progress was not met. In the first semester of probation, eligible students can continue to receive financial aid. If at the end of the first semester of probation a student does not meet the terms of satisfactory academic progress, the student becomes ineligible to receive financial aid.

Academic Dismissal

A student will be dismissed if:

- The student has failed to make satisfactory academic progress by the end of the second semester of probation.
- Receipt of a second grade of “F.”
- Receipt of two grades below “B-” in the same semester.
- Receipt of third grade below “B-.”

Students may be dismissed from Argosy University/Tampa for other reasons than those stated above, if the institution determines that they cannot meet the academic expectations, professional expectations, ethical expectations, expectations as detailed in the student responsibility policy in the *Argosy University Academic Catalog*, or other expectations of the program satisfactorily. Dismissal normally occurs when the Student Conduct Committee, Academic Affairs Committee, or Departmental Evaluation Committee makes a decision for dismissal and communicates that decision to the student.

General Probation

The administration and faculty may refer to the Departmental Evaluation Committee students whose professional performance indicates deficiencies in performing the work. The Departmental Evaluation Committee may recommend general probation and such remediation steps as may be deemed appropriate. The student must agree to all reasonable conditions in order to remain enrolled.

GRADUATION REQUIREMENTS

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

- Successful completion of all required coursework.
- Successful completion of the Master's Thesis.
- A grade point average of at least 3.0 on a 4.0 scale with no grades below "B-."
- Successful completion of the Comprehensive Clinical Evaluation (CCE)-Diagnostic.
- Submission of Petition to Graduate Form
- Fulfillment of all financial obligations to Argosy University.

PROGRAM REQUIREMENTS

The M.A. in Clinical Psychology Program requires the satisfactory completion of 48 semester credit hours, distributed as follows. Matriculated students must complete all course requirements in an in-residence format.

Course Requirements— Students Are Required to Take the Following

PP7010	Lifespan Development (3)
PP7100	Professional Issues: Ethics, Conduct, and Law (3)
PP7110	Professionalization Group I (0)
PP7111	Professionalization Group II (0)
PP7200	Statistics and Research I (3)
PP7201	Statistics and Research II (3)
PP7310	Theories of Psychopathology (3)
PP7311	Diagnostic Psychopathology (3)
PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (3)
PP7371	Objective Personality Assessment (3)
PP7372	Projective Personality Assessment (3)
PP7373	Integrative Assessment (3)
PP8038	Interventions I (3)
PP8039	Interventions II (3)
PP8201	Practicum and Seminar I (3)
PP8202	Practicum and Seminar II (3)
	Master's Thesis (3)

Course Requirements—48 Credit Hours

Independent Study

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

Online Courses

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

Writing Program Requirements

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

Professionalization Group Requirements

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

Clinical Evaluation Competency Requirements

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

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

- *Diagnostic Scoring Competency*: Students meet the requirement by passing three FSPP at Argosy University/Tampa assessment courses with a grade of "B-" or better and demonstrating adequate competency on specific skills in each class:
Cognitive Assessment (PP7370)
Objective Personality Assessment (PP7371)
Projective Personality Assessment (PP7372)
- *Diagnostic Interpretation Competency*: Students meet the requirement by passing Integrative Assessment with a grade of "B-" or better and demonstrating adequate competency on specific skills in the class.
- *Comprehensive Clinical Evaluation-Diagnostic (CCE-D)*: The Diagnostic Practicum Seminar and the Practicum help the student develop the necessary competency in diagnostic interviewing and psychological report writing. The student demonstrates the competency by successfully completing both a written and an oral presentation of a client case. Specific requirements for the CCE-D can be found in the *Clinical Training Manual*.

Clinical Training Manual

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

General Information

Students enrolled in the M.A. in Clinical Psychology Program of the FSPP at Argosy University/Tampa, gain practical experience through clinical training. Clinical training is the supervised out-of-class contact of students with a clinical population. Through the contact, students apply their theoretical knowledge, implement clinical techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a professional psychologist. During their clinical training, students advance through progressively challenging levels of training. At each level, a student's progress is assessed in multiple ways by multiple faculty members and field supervisors. In

order to advance to the next level of clinical training, the student must pass certain courses, complete practicum and internship, and demonstrate competency in specific clinical tasks. The *Clinical Training Manual* describes the progression in training and specifies how the student's progress in training is monitored.

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

Practicum and Practicum Seminars

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

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

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

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

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

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

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

Pre-Practicum Requirements

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

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

Advanced Practicum Requirements

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

practicum placement and additional policies and procedures related to specialty practicum training are described in the *Clinical Training Manual*.

Master's Thesis Project Requirements

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

Student Conduct Procedures

Evaluation Committee

The Evaluation Committee is comprised of the core faculty members of the Florida School of Professional Psychology (FSPP) at Argosy University/Tampa and is chaired by the program chair or his/her designee. Students may be referred to the Evaluation Committee for issues related to academic progress, academic standards, academic dishonesty, ethical and professional conduct, clinical suitability, etc. Referrals to the Evaluation Committee may be generated by course instructors, practicum supervisors, practicum seminar leaders, academic advisors, Student Services, Clinical Training, or the program administration. The Evaluation Committee may require students receiving referrals to appear at a specified meeting time in order to respond to the issues of concern. Students are not permitted to bring or be represented by legal counsel during committee proceedings. Students may select a faculty member to serve as their advocate during the Evaluation Committee meeting, which may include meeting with the student prior to the formal committee meeting to discuss the issues of concern. Students will be notified in writing of the decisions and recom-

mendations following the committee meeting. This committee is vested with the authority to issue disciplinary actions including but not limited to warnings, reprimands, probation, and dismissal.

Faculty

Faculty Advisors

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

Clinical Practice

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

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

- Appropriate state registration, certification, credentialing or licensure relevant to the practice and delivery of mental health services.

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

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

Policy Regarding Appropriate Subjects for Student Practice Assessment

Informed Consent

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

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

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

Guidelines for the Disposal of Confidential Materials

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

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

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

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

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

Student progress through the M.A. in Clinical Psychology Program is intended to be sequential. Certain courses are offered which provide a theoretical and practical foundation for courses that will follow in subsequent years. In addition, certain advanced courses require the student to have the background of more basic courses in order to benefit fully from the course experience. Students must satisfy all stated prerequisites for a course (or seek permission of the instructor) before a registration for that course can be considered official.

Year One

Fall Semester		Spring Semester		Summer Semester	
PP7110	Professionalization Group (0)	PP7111	Professionalization Group (0)		
PP7100	Professional Issues: Ethics, Conduct, and Law (3)	PP7311	Diagnostic Psychopathology (3)		
PP7310	Theories of Psychopathology (3)	PP7010	Lifespan Development (3)		

Year Two

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

Year Three

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

MASTER OF ARTS IN CLINICAL PSYCHOLOGY PROGRAM COURSE PREREQUISITES

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

Course Number and Title	Prerequisite
PP7310 Theories of Psychopathology (3)	Personality Theory (<i>Foundation Course</i>)
PP7311 Diagnostic Psychopathology (3)	Abnormal Psychology (<i>Foundation Course</i>) PP7310 Theories of Psychopathology (3)
PP7200 Statistics and Research Methods I (3)	Statistics or Research Methods (<i>Foundation Course</i>)
PP7201 Statistics and Research Methods II (3)	PP7200 Statistics and Research Methods I (3)
PP7370 Cognitive Assessment (3)	Tests and Measures (<i>Foundation Course</i>) PP7365 Clinical Interviewing (<i>can be concurrent</i>) (3)
PP7371 Objective Personality Assessment (3)	Tests and Measures, Abnormal Psychology and Personality Theory (<i>Foundation Course</i>) PP7365 Clinical Interviewing (3) PP7310 Theories of Psychopathology (3) PP7311 Diagnostic Psychopathology (<i>can be concurrent</i>) (3)
PP7372 Projective Personality Assessment (3)	PP7365 Clinical Interviewing (3) PP7310 Theories of Psychopathology (3) PP7311 Diagnostic Psychopathology (<i>can be concurrent</i>) (3) PP7371 Objective Personality Assessment (<i>can be concurrent</i>) (3)
PP7373 Integrative Assessment (3)	PP7365 Clinical Interviewing (3) PP7370 Cognitive Assessment (3) PP7371 Objective Personality Assessment (3) PP7372 Projective Personality Assessment (3) PP8201 Practicum and Seminar I (<i>can be concurrent</i>) (3)
PP8038 Interventions I (3)	PP7373 Integrative Assessment (<i>can be concurrent</i>) (3)
PP8039 Interventions II (3)	PP8038 Interventions I (3)
<hr/> Courses with No Prerequisites	
PP7010 Lifespan Development (3)	
PP7100 Professional Issues: Ethics, Conduct, and Law (3)	
PP7365 Clinical Interviewing (3)	

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

Students enrolled in the M.A. in Clinical Psychology Program may apply for admission to the Psy.D. in Clinical Psychology Program during the academic year prior to their completion of the M.A. in Clinical Psychology Program.

Admission Requirements

- The student must be in good standing in the master's program
- The student must have completed at least 30 credit hours of coursework in the master's program
- The student must have successfully completed at least one semester of the practicum and seminar or be in good standing in the first semester of practicum and seminar.
- The student must have a cumulative GPA of 3.0 (on a scale of 4.0) or better.
- The student must submit an updated résumé and personal statement, along with an application to the Admissions Department.

If the student is accepted, matriculation in the doctoral program is contingent upon successful completion of all requirements for the master's degree.

Early Admission

Students who initially applied for and matriculated into the M.A. in Clinical Psychology Program may apply for early admission to the Psy.D. in Clinical Psychology Program after completing a minimum of one semester of coursework. Students who originally applied for the doctoral program, but were denied admission are not eligible to reapply for a period of one year.

Students pursuing early admission to the doctoral program must meet the following requirements:

- The student must be in good standing in the master's in Clinical Psychology Program.
- The student must have a cumulative GPA of 3.0 (on a scale of 4.0) or better. Students are advised that early admission to the doctoral program will generally be considered only for those students demonstrating strong academic performance.

- The student must provide recent GRE or MAT scores.
- The student must meet all foundation course requirements as outlined in both the doctoral and master's program guidelines.
- The student must submit an updated résumé and personal statement, along with an application to the Admissions Department.
- Students considering application to the doctoral program prior to completion of the master's degree are required to consult with their academic advisors prior to submission.

Application Procedures

- The student should meet with his/her faculty advisor to confirm degree plan and eligibility to apply.
- Applications are available from the Admissions Department.
- Upon receipt of all documents, the Admissions Committee will schedule an interview with the student.

(Students should bear in mind that the committee is unavailable during semester breaks.)

The student will be notified in writing of the committee's decision. The Admissions Committee decisions are final and not subject to appeal.

COURSE/CREDIT TRANSFER POLICIES

Transfer of Courses/Credit into the M.A. in Clinical Psychology Program

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

Argosy University/Tampa course. Requests for course transfers must be submitted during the student's first year of study.

A maximum of 12 credit hours may be transferred and applied to the master of arts in clinical psychology degree. Students are advised, however, that only under unusual circumstances would more than one or two courses be transferred.

Transfer will be considered for graduate courses:

- Completed with a grade of "B" or higher.
- Completed prior to admission to Argosy University/Tampa.
- Earned within the five years of matriculation in the clinical psychology programs.
- The program does not accept for transfer any credit earned as military credit, credit by examination, credit by correspondence, credit for life experience, or graduate credit from non-accredited institution.

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

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

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

Non-transferable Courses into the M.A. in Clinical Psychology Program

PP7100	Professional Issues: Ethics, Conduct, and Law (3)
PP7110	Professionalization Group I (0)
PP7111	Professionalization Group II (0)
PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (3)
PP7371	Objective Personality Assessment (3)
PP7372	Projective Personality Assessment (3)
PP7373	Integrative Assessment (3)
PP8038	Interventions I (3)
PP8039	Interventions II (3)
PP8201	Practicum I (3)
PP8202	Practicum II (3)

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

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

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

Master of Arts in Guidance Counseling Program

PROGRAM OVERVIEW

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

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

Program Format

Weekend Format

The Master of Arts in Guidance Counseling Program is designed to allow students flexibility while pursuing a graduate degree. Many courses are offered in a weekend format with weekly online instructional contact with instructors and peers. Each course spans 7.5 weeks and consists of two weekends in-residence. Students are in-residence approximately one weekend every three weeks.

Online Courses

In order to offer a more flexible learning experience for our students with multiple life responsibilities, selected courses are offered in an online format through other Argosy University campuses. Students may register for these classes by permission from the university. This format may be ideal for students who live at a distance from our campus. Students work closely with their faculty advisor to develop the learning format best suited to their needs. Because this is an in-residence degree program, no more than 49 percent of coursework can be taken online. For general information, view the Argosy University website: <http://online.argosyu.edu>.

Eligibility for Licensure

Courses and curricula are designed to parallel certification requirements as closely as possible. However, because of variations among states and laws that often change, each student should check with state authorities to confirm such requirements. The American School Counselor Association frequently publishes information on professional issues of importance to professional counselors on its web page: www.schoolcounselor.org.

ADMISSIONS REQUIREMENTS

To be considered for admission to the Master of Arts in Guidance Counseling Program, the applicant is required to:

- Have graduated with a baccalaureate or advanced degree from a regionally accredited institution, an appropriately certified foreign institution, or a program approved by Argosy University/Tampa
- 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 graduate study.
- Possess and demonstrate interest in the field of counseling.
- Show commitment to graduate study.
- Show strong personal character.
- A minimum score of 550 (213 computer-based) on the Test of English as a Foreign Language (TOEFL®) for applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

Admissions Process

Prospective students must provide the following in order to be considered for admission:

- Completed Application for Admission Form
- Application fee (non-refundable except in California)
- Personal statement with self-appraisal of qualifications for the profession and educational goals.
- Current résumé
- Three completed Applicant Recommendation Forms
- All official postsecondary transcripts
- TOEFL® scores (international applicants only).

The application and supporting documents become property of the institution and cannot be returned to the student.

Committee Decisions

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

Deferral Policy

An applicant who finds that pressing and unforeseen circumstances prevent him or her from matriculating during the semester for which he or she was admitted, may apply for a deferral of admission for up to one year from the semester for which he or she was admitted. Deferrals are not automatic. A student who wishes to request a deferral should send a letter to the Admissions Department.

Reapplication for Admission

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

Readmission after Extended Absence

Students who have been withdrawn from the school for three years or more will be required to have all prior coursework reevaluated for determination of relevancy to current practice. The evaluation of coursework will be conducted by faculty appointed by the program chair. Students who have interrupted their studies for more than one year will be bound by the catalog in effect at the time of re-entry.

ENROLLMENT REQUIREMENTS

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

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

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

Satisfactory Academic Progress

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

Incremental Maximum Timeframe Schedule

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

Credit Hour Requirements for Satisfactory Academic Progress

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

Satisfactory Academic Progress Review

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

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

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

Please also refer to Argosy University/Tampa’s general policies regarding satisfactory academic progress review.

Professional Conduct

Argosy University/Tampa's programs in counseling routinely assess students' professional development. If a student is identified as impaired in his/her ability to engage in the responsibilities of a professional counselor, he/she may be asked to engage in further professional development. In such cases, the program chair will convene a formal faculty review of the student's capacity to effectively engage in the responsibilities of a professional counselor prior to remediation action. If remediation action is recommended by the faculty and approved by the program chair, the student's faculty advisor will assist the student in completion of the remediation plan.

Argosy University/Tampa's programs in counseling subscribe to the American Counseling Association *Code of Ethics*, and all students are bound by the principles enumerated in that code. Deviation from the code may result in disciplinary action. For reasons which are both serious and unusual in nature (e.g., serious violation of the ethical code), a student may be terminated from the program without a probationary period. In such cases, the program chair will convene a formal faculty review of the student prior to any termination action. If termination is recommended and approved by the program chair, a final student appeal may be made to the president.

The faculty of the Florida School of Professional Psychology at Argosy University/Tampa is committed to ensure due process under these guidelines. More specifically, when any type of review is initiated, the student will be informed and invited to participate.

GRADUATION REQUIREMENTS

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

- Successful completion of all required coursework, practicum/field experience, and Comprehensive Examination.
- A GPA of at least 3.0 (on a scale of 4.0).
- Submission of Petition to Graduate Form.

PROGRAM REQUIREMENTS

The Master of Arts in Guidance Counseling Program requires a total of 48 credit hours. At least 51 percent of classes are to be completed in-residence. In addition to these credit hour requirements, students must successfully complete the Comprehensive Examination. Note that Field Experience courses are usually taken in the last year of the program.

Core Course Requirements— Students Are Required to Take the Following

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

Core Course Requirements—42 Credit Hours

Field Experience Requirements— Students Are Required to Take the Following

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

Field Experience Requirements—6 Credit Hours

Writing Program Requirements

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

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

Field Experience and Seminar Requirements

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

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

- Theoretical knowledge
- Counseling skills
- Professional attitudes

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

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

A primary goal of field experience training is the development, by means of supervised direct client contact, of competent counselors who are able to deliver basic and effective assessment and therapeutic

intervention skills. The refinement of criteria for professional competency and assessment of competency are ongoing institutional concerns.

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

General Information

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

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

M.A. in Guidance Counseling Program students must complete 180 hours of field experience spread over a 30-week period.

Students spend 8–25 hours per week in a site that has been approved by Argosy University. A minimum of one-third of the hours is spent in “direct service” as defined below. The remainder of the students’ time is spent in “indirect service,” supervision, and “training activities.” Students must receive at least one hour of on-site, individual supervision per week.

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

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

Restrictions

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

Professional Liability Insurance

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

Prerequisites for Field Experience

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

Policy on Training Sites with Creedal Statements

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

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

COURSE/CREDIT TRANSFER POLICIES

Transfer of Courses/Credit into the M.A. in Guidance Counseling Program

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

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

- Completed with a grade of “B” or higher
- Completed prior to admission to Argosy University/Tampa.
- Earned within the five years of matriculation in the counseling program.
- Meeting other requirements as determined by their program of study.

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

Transfer Credit Procedures

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

Waiver of Courses

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

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

Master of Arts in Marriage & Family Therapy Program

PROGRAM OVERVIEW

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

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

Program Format

Weekend Format

The Master of Arts in Marriage & Family Therapy Program is designed to allow students flexibility while pursuing a graduate degree. Many courses are offered in a weekend format with weekly online instructional contact with instructors and peers. Each course spans 7.5 weeks and consists of two weekends in-residence. Students are in-residence approximately one weekend every three weeks.

Online Courses

In order to offer a more flexible learning experience for our students with multiple life responsibilities, selected courses are offered in an online format through other Argosy campuses. Students may register for these classes by permission from the university. This format may be ideal for students who live at a distance from our campus. Students work closely with their faculty advisor to develop the learning format best suited to their needs. Because this is an in-residence degree program, no more than 49 percent of coursework can be taken online. For general information, view the Argosy University website: <http://online.argosyu.edu>.

Eligibility for Licensure

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

ADMISSIONS REQUIREMENTS

To be considered for admission to the Master of Arts in Marriage & Family Therapy Program, the applicant is required to:

- Have graduated with a baccalaureate or advanced degree from a regionally accredited institution, an appropriately certified foreign institution, or a program approved by Argosy University/Tampa.
- 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 graduate study.
- Possess and demonstrate interest in the field of counseling.
- Show commitment to graduate study.
- Show strong personal character.
- A minimum score of 550 (213 computer-based) on the Test of English as a Foreign Language (TOEFL®) for applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

Admissions Process

Prospective students must provide the following in order to be considered for admission:

- Completed Application for Admission Form
- Application fee (non-refundable except in California).
- Personal statement with self-appraisal of qualifications for the profession and educational goals.
- Current résumé
- Three completed Applicant Recommendation Forms
- All official postsecondary transcripts.
- TOEFL® scores (international applicants only)

The application and supporting documents become property of the institution and cannot be returned to the student.

Committee Decisions

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

Deferral Policy

An applicant who finds that pressing and unforeseen circumstances prevent him or her from matriculating during the semester for which he or she was admitted, may apply for a deferral of admission for up to one year from the semester for which he or she was admitted. Deferrals are not automatic. A student who wishes to request a deferral should send a letter to the Admissions Department.

Re-Application for Admission

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

Readmission after Extended Absence

Students who have been withdrawn from the school for three years or more will be required to have all prior coursework reevaluated for determination of relevancy to current practice. The evaluation of coursework will be conducted by faculty appointed by the program chair. Students who have interrupted their studies for more than one year will be bound by the catalog in effect at the time of re-entry.

ENROLLMENT REQUIREMENTS

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

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

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

Satisfactory Academic Progress

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

Incremental Maximum Timeframe Schedule

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

Credit Hour Requirements for Satisfactory Academic Progress

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

Satisfactory Academic Progress Review

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

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

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

Please also refer to Argosy University/Tampa’s general policies regarding satisfactory academic progress review.

Professional Conduct

Argosy University/Tampa's programs in counseling routinely assess students' professional development. If a student is identified as impaired in his/her ability to engage in the responsibilities of a professional counselor, he/she may be asked to engage in further professional development. In such cases, the program chair will convene a formal faculty review of the student's capacity to effectively engage in the responsibilities of a professional counselor prior to remediation action. If remediation action is recommended by the faculty and approved by the program chair, the student's faculty advisor will assist the student in completion of the remediation plan.

Argosy University/Tampa's programs in counseling subscribe to the American Counseling Association *Code of Ethics*, and all students are bound by the principles enumerated in that code. Deviation from the code may result in disciplinary action. For reasons which are both serious and unusual in nature (e.g., serious violation of the ethical code), a student may be terminated from the program without a probationary period. In such cases, the program chair will convene a formal faculty review of the student prior to any termination action. If termination is recommended and approved by the program chair, a final student appeal may be made to the president.

The faculty of the Florida School of Professional Psychology is committed to ensure due process under these guidelines. More specifically, when any type of review is initiated, the student will be informed and invited to participate.

GRADUATION REQUIREMENTS

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

- Successful completion of all required coursework, practicum/field experience, and Comprehensive Examination
- A GPA of at least 3.0 (on a scale of 4.0)
- Submission of Petition to Graduate Form.

PROGRAM REQUIREMENTS

The Master of Arts in Marriage & Family Therapy Program requires a total of 45 credit hours. At least 51 percent of classes are to be completed in-residence. In addition to these credit hour requirements, students must successfully complete the Comprehensive Examination.

Core Course Requirements— Students Are Required to Take the Following

C6035	Human Growth and Development ¹ (3)
C6036	Essentials of Interviewing ¹ (3)
C6432	Dx. and Tx. of Psychopathology ¹ (3)
C6435	Individual Evaluation and Assessment (3)
C6436	Individual Counseling Theories and Practice (3)
C6439	Human Sexuality (3)
C6440	Ethics in Counseling ¹ (3)
C6446	Substance Abuse Counseling (3)
R6032	Research and Program Evaluation in Counseling (3)

Core Course Requirements—27 Credit Hours

Field Experience Requirements— Students Are Required to Take the Following

C6494	Field Experience ² (Practicum/field experience)— Beginning (3)
C6495	Field Experience (Practicum/field experience) — Advanced (3)

Field Experience Requirements—6 Credit Hours

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

Marriage & Family Therapy Speciality Requirements— Students Are Required to Take the Following

C6441	Psychosocial Theories (3)
PC6021	Schools of Family Therapy (3)
PC6700	Couples and Family Counseling (3)
PC6230	Theories in Counseling Families and Individuals (3)

Marriage & Family Therapy Speciality
Requirements—12 Credit Hours

¹ Courses which students must have completed prior to enrolling for Field Experience.

² Students must have successfully completed at least one semester of coursework, which must include the above noted courses, prior to enrolling in Field Experience. In some cases, students may be required to complete additional coursework prior to enrolling in C6494 and C6495.

Writing Program Requirements

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

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

Capstone Examination Requirements

Overview

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

Prerequisites

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

Students taking the Comprehensive Examination must be 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 department head at least one month prior to the date of the examination.

Procedures

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

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

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

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

A student who fails the comprehensive exam a second time will be reviewed by the Student Evaluation Committee (SEC). The student may be dismissed from the program or may be required to successfully repeat coursework as determined by the program chair after reviewing recommendations made by the SEC.

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

Practicum Field Experience and Seminar Requirements

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

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

- Theoretical knowledge
- Counseling skills
- Professional attitudes

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

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

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

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

General Information

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

Students earn 3 semester credit hours of each time they register for practicum/field experience. All students enrolled in practicum/field experience are concurrently enrolled in a practicum/field experience seminar led by a faculty member. The seminar meets

on-campus throughout the academic year. Special arrangements will be made for students taking practicum/field experience at distant locations.

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

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

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

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

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

Restrictions

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

Professional Liability Insurance

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

Prerequisites for Practicum/Field experience

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

Policy on Training Sites with Creedal Statements

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

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

COURSE/CREDIT TRANSFER POLICIES

Transfer of Courses/Credit into the M.A. in Marriage & Family Therapy Program

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

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

- Completed with a grade of “B” or higher
- Completed prior to admission to Argosy University/Tampa.
- Earned within the five years of matriculation in the marriage & family therapy program.
- Meeting other requirements as determined by their program of study.

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

Transfer Credit Procedures

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

Waiver of Courses

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

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

Master of Arts in Mental Health Counseling Program

PROGRAM OVERVIEW

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

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

Program Format

Weekend Format

The Master of Arts in Mental Health Counseling Program is designed to allow students flexibility while pursuing a graduate degree. Many courses are offered in a weekend format with weekly online instructional contact with instructors and peers. Each course spans 7.5 weeks and consists of two weekends in-residence. Students are in-residence approximately one weekend every three weeks.

Online Courses

In order to offer a more flexible learning experience for our students with multiple life responsibilities, selected courses are offered in an online format through other Argosy campuses. Students may register for these classes by permission from the university. This format may be ideal for students who live at a distance from our campus. Students work closely with their faculty advisor to develop the learning format best suited to their needs. Because this is an in-residence degree program, no more than 49 percent of coursework can be taken online. For general information, view the Argosy University website: <http://online.argosyu.edu>.

Eligibility for Licensure

Courses and curricula are designed to parallel prevailing licensure and certification requirements as closely as possible. However, because of variations among states and laws that often change, each student should check with state authorities to confirm such requirements. The American Counseling Association frequently publishes information on professional issues of importance to professional counselors, including licensure, on its web page: www.counseling.org.

ADMISSIONS REQUIREMENTS

To be considered for admission to the Master of Arts in Mental Health Counseling Program, the applicant is required to:

- Have graduated with a baccalaureate or advanced degree from a regionally accredited institution, an appropriately certified foreign institution, or a program approved by Argosy University/Tampa.
- 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 graduate study.
- Possess and demonstrate interest in the field of counseling.
- Show commitment to graduate study.
- Show strong personal character.
- A minimum score of 550 (213 computer-based) on the Test of English as a Foreign Language (TOEFL®) for applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

Admissions Process

Prospective students must provide the following in order to be considered for admission:

- Completed Application for Admission Form
- Application fee (non-refundable except in California)
- Personal statement with self-appraisal of qualifications for the profession and educational goals
- Current résumé
- Three completed Applicant Recommendation Forms
- All official postsecondary transcripts
- TOEFL® scores (international applicants only)

The application and supporting documents become property of the institution and cannot be returned to the student.

Committee Decisions

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

Deferral Policy

An applicant who finds that pressing and unforeseen circumstances prevent him or her from matriculating during the semester for which he or she was admitted, may apply for a deferral of admission for up to one year from the semester for which he or she was admitted. Deferrals are not automatic. A student who wishes to request a deferral should send a letter to the Admissions Department.

Re-Application for Admission

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

Readmission after Extended Absence

Students who have been withdrawn from the school for three years or more will be required to have all prior coursework reevaluated for determination of relevancy to current practice. The evaluation of coursework will be conducted by faculty appointed by the program chair. Students who have interrupted their studies for more than one year will be bound by the catalog in effect at the time of re-entry.

ENROLLMENT REQUIREMENTS

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

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

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

Satisfactory Academic Progress

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

Incremental Maximum Timeframe Schedule

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

Credit Hour Requirements for Satisfactory Academic Progress

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

Satisfactory Academic Progress Review

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

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

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

Please also refer to Argosy University/Tampa’s general policies regarding satisfactory academic progress review.

Professional Conduct

Argosy University/Tampa's programs in counseling routinely assess students' professional development. If a student is identified as impaired in his/her ability to engage in the responsibilities of a professional counselor, he/she may be asked to engage in further professional development. In such cases, the program chair will convene a formal faculty review of the student's capacity to effectively engage in the responsibilities of a professional counselor prior to remediation action. If remediation action is recommended by the faculty and approved by the program chair, the student's faculty advisor will assist the student in completion of the remediation plan.

Argosy University/Tampa's programs in counseling subscribe to the American Counseling Association *Code of Ethics*, and all students are bound by the principles enumerated in that code. Deviation from the code may result in disciplinary action. For reasons which are both serious and unusual in nature (e.g., serious violation of the ethical code), a student may be terminated from the program without a probationary period. In such cases, the program chair will convene a formal faculty review of the student prior to any termination action. If termination is recommended and approved by the program chair, a final student appeal may be made to the president.

The faculty of the Florida School of Professional Psychology is committed to ensure due process under these guidelines. More specifically, when any type of review is initiated, the student will be informed and invited to participate.

GRADUATION REQUIREMENTS

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

- Successful completion of all required coursework, practicum/field experience, and Comprehensive Examination.
- A GPA of at least 3.0 (on a scale of 4.0)
- Submission of Petition to Graduate Form.

PROGRAM REQUIREMENTS

The Master of Arts in Mental Health Counseling Program requires a total of 60–66 credit hours. At least 51 percent of classes are to be completed in-residence. In addition to these credit hour requirements, students must successfully complete the Comprehensive Examination.

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

C6035	Human Growth and Development (3)
C6036	Essentials in Interviewing (3)
C6041	Foundations of Mental Health Counseling (3)
C6432	Diagnosis and Treatment of Psychopathology (3)
C6440	Ethics in Counseling (3)

Core Course Requirements—15 Credit Hours

Additional Course Requirements— Students Are Required to Take the Following

C6431	Counseling in Community Settings (3)
C6433	Theories of Personality (3)
C6435	Individual Evaluation and Assessment (3)
C6436	Individual Counseling Theories and Practice ¹ (3)
C6438	Group Theories and Practice (3)
C6439	Human Sexuality (3)
C6445	Social and Cultural Competencies for Counselors (3)
C6446	Substance Abuse Counseling (3)
C6452	Career and Lifestyle Assessment (3)
C6460	Supervision for Counselors ¹ (3)
R6032	Research and Program Evaluation in Counseling (3)

Additional Course Requirements—33 Credit Hours

Field Experience Requirements— Students Are Required to Take the Following

C6491	Field Experience : MHC (3) (Students may substitute PC6400) (3)
C6494	Field Experience: MHC (3) (Students may substitute PC6401)
C6495	Field Experience: MHC (3) In order to complete 1000 hour requirement, most students will have to register for 9 credit hours of Field Experience/Practicum/Field Experience; some may need to register for Field Experience Extension (C6496)

Field Experience Requirements—6–9 Credit Hours

¹ Suggested that these courses be taken prior to or concurrent with Field Experience/Practicum.

(1000 total hours required for Florida Licensed Mental Health Counselor licensure applicants; Marriage & Family Therapy Specialty licensure applicants must complete at least one field experience in a marriage and family counseling center of 500 hours with 180 direct client contact hours.) Field experience involves a 2-hour weekly seminar on campus.

Students will select 3–6 credit hours of electives from approved “PG” or “C” graduate-level courses.

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

Students working toward dual licensure may select electives from the Marriage & Family Therapy specialty courses.

**Marriage & Family Therapy Speciality Requirements—
Students Are Required to Take the Following**

C6441	Psychosocial Theory (3)
PC6021	Schools of Family Therapy (3)
PC6230	Theories of Counseling Families and Individuals (3)
PC6700	Couples and Family Counseling (3)

Marriage & Family Speciality Requirements—12 Credit Hours

Writing Program Requirements

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

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

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Overview

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

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Procedures

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

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

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- Counseling skills
- Professional attitudes

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

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

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

and limitations of a variety of approaches and develop proficiency in formulating and working within an approach best suited to their own personal style. The practicum/field experience presents an excellent opportunity for this kind of learning.

General Information

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

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

Mental health counseling program students must complete 1,000 hours of practicum/field experience/field study.

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

- “Direct service” includes face-to-face provision of counseling services to individuals designated as clients by the site. “Face-to-face” service includes hours spent co-counseling with a licensed/credentialed professional.
- “Indirect service” may include community outreach, consultation and/or education, program development and/or evaluation, and support services (e.g., report writing, record maintenance).

- “Training activities” include formal supervision, case conferences, case management/utilization review meetings, rounds, administrative/planning meetings, in-service training/seminars. (Hours spent in attendance at practicum seminar count towards the total number of hours of the practicum/field experience.)

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

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

Restrictions

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

Professional Liability Insurance

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

Prerequisites for Practicum/Field experience

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

Policy on Training Sites with Creedal Statements

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

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

COURSE/CREDIT TRANSFER POLICIES

Transfer of Courses/Credit into the

M.A. in Mental Health Counseling Program

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

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

- Completed with a grade of “B” or higher
- Completed prior to admission to Argosy University/Tampa.
- Earned within the five years of matriculation in the counseling program.
- Meeting other requirements as determined by their program of study.

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

Transfer Credit Procedures

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

Waiver of Courses

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

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

Doctor of Psychology in Clinical Psychology Program

PROGRAM OVERVIEW

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

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

Argosy University/Tampa has a strong commitment to training practitioners who demonstrate high levels of professionalism and clinical skill. It is a fundamental requirement of FSPP at Argosy University/Tampa that all students meet the standards of the profession of psychology. One aspect of that expectation requires that all students adhere to the principles of the

American Psychological Association *Code of Ethics*. Not only will students be required to complete academic and clinical requirements, but they will be expected to conduct themselves in a manner consistent with the profession of psychology at all times. Professional conduct includes respectful interpersonal relationships with all individuals. Any activities that appear to violate the school's principles of professional standards in the course of the student's education or training will be referred to and reviewed carefully by the appropriate faculty committee.

ADMISSIONS REQUIREMENTS

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

- Baccalaureate or advanced degree from regionally accredited institution or appropriately certified foreign institution
- Successful completion of foundation courses in psychology
- Completed Application for Admission Form
- Application fee (non-refundable except in California).
- Personal statement with self-appraisal of qualifications for the profession.
- Updated résumé
- Three completed Applicant Recommendation Forms with accompanying letters of reference.

- All official postsecondary transcripts
- Graduate Record Examination scores or Miller Analogies Test scores
- TOEFL® scores (international applicants only)
A minimum score of 550 (213 computer-based) on the Test of English as a Foreign Language (TOEFL®) for applicants whose native language is not English.

The application and supporting documents become property of the institution and cannot be returned to the student.

Acceptance into or completion of pre-doctoral graduate programs or courses at any Argosy University campus does not imply nor guarantee admission to the Psy.D. in Clinical Psychology Program.

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

Applicant should have a minimum grade point average (GPA) of 3.0 (on a scale of 4.0), or the equivalent, for one or more of the following:

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

Committee Decisions

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

Application Deadlines

Admissions applications are processed on a continuous basis. Applicants should submit their materials in accordance with the deadlines set by the Admissions Department. Once an application packet has been

completed, the Admissions Committee will review the application materials and notify the applicant if he/she is invited for an interview.

Application Deadlines for Fall Admissions

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

Application Deadline for Spring Admissions

October 15	Priority deadline
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Deferral Policy

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

ENROLLMENT REQUIREMENTS

The clinical psychology programs require students to complete certain undergraduate courses. These courses serve as a foundation to the program and are, in many cases, prerequisites for core classes.

The following courses must be completed with a grade of "B" or better: a course in abnormal psychology, a course in general psychology, a course in tests and measures, a course in statistics or research methods, and a course in personality theories.

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

Satisfactory Academic Progress

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

Incremental Maximum Timeframe Schedule

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

Credit Hour Requirements for Satisfactory Academic Progress

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	48 credit hours
End of Year Five	60 credit hours
End of Year Six	87 credit hours (includes both CCEs)
End of Year Seven	90 credit hours

Performance Evaluations

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

End-of-Course Evaluations

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

End-of-Year Evaluations

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

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

Academic Evaluations

Each student will be reviewed each semester to ensure satisfactory academic progress. For the purpose of determining satisfactory academic progress a grade of “NC” is considered the equivalent of an “F.”

Academic Warning

A student will receive a letter of academic warning for:

- Receipt of a grade of “F” in any course
- Receipt of a second grade below “B-” in any course

Academic Probation

A student will be placed on academic probation if:

- The student’s cumulative GPA is below 3.0 (on a scale of 4.0), and/or
- The student has failed to earn 67 percent of credit hours attempted within the required incremental timeframe.

A student may be placed on academic probation for two semesters immediately following the semester in which satisfactory progress was not met. In the first semester of probation, eligible students can continue to receive financial aid. If at the end of the first semester of probation a student does not meet the terms of satisfactory academic progress, the student becomes ineligible to receive financial aid.

Academic Dismissal

A student will be dismissed if:

- The student has failed to make satisfactory academic progress by the end of the second semester of probation.
- Receipt of a second grade of “F”
- Receipt of two grades below “B-” in the same semester.
- Receipt of third grade below “B-.”

Students may be dismissed from Argosy University/Tampa for other reasons than those stated above, if the institution determines that they cannot meet the academic expectations, professional expectations, ethical expectations, expectations as detailed in the student responsibility policy in the *Argosy University Academic Catalog*, or other expectations of the program satisfactorily. Dismissal normally occurs when the Student Conduct Committee, Academic Affairs Committee, or Departmental Evaluation Committee makes a decision for dismissal and communicates that decision to the student.

General Probation

The administration and faculty may refer to the Departmental Evaluation Committee students whose professional performance indicates deficiencies in performing the work. The Departmental Evaluation Committee may recommend general probation and such remediation steps as may be deemed appropriate. The student must agree to all reasonable conditions in order to remain enrolled.

GRADUATION REQUIREMENTS

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

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

Award of Master of Arts Degree

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

PROGRAM REQUIREMENTS

The Psy.D. in Clinical Psychology Program requires the satisfactory completion of 90 semester credit hours, distributed as shown below. Matriculated students must complete all course requirements in an in-residence format. In addition, all required coursework must be completed with a final grade of “B-” or better.

Assessment Requirements—

Students Are Required to Take the Following

PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (3)
PP7371	Objective Personality Assessment (3)
PP7372	Projective Personality Assessment (3)
PP7373	Integrative Assessment (3)
PP8701	Geriatric Assessment Introduction to Neuropsychological Screening (3)
–or–	
PP8705	Child Assessment (3)

Assessment Requirements—18 Credit Hours

Clinical Interventions/Psychotherapy Requirements—

Students Are Required to Take the Following

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

Clinical Interventions/Psychotherapy Requirements—15 Credit Hours

Diversity Requirements—

Students Are Required to Take the Following

PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)
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Diversity Requirements—3 Credit Hours

Ethics and Professional Conduct Requirements—

Students Are Required to Take the Following

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

Ethics and Professional Conduct Requirements—3 Credit Hours

**Human Development Requirements—
Students Are Required to Take the Following**

PP7010 Lifespan Development (3)

Human Development Requirements—3 Credit Hours

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

PP7000 History and Systems (3)

PP7040 Cognition and Affective Processes (3)

PP7050 Physiological Psychology (3)

PP7060 Social Psychology (3)

Psychological Foundations Requirements—12 Credit Hours

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

PP7310 Theories of Psychopathology (3)

PP7311 Diagnostic Psychopathology (3)

Psychopathology Requirements—6 Credit Hours

**Scientific Inquiry Requirements—
Students Are Required to Take the Following**

PP7200 Statistics and Research I (3)

PP7201 Statistics and Research II (3)

Scientific Inquiry Requirements—6 Credit Hours

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

PP7350 Consultation and Supervision (3)

Supervision/Consultation Requirements—3 Credit Hours

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

PP8201 Practicum and Seminar I (3)

PP8202 Practicum and Seminar II (3)

PP8203 Practicum and Seminar III (3)

PP8204 Practicum and Seminar IV (3)

Practicum and Practicum Seminar Requirements—
12 Credit Hours

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

PP8501 Clinical Research Project I (1)

PP8502 Clinical Research Project II (1)

PP8503 Clinical Research Project III (1)

Clinical Research Project Requirements—3 Credit Hours

See Clinical Research Project Manual for information.

Elective Requirements

Students are required to complete 6 credit hours of elective coursework.

Writing Program Requirements

There is a strong emphasis placed on the ability to write professionally throughout the curriculum.

Students who recognize a need to strengthen their writing ability are encouraged to enroll in a writing skills course during their first year of enrollment.

In addition, students who receive written referrals for more than one semester or by more than one faculty as needing assistance with writing will be required to take a course. Typically, these referrals will occur through notification on the student's mid- or end-of-course evaluation. The student must satisfy this requirement by the end of the semester after receiving notification or they will be prohibited from registering for additional coursework.

Independent Study

Additional specialty topics may be available in the form of directed study credit hours. Students interested in a particular topic area are encouraged to approach faculty regarding the development of a directed study course. Core curriculum courses that are offered in traditional format during the academic year may not be completed as directed study.

Exceptions to this policy must be approved by the Curriculum Committee and administration and will only be considered for extreme circumstances, i.e., required military duty.

Online Courses

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

Professionalization Group Requirements

The Professionalization Groups, which meet on a weekly basis during each of the two regular semesters, provide first-year students with important direction and assistance as they begin their education and training. These groups provide students with an orientation to the field of professional psychology

as well as an introduction to key issues in the training and professional development of a clinical psychologist. All students are required to complete both a Fall and Spring Semester of Professionalization Group during their first year of training.

Clinical Evaluation Competency Requirements

Clinical Evaluation Sequence (CES)

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

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

- 1. Diagnostic Scoring Competency:** Students meet the requirement by passing three FSPP at Argosy University/Tampa assessment courses with a grade of "B-" or better and demonstrating adequate competency on specific skills in each class (Cognitive Assessment, Objective Personality Assessment and Projective Personality Assessment).
- 2. Diagnostic Interpretation Competency:** Students meet the requirement by passing Integrative Assessment with a grade of "B-" or better and demonstrating adequate competency on specific skills in the class.
- 3. Comprehensive Clinical Evaluation-Diagnostic (CCE-D):** The Diagnostic Practicum Seminar and the practicum help the student develop the necessary competency in diagnostic interviewing and psychological report writing. The student demonstrates the competency by successfully completing both a written and an oral presentation of a client case. Specific requirements for the CCE-D can be found in the *Clinical Training Manual*.

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

Comprehensive Examination Requirements

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

Practicum and Practicum Seminars

Clinical Training Manual

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

General Information

Students enrolled in the Psy.D. in Clinical Psychology Program of the FSPP at Argosy University/Tampa, gain practical experience through clinical training. Clinical training is the supervised out-of-class contact of students with a clinical population. Through the contact, students apply their theoretical knowledge, implement clinical techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a professional psychologist. By the end of clinical training, FSPP students are competent clinicians, possessing effective assessment and intervention skills, and practicing in a highly ethical manner.

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

All Psy.D. in Clinical Psychology students must complete a Diagnostic Practicum and a Therapy Practicum (800 hours each, usually 20 hours per week for 40 weeks). Pre-practicum and Advanced Practicum experiences are also available. All practicum students are also enrolled in a weekly practicum seminar led by a faculty member which meets throughout the training experience. FSPP at Argosy University/Tampa places students in a wide variety of clinical field sites, according to the interests and needs of the students and availability of practicum sites. Training sites are selected which teach students clinical skills, expose students to relevant treatment populations, and provide supervision by experienced clinicians. The emphasis in training is

on the development of the student as a well-rounded and balanced professional. Every effort is made to ensure that students receive competent supervision within a supportive mentoring relationship, and within an environment conducive to learning and ethical professional development.

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

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

Doctoral students accumulate a minimum of 1,600 hours of supervised clinical experience before starting the internship. However to be competitive for internship sites, students are strongly encouraged to accumulate as many hours as possible. Students are encouraged to pursue additional training through pre-practicum or specialty practicum experiences in order to meet the student's specific interests in specialized settings. However, registration for additional practicum credit hours may not be counted toward the elective credit hour requirement for graduation.

Diagnostic Practicum

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

Prior to practicum placement, students complete courses dealing with the principles of testing and learn to administer, score and interpret measures of personality, and major intelligence tests. During practicum, students put to use what they have learned in the classroom. Students learn to integrate data gleaned from several testing instruments, generate hypotheses based on patterns of psychological processes observed throughout the assessment process, develop case formulations, and prepare well written and integrated psychological reports. By the end of the practicum, students are expected to be able to demonstrate the necessary psychological knowledge base, the basic clinical assessment skills, and the appropriate professional attitudes necessary to perform effective diagnostic interviewing and psychological assessment.

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

Therapy Practicum

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

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

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

Pre-practicum

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

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

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

Advanced Practicum

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

Clinical Research Project Requirements

General Information

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

Registration

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

Internship Requirements

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

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

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

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

Student Conduct Procedures *Evaluation Committee*

The Evaluation Committee is comprised of the core faculty members of the Psy.D. program and is chaired by the program chair or his/her designee. Students may be referred to the Evaluation Committee for issues related to academic progress, academic standards, academic dishonesty, ethical and professional conduct, clinical suitability, etc. Referrals to the Evaluation Committee may be generated by course instructors, practicum supervisors, practicum seminar leaders, academic advisors, Student Services, Clinical Training, or the program administration. The Evaluation Committee may require students receiving referrals to appear at a specified meeting time in order to respond to the issues of concern. Students are not permitted to bring or be represented by legal counsel during committee proceedings. Students may select a faculty member to serve as their advocate during the Evaluation Committee meeting, which may include meeting with the student prior to the formal committee meeting to discuss the issues of concern. Students will be notified in writing of the decisions and recommendations following the committee meeting. This committee is vested with the authority to issue disciplinary actions including but not limited to warnings, reprimands, probation, and dismissal.

Faculty *Faculty Advisors*

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

Students are required to meet with their faculty advisor at least once each semester, for purposes of registration. It is our belief that the process of becoming a psychologist requires more than just classroom hours and practicum experience. Therefore, students are strongly encouraged to meet more often with their

advisor to review their progress through the program, to discuss their performance in classes, seminars and training sites as well as for more general discussions regarding their professional direction and aspirations. Certain advising meetings may be documented in the form of a memo to the student's file. In those cases, a copy will be sent to the student as well. Registration and Add/Drop Request Forms require faculty advisor signatures.

Changing Faculty Advisors

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

Clinical Practice

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

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

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

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

Policy Regarding Appropriate Subjects for Student Practice Assessment Informed Consent

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

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

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

Guidelines for the Disposal of Confidential Materials

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

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

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

CONCENTRATIONS IN THE DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM

Students may choose to fulfill their elective credit hour requirements by completing an area of concentrated study in Neuropsychology, Child, Geropsychology, or Marriage & Family Therapy. Students are encouraged to supplement this education by completing an additional specialty practicum in their area of interest as well as focusing their Clinical Research Project on a related topic. Students are not required to choose an area of concentration, and may choose to complete a generalized plan of study.

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

Student progress through the Psy.D. in Clinical Psychology Program is intended to be sequential. Certain courses are offered which provide a theoretical and practical foundation for courses that will follow in subsequent years. In addition, certain advanced courses require the student to have the background of more basic courses in order to benefit fully from the course experience. Students must satisfy all stated prerequisites for a course (or seek permission of the instructor) before a registration for that course can be considered official.

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

Year One

Fall Semester (15 weeks)	Spring Semester (15 weeks)	Summer Semester (7 weeks)
PP7310 Theories of Psychopathology (3)	PP7010 Lifespan Development (3)	PP7340 Issues in the Assessment and Treatment of Diverse Populations (3) <i>(Summer A)</i>
PP7100 Professional Issues: Conduct, Ethics, and Law (3)	PP7311 Diagnostic Psychopathology (3)	
PP7110 Professionalization Group I (0)	PP7111 Professionalization Group II (0)	

Year Two

Fall Semester (15 weeks)	Spring Semester (15 weeks)	Summer Semester (7 weeks)
PP7365 Clinical Interviewing (3)	PP7371 Objective Personality Assessment (3)	PP7060 Social Psychology (3) <i>(Summer A)</i>
PP7050 Physiological Psychology (3)	PP7040 Cognition and Affective Processes (3)	

Year Three

Fall Semester (15 weeks)	Spring Semester (15 weeks)	Summer Semester (7 weeks)
PP7370 Cognitive Assessment (3)	PP7372 Projective Personality Assessment (3)	PP8701 Geriatric Assessment/Introduction to Neuropsychological Screening (3) <i>(Students may elect to take Child Assessment in a Fall Semester in place of Geriatric Assessment) (Summer B)</i>
PP7200 Statistics and Research Methods I (3)	PP7201 Statistics and Research Methods II (3)	

Year Four

Fall Semester (15 weeks)	Spring Semester (15 weeks)	Summer Semester (7 weeks)
PP7373 Integrative Assessment (3)	PP8038 Interventions II (3)	PP8060 Group Therapy (3) <i>(Summer B)</i>
PP8038 Interventions I (3)	PP7360 Clinical Psychopharmacology (3)	PP8502 CRP II (1) <i>(Summer B)</i>
PP8201 Practicum and Seminar I (3)	PP8202 Practicum and Seminar II (3)	
PP8501 CRP I (1)		

Year Five

Fall Semester (15 weeks)	Spring Semester (15 weeks)	Summer Semester (7 weeks)
PP8041 Integrative Approaches to Therapy (3) 3 Credit Elective (3)	PP7350 Consultation/Supervision (3) 3 Credit Elective (3)	PP7000 History and Systems (3) (<i>Summer A</i>)
PP8203 Practicum and Seminar III (3)	PP8204 Practicum and Seminar IV (3) PP8503 CRP III (1)	

Year Six

Fall Semester (15 weeks)	Spring Semester (15 weeks)	Summer Semester (7 weeks)
Internship (3)		

RECOMMENDED COURSE SEQUENCE FOR THE DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM — SIX-YEAR CURRICULUM: CHILD CONCENTRATION

Year One

Fall Semester (15 weeks)	Spring Semester (15 weeks)	Summer Semester (7 weeks)
PP7310 Theories of Psychopathology (3)	PP7010 Lifespan Development (3)	PP7340 Issues in the Assessment and Treatment of Diverse Populations (3) (<i>Summer A</i>)
PP7100 Professional Issues: Conduct, Ethics, and Law (3)	PP7311 Diagnostic Psychopathology (3)	
PP7110 Professionalization Group I (0)	PP7111 Professionalization Group II (0)	

Year Two

Fall Semester (15 weeks)	Spring Semester (15 weeks)	Summer Semester (7 weeks)
PP7365 Clinical Interviewing (3)	PP7371 Objective Personality Assessment (3)	PP7060 Social Psychology (3) (<i>Summer A</i>)
PP7050 Physiological Psychology (3)	PP7040 Cognition and Affective Processes (3)	

Year Three

Fall Semester (15 weeks)	Spring Semester (15 weeks)	Summer Semester (7 weeks)
PP7370 Cognitive Assessment (3)	PP7372 Projective Personality Assessment (3)	PP7330 Child and Adolescent Psychopathology (3) (<i>Summer B</i>)
PP7200 Statistics and Research Methods I (3)	PP7201 Statistics and Research Methods II (3)	

Year Four

Fall Semester	Spring Semester	Summer Semester (7 weeks)
PP7373 Integrative Assessment (3)	PP8039 Interventions II (3)	PP8060 Group Therapy (3) (<i>Summer B</i>)
PP8038 Interventions I (3)	PP8710 Child Therapy (3)	PP8502 CRP II (1) (<i>Summer B</i>)
PP8705 Child Assessment (3)	PP8202 Practicum and Seminar II (3)	
PP8201 Practicum and Seminar I (3)	PP8501 CRP I (1)	

Year Five

Fall Semester (15 weeks)	Spring Semester (15 weeks)	Summer Semester (7 weeks)
PP8041 Integrative Approaches to Therapy (3)	PP7350 Consultation and Supervision (3)	PP7000 History and Systems (3) <i>(Summer A)</i>
PP8203 Practicum and Seminar III (3)	PP7360 Clinical Psychopharmacology (3)	
	PP8204 Practicum and Seminar IV (3)	
	PP8503 CRP III (1)	

Year Six

Fall Semester (15 weeks)	Spring Semester (15 weeks)	Summer Semester (7 weeks)
Internship		

RECOMMENDED COURSE SEQUENCE FOR THE DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM — SIX-YEAR CURRICULUM: MARRIAGE & FAMILY CONCENTRATION

Year One

Fall Semester (15 weeks)	Spring Semester (15 weeks)	Summer Semester (7 weeks)
PP7310 Theories of Psychopathology (3)	PP7010 Lifespan Development (3)	PP7340 Issues in the Assessment and Treatment of Diverse Populations (3) <i>(Summer A)</i>
PP7100 Professional Issues: Conduct, Ethics, and Law (3)	PP7311 Diagnostic Psychopathology (3)	
PP7110 Professionalization Group I (0)	PP7111 Professionalization Group II (0)	

Year Two

Fall Semester (15 weeks)	Spring Semester (15 weeks)	Summer Semester (7 weeks)
PP7365 Clinical Interviewing (3)	PP7371 Objective Personality Assessment (3)	PP7060 Social Psychology (3) <i>(Summer A)</i>
PP7050 Physiological Psychology (3)	PP7040 Cognition and Affective Processes (3)	

Year Three

Fall Semester (15 weeks)	Spring Semester (15 weeks)	Summer Semester (7 weeks)
PP7370 Cognitive Assessment (3)	PP7372 Projective Personality Assessment (3)	PP8701 Geriatric Assessment/Introduction to Neuropsychological Screening (3) <i>(Students may elect to take Child Assessment in a Fall Semester in place of Geriatric Assessment)</i> <i>(Summer B)</i>
PP7200 Statistics and Research Methods I (3)	PP7201 Statistics and Research Methods II (3)	

Year Four

Fall Semester (15 weeks)	Spring Semester (15 weeks)	Summer Semester (7 weeks)
PP7373 Integrative Assessment (3)	PP8039 Interventions II (3)	PP8060 Group Therapy (3) (<i>Summer B</i>)
PP8038 Interventions I (3)	PP7360 Clinical Psychopharmacology (3)	PP8502 CRP II (2) (<i>Summer B</i>)
PP8201 Practicum and Seminar I (3)	PP8202 Practicum and Seminar II (3)	
PP8501 CRP I (1)		

Year Five

Fall Semester (15 weeks)	Spring Semester (15 weeks)	Summer Semester (7 weeks)
PP8041 Integrative Approaches to Therapy (3)	PP7350 Consultation and Supervision (3)	PP7000 History and Systems (3) (<i>Summer A</i>)
PP8730 Marital Therapy (3)	Family Therapy (3)	
PP8203 Practicum and Seminar III (3)	PP8204 Practicum and Seminar IV (3)	
	PP8503 CRP III (3)	

Year Six

Fall Semester (15 weeks)	Spring Semester (15 weeks)	Summer Semester (7 weeks)
Internship		

RECOMMENDED COURSE SEQUENCE FOR THE DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM — SIX-YEAR CURRICULUM: NEUROPSYCHOLOGY CONCENTRATION

Year One

Fall Semester (15 weeks)	Spring Semester (15 weeks)	Summer Semester (7 weeks)
PP7310 Theories of Psychopathology (3)	PP7010 Lifespan Development (3)	PP7340 Issues in the Assessment and Treatment of Diverse Populations (3) (<i>Summer A</i>)
PP7100 Professional Issues: Conduct, Ethics, and Law (3)	PP7311 Diagnostic Psychopathology (3)	
PP7110 Professionalization Group I (0)	PP7111 Professionalization Group II (0)	

Year Two

Fall Semester (15 weeks)	Spring Semester (15 weeks)	Summer Semester (7 weeks)
PP7365 Clinical Interviewing (3)	PP7371 Objective Personality Assessment (3)	PP7060 Social Psychology (3) (<i>Summer A</i>)
PP7050 Physiological Psychology (3)	PP7040 Cognition and Affective Processes (3)	

Year Three

Fall Semester (15 weeks)	Spring Semester (15 weeks)	Summer Semester (7 weeks)
PP7370 Cognitive Assessment (3)	PP7372 Projective Personality Assessment (3)	PP8701 Geriatric Assessment/Introduction to Neuropsychological Screening (3) (<i>Summer B</i>)
PP7200 Statistics and Research Methods I (3)	PP7201 Statistics and Research Methods II (3)	

Year Four

Fall Semester (15 weeks)	Spring Semester (15 weeks)	Summer Semester (7 weeks)
PP7373 Integrative Assessment (3)	PP8039 Interventions II (3)	PP8060 Group Therapy (3) <i>(Summer B)</i>
PP8038 Interventions I (3)	PP7360 Clinical Psychopharmacology (3)	PP8502 CRP II (3) <i>(Summer B)</i>
PP8201 Practicum and Seminar I (3)	PP8202 Practicum and Seminar II (3)	
PP8501 CRP I (1)		

Year Five

Fall Semester (15 weeks)	Spring Semester (15 weeks)	Summer Semester (7 weeks)
PP8041 Integrative Approaches to Therapy (3)	PP7350 Consultation and Supervision (3)	PP7000 History and Systems (3) <i>(Summer A)</i>
PP8645 Introduction to Neuropsychology I (3)	Neuropsychology II: Advanced Assessment (3)	
PP8203 Practicum and Seminar III (3)	PP8204 Practicum and Seminar IV (3)	
	PP8503 CRP III (3)	

Year Six

Fall Semester (15 weeks)	Spring Semester (15 weeks)	Summer Semester (7 weeks)
Internship		

RECOMMENDED COURSE SEQUENCE FOR THE DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM — FOUR-YEAR CURRICULUM: GEROPSYCHOLOGY CONCENTRATION

Year One

Fall Semester (15 weeks)	Spring Semester (15 weeks)	Summer Semester (7 weeks)
PP7365 Clinical Interviewing (3)	PP7371 Objective Personality Assessment (3)	PP7060 Social Psychology (3) <i>(Summer A)</i>
PP7370 Cognitive Assessment (3)	PP7372 Projective Personality Assessment (3)	PP7340 Issues in the Assessment and Treatment of Diverse Populations (3) <i>(Summer A)</i>
PP7310 Theories of Psychopathology (3)	PP7010 Lifespan Development (3)	
PP7100 Professional Issues: Conduct, Ethics, and Law (3)	PP7311 Diagnostic Psychopathology (3)	
PP7110 Professionalization Group I (0)	PP7111 Professionalization Group II (0)	

Year Two

Fall Semester (15 weeks)	Spring Semester (15 weeks)	Summer Semester (7 weeks)
PP8041 Integrative Assessment (3)	PP8039 Interventions II (3)	PP8060 Group Therapy (3) <i>(Summer B)</i>
PP8038 Interventions I (3)	PP7040 Cognition and Affective Processes (3)	PP8701 Geriatric Assessment/Introduction to Neuropsychological Screening (3) <i>(Summer B)</i>
PP7050 Physiological Psychology (3)	PP7360 Clinical Psychopharmacology (3)	
PP8203 Practicum and Seminar I (3)	PP8204 Practicum and Seminar II (3)	

Year Three

Fall Semester (15 weeks)	Spring Semester (15 weeks)	Summer Semester (7 weeks)
PP8041 Integrative Approaches to Therapy (3)	PP7350 Consultation and Supervision (3)	PP7000 History and Systems (3) (<i>Summer A</i>)
PP7200 Statistics and Research Methods I (3)	PP7201 Statistics and Research Methods II (3)	PP8503 CRP III (3) (<i>Summer A</i>)
PP8715 Geropsychology (3)	Elective (3)	
PP8203 Practicum and Seminar III (3)	PP8204 Practicum and Seminar IV (3)	
PP8501 CRP I (1)	PP8502 CRP II (1)	

Year Four

Fall Semester (15 weeks)	Spring Semester (15 weeks)	Summer Semester (7 weeks)
Internship		

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

Students enrolled in the M.A. in Clinical Psychology Program may apply for admission to the Psy.D. in Clinical Psychology Program during the academic year prior to their completion of the master's in clinical psychology program.

Admission Requirements

- The student must be in good standing in the M.A. in Clinical Psychology Program.
- The student must have completed at least 30 hours of coursework in the master's program.
- The student must have successfully completed at least one semester of the practicum and seminar or be in good standing in the first semester of practicum and seminar.
- The student must have a cumulative GPA of 3.0 (on a scale of 4.0) or better.
- The student must submit an updated résumé and personal statement, along with an application to the Admissions Department.
- If the student is accepted, matriculation in the doctoral program is contingent upon successful completion of all requirements for the master's degree.

Early Admission

Students who initially applied for and matriculated into the M.A. in Clinical Psychology Program may apply for early admission to the Psy.D. in Clinical Psychology Program after completing a minimum of one semester of coursework. Students who originally applied for the doctoral program, but were denied admission are not eligible to reapply for a period of one year.

Students pursuing early admission to the doctoral program must meet the following requirements:

- The student must be in good standing in the M.A. in Clinical Psychology Program.
- The student must have a cumulative GPA of 3.0 (on a scale of 4.0) or better. Students are advised that early admission to the doctoral program will generally be considered only for those students demonstrating strong academic performance.
- The student must provide recent GRE or MAT scores.
- The student must meet all foundation course requirements as outlined in both the doctoral and master's program guidelines.
- The student must submit an updated résumé and personal statement, along with an application to the Admissions Department.

Students considering application to the Psy.D. in Clinical Psychology Program prior to completion of the M.A. in Clinical Psychology Program are required to consult with their academic advisors prior to submission.

Application Procedures

- The student should meet with his/her faculty advisor to confirm degree plan and eligibility to apply.
- Applications are available from the Admissions Department.
- Upon receipt of all documents, the Admissions Committee will schedule an interview with the student. (Students should bear in mind that the committee is unavailable during semester breaks.)

The student will be notified in writing of the committee's decision. The Admissions Committee decisions are final and not subject to appeal.

APPLICATION TO THE DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM FROM ANOTHER ARGOSY UNIVERSITY CAMPUS

A student who wishes to transfer to Argosy University/Tampa from another Argosy University campus may apply for an internal transfer if the student is currently enrolled and in good standing at the time the transfer is requested. The student must submit a completed transfer application, a personal statement, a résumé, and three letters of recommendation. At least two of the letters of recommendation must come from a faculty or administrator of the original Argosy University campus. Internal transfers are not guaranteed. Applicants must meet published admissions criteria to be considered for transfer. The Admissions Committee will review criteria including space availability, performance at the current program, and other relevant factors to determine if the transfer is approved or denied. Students must fulfill all financial obligations at their previous institution before a transfer is complete.

Students transferring internally within Argosy University/Tampa will receive credit for courses taken at the previous campus based on the following:

- Courses may only be accepted for transfer if the course is a requirement of the Argosy University/Tampa curriculum, including electives.
- Courses with the same course name and number at both campuses, in which the student has received a "B-" or better, will automatically transfer.
- Courses taken at another campus will be applied to the student's overall GPA and will be used in the determination of satisfactory progress.

Transferring students are required to complete a minimum of 30 credit hours of coursework and spend two years in-residence at Argosy University/Tampa. Transferring students will also be required to fulfill specific requirements of the degree program including successfully passing both portions of the CCE and the Comprehensive Examination. In addition, transferring students will be required to complete all necessary practicum prerequisites as outlined in the *Clinical Training Manual* prior to being placed on practicum. Immediate placement on practicum is not guaranteed and will be determined at the discretion of the Clinical Training Committee.

COURSE/CREDIT TRANSFER POLICIES

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

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

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

Transfer will be considered for graduate courses:

- Completed with a grade of “B” or higher
- Completed prior to admission to Argosy University/Tampa
- Earned within the five years of matriculation in the clinical psychology programs
- The program does not accept for transfer any credit earned as military credit, credit by examination, credit by correspondence, credit for life experience, or graduate credit from non-accredited institution.

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

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

Non-transferable Courses Into the Psy.D. in Clinical Psychology Program

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

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

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

Transfer of Credits to the Psy.D. in Clinical Psychology Program from the M.A. in Clinical Psychology Program

All required coursework completed with a “B-” or better in the Argosy University/Tampa M.A. in Clinical Psychology Program is eligible for transfer into the Psy.D. in Clinical Psychology Program following acceptance with the exception of Master’s Thesis credit. All courses applicable to the Psy.D. in Clinical Psychology Program transferred will be used in the calculation of the Psy.D. cumulative GPA and the determination of satisfactory academic progress. The date of the student’s enrollment into Psy.D. in Clinical Psychology Program will be used in evaluating the student’s compliance with cumulative maximum time frame and incremental timeframe requirements.

Schedule of Tuition and Fees

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

TUITION

Business Programs	Cost Per Semester	Credit Hour
Bachelor of Science (B.S.) in Business Administration Degree Completion Program	\$ 380.00	
Bachelor of Science (B.S.) in E-Business Degree Completion Program	380.00	
Bachelor of Science (B.S.) in Organizational Management Degree Completion Program	380.00	
Master of Business Administration (M.B.A.) Program	475.00	
Doctor of Business Administration (D.B.A.) Program	600.00	
Education Programs		
Master of Education (M.A.Ed.) in Curriculum & Instruction Program	475.00	
Master of Education (M.A.Ed.) in Educational Leadership Program	475.00	
Education Specialist (Ed.S.) in Curriculum & Instruction Program	600.00	
Education Specialist (Ed.S.) in Educational Leadership Program	600.00	
Doctor of Education (Ed.D.) in Curriculum & Instruction Program	600.00	
Doctor of Education (Ed.D.) in Educational Leadership Program	600.00	
Psychology Programs		
Bachelor of Arts (B.A.) in Psychology Degree Completion Program	380.00	
Master of Arts (M.A.) in Clinical Psychology Program	750.00	
Master of Arts (M.A.) in Guidance Counseling Program	475.00	
Master of Arts (M.A.) in Marriage & Family Therapy Program	475.00	
Master of Arts (M.A.) in Mental Health Counseling Program	475.00	
Doctor of Education (Ed.D.) in Organizational Leadership Program	600.00	
Doctor of Psychology (Psy.D.) in Clinical Psychology Program	750.00	

TRAINING AND PROGRAM FEES

Psychology Program Fees	Cost Per Semester
Comprehensive Exam [B.A. Psychology Degree Completion Program— paid when enrolling for Capstone (PSY492)]	\$ 25.00
Clinical Psychology Program Fees	
Clinical Research Project Editing Fee (charged with the Clinical Research Project Seminar)	150.00
Internship Fee—Clinical Psychology (per semester)	475.00
Professionalization Group Fee (Clinical Psychology)	750.00
Testing Library Fee—Clinical (added to first testing course)	100.00
M.A. in Counseling Program Fees	
Comprehensive Exam Fee (if applicable)	35.00
Professional Liability Insurance (required for all clinical training/practicum/internships)	20.00

OTHER NON-REFUNDABLE STUDENT CHARGES

Item	Cost
Application for Admission Fee ¹	\$ 50.00
Course Add/Drop Fee ²	50.00
Enrollment Deposit	200.00
Graduation Fee ³	150.00
ID Replacement Fee	10.00
Installment Plan Fee (per semester)	50.00
Late Registration Fee	50.00
Late Payment Fee	25.00
Parking Tag Replacement Fee	25.00
Returned Check Fee	35.00
Student Activity Fee—Clinical (annual) ⁴	25.00
Technology Fee ⁵	10.00
Transcript Fee	No Charge
Express Transcript Fee ⁶	20.00

¹ Non-refundable, except in California.

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

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

⁴ Students enrolled in no greater than one credit hour each semester are exempt from the Student Activity Fee.

⁵ Clinical Psychology students are exempt from the technology fee.

⁶ An Express Transcript Fee is charged for transcripts requested to be sent via an overnight carrier.

Faculty Descriptions

CORE FACULTY

Melanie Storms, Psy.D.

Florida Institute of Technology
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