

# ARGOSY UNIVERSITY WASHINGTON DC



## *Academic Catalog Addendum 2005 – 2006*

Effective September 1, 2005 – August 31, 2006

This catalog was prepared by Argosy University, Two First National Plaza, 20 South Clark Street Chicago, Illinois 60603. The information contained herein applies to the academic years 2005–2006. Curriculum, fees, expenses and other information described herein, while current at the time of publication, are subject to change without notice at the discretion of Argosy University. For more information, write to the above address or phone 1.800.800.8888.

# Table of Contents

---

## *Section One*

### **Accreditation and Programs**

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

### **The American School of Professional Psychology**

#### *Section Two*

### **Master of Arts in Clinical Psychology Program**

Program Overview .....	7
Admission Requirements .....	7
Enrollment Requirements .....	8
Student Advisement .....	8
Graduation Requirements .....	9
Writing Program .....	9
Program Requirements .....	9
Recommended Course Sequence for the Master of Arts in Clinical Psychology Program .....	12
Master of Arts in Clinical Psychology Program Course Prerequisites .....	13
Program Transfer .....	14
Course/Credit Transfer .....	14

#### *Section Three*

### **Master of Arts in Professional Counseling Program**

Program Overview .....	15
Admission Requirements .....	15
Enrollment Requirements .....	16
Graduation Requirements .....	18
Writing Program .....	19
Program Requirements .....	19
Recommended Course Sequence for the Master of Arts in Professional Counseling Program .....	21
Program Transfer .....	22
Course/Credit Transfer .....	22

#### *Section Four*

### **Doctor of Education in Counseling Psychology Program**

Program Overview .....	23
Admission Requirements .....	23
Enrollment Requirements .....	23
Graduation Requirements .....	26
Writing Program .....	26
Program Requirements .....	26
Recommended Course Sequence for the Doctor of Education in Counseling Psychology Program .....	27
Course/Credit Transfer .....	27

#### *Section Five*

### **Doctor of Psychology in Clinical Psychology Program**

Program Overview .....	28
Admission Requirements .....	29
Enrollment Requirements .....	30
Student Advisement .....	30
Graduation Requirements .....	31
Writing Program .....	31
Program Requirements .....	31
Recommended Course Sequence for the Doctor of Psychology in Clinical Psychology Program— Five-Year Curriculum .....	48
Completing the Doctor of Psychology in Clinical Psychology Program in Four Years .....	49
Recommended Course Sequence for Students Admitted to the Doctor of Psychology in Clinical Psychology Program from the Master of Arts in Professional Counseling Program .....	50
Doctor of Psychology in Clinical Psychology Program Course Prerequisites .....	50
Concentrations in the Doctor of Psychology in Clinical Psychology Program .....	47
Postdoctoral Respecialization Certificate in Clinical Psychology Requirements .....	52
Qualifying for the Master of Arts in Clinical Psychology Degree as a Doctor of Psychology in Clinical Psychology Student .....	53
Program Transfer .....	53
Course/Credit Transfer .....	53

#### *Appendix I*

Schedule of Tuition and Fees .....	55
------------------------------------	----

#### *Appendix II*

Faculty Descriptions .....	57
----------------------------	----



# Accreditation and Programs

---

The information listed in this addendum applies to the *Argosy University Academic Catalog 2005–2006*. To ensure that this information is applied to the proper publication please refer to the effective date, September 1, 2005–August 31, 2006 on the front cover of the *Academic Catalog*. If you have questions related to information this addendum, please contact your academic advisor or program chair for assistance.

## **ARGOSY UNIVERSITY/WASHINGTON DC**

1550 Wilson Boulevard, Suite 600  
Arlington, VA 22209  
1.703.526.5800 1.866.703.2777  
FAX: 1.703.243.8973  
www.argosyu.edu

*Argosy University/Washington DC also offers classes at the following location:*

Art Institute of Washington  
1820 Fort Meyer Drive  
Arlington, VA 22209

## **INSTITUTIONAL ACCREDITATION**

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

## **STATE LICENSING**

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

## **PROGRAMMATIC ACCREDITATION**

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

## **ARGOSY UNIVERSITY/WASHINGTON DC PROGRAMS**

### **The College of Business and Information Technology**

#### *Bachelor of Science (BS)*

- Business Administration (Degree Completion Program)

May choose an optional concentration in either:

International Business  
Marketing

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

- Business Administration

Must choose a concentration in either:

International Business  
Marketing

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

- Management

#### *Professional Graduate Business Certificate<sup>1</sup>*

- Business Administration

Must choose one of two concentrations:

International Business  
Marketing

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

#### *Education Specialist (EdS)*

- Curriculum & Instruction

*Must choose one of three concentrations:*

Gifted/Talented Education: K–12  
K–12 Education  
Special Education: K–12

- Educational Leadership

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

- Curriculum & Instruction

*Must choose one of four concentrations:*

Gifted/Talented Education  
Higher Education  
K–12 Education  
Special Education

- Educational Leadership

*May choose an optional concentration in either:*

Higher Education Administration  
K–12 Education

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

## **The American School of Professional Psychology**

### *Bachelor of Arts (BA)*

- Psychology (Degree Completion Program)  
*May choose one of three optional concentrations:*  
Criminal Justice  
Organizational Psychology  
Substance Abuse

### *Master of Arts (MA)*

- Clinical Psychology
- Professional Counseling  
*May choose an optional concentration in*  
Forensic Counseling
- Forensic Psychology

### *Doctor of Education (EdD)*

- Counseling Psychology with a concentration in  
Counselor Education and Supervision
- Organizational Leadership

### *Doctor of Psychology (PsyD)*

- Clinical Psychology  
*May choose one of four optional concentrations:*  
Child & Family Psychology  
Diversity & Multicultural Psychology  
Forensic Psychology  
Health & Neuropsychology

### *Postdoctoral Respecialization Certificate<sup>1</sup>*

- Clinical Psychology

<sup>1</sup> *Postdoctoral certificate programs are not eligible for federal financial aid programs.*

*Argosy University/Washington DC*

# **The American School of Professional Psychology**



# Master of Arts in Clinical Psychology Program

---

## PROGRAM OVERVIEW

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

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

## Program Goals and Objectives

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

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

- Students will know the current body of knowledge in applied areas of psychology that serve as foundations for clinical practice or as a bases for entry into a doctoral program.
- Students will learn to value diversity (broadly defined as issues related to gender, age, sexual orientation, race/ethnicity, national origin, religion, physical ability, and social economic status) and be able to work effectively with diverse clients.
- Students will gain an entry-level understanding of the principles of assessment as well as understand and competently use specific techniques.
- Students will develop a competency in at least two theoretical orientations and be able to apply therapeutic techniques derived from these orientations to clients. Additionally, students know how to monitor their professional activities and guide their actions in accordance to the professions' ethical standards.

*Entry-level preparation of practitioners of psychology who understand the bases of scientific psychology.*

- Students will know the current body of knowledge in developmental psychology and at least one other bases of human functioning (e.g., including biological aspects of behavior, cognitive/affective aspects of behavior, and historical and philosophical context of psychology).

*Entry-level preparation of practitioners of psychology who are able to evaluate and use the existing and evolving body of knowledge and methods in the practice and science of psychology to enhance applications of psychology.*

- Students demonstrate an entry-level proficiency in being able to critically evaluate the existing theoretical and research literature in psychology.

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

## ADMISSION REQUIREMENTS

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

Individuals interested in applying for entry into the master of arts program must submit the following materials:

- Completed Application for Admission Form
- Application fee (non-refundable except in California)
- Personal statement with a self-appraisal of qualifications for the profession (two–three pages in length)
- Current résumé
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended
- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) are required of applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.

All application materials should be sent directly to Argosy University/Washington DC. Once all supporting documents have been received, the Admissions Committee will conduct an initial review of the application. Applicants must have graduated with a bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Professional Psychology and Behavioral Sciences, or an appropriately certified foreign institution.

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

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

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

#### **Prerequisites for Admission**

Argosy University/Washington DC requires applicants to successfully complete, with a "C" or better, five undergraduate courses that serve as a basic foundation for program coursework. Several of these courses serve as direct prerequisites to Argosy University/Washington DC courses. The five prerequisite courses are the following:

- Abnormal psychology or maladaptive behavior
- General psychology
- Tests and measures or psychological assessment
- Statistics or research methods
- Personality theories

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

#### **Campus Interview**

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

#### **Application Deadlines**

All admission materials for the MA in Clinical Psychology Program must be submitted by the following dates:

##### **Fall Admission**

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

##### **Spring Admission**

October 15	Final deadline (interviews conducted in early November; final notification mid-November)
------------	--

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

#### **ENROLLMENT REQUIREMENTS**

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

#### **Additional Requirements for Academic Progress**

In order to remain on track for degree completion within the maximum time frame allotted, students are expected to complete credit hours according to the suggested incremental time frame table below.

##### **Suggested Incremental Time Frame Completion Rates**

End of Year One	9 credit hours
End of Year Two	18 credit hours
End of Year Three	27 credit hours
End of Year Four	36 credit hours
End of Year Five	47 credit hours

#### **STUDENT ADVISEMENT**

##### **Faculty Advisors**

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

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

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

#### *Changing Faculty Advisors*

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

#### **Mentor Program**

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

#### **GRADUATION REQUIREMENTS**

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

- The satisfactory completion of 47 semester credit hours, which must be completed by the end of the fifth year of matriculation. The total credit hours must include:
  - 40 credit hours of required courses
  - 6 credit hours (one year) of practicum and practicum seminar
- Satisfactory completion of all sections of an Integrative Paper for 1 credit hour
- A grade point average of at least 3.0 on a scale of 4.0 with no more than two grades below "B-"
- Completion of the master's Clinical Presentation Evaluation
- A completed Petition to Graduate submitted to campus administration

#### **WRITING PROGRAM**

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

#### **PROGRAM REQUIREMENTS**

The MA in Clinical Psychology Program requires the satisfactory completion of 47 semester credit hours, distributed as follows: assessment requirements, 11 credit hours; bases course requirements, 3 credit hours; individual differences requirements, 9 credit hours; intervention requirements, 12 credit hours; methodology requirement, 3 credit hours; professional issues requirements, 2 credit hours; practicum requirements, 6 credit hours; and integrative paper requirement, 1 credit hour.

---

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

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

---

Assessment Requirements—11 Credit Hours

---

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

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

---

Bases Course Requirements—3 Credit Hours

---

#### **Individual Differences Requirements—Students Are Required to Take the Following**

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

---

Individual Differences Requirements—9 Credit Hours

---

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

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

---

Intervention Requirements—12 Credit Hours

---

#### **Methodology Requirements—Students Are Required to Take the Following**

PP7200	Statistics and Research I (3)
--------	-------------------------------

---

Methodology Requirements—3 Credit Hours

---

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

PP6400	MA Professionalization Group (1) <i>taken for two semesters</i>
--------	---

---

Professional Issues Requirements—2 Credit Hours

---

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

PP6201	Master's Practicum I <sup>1</sup> (3)
PP6202	Master's Practicum II <sup>1</sup> (3)

---

Practicum Requirements—6 Credit Hours

---

#### **Integrative Paper Requirements—Students Are Required to Take the Following**

PP6011	Integrative Paper (1)
--------	-----------------------

---

Integrative Paper Requirements—1 Credit Hour

---

#### **Optional Courses (Year Two)<sup>2</sup>**

PC6300	Professional and Ethical Issues (3)
PC6600	Career and Lifestyle Development (3)
PP7373	Integrative Assessment (3)

---

<sup>1</sup> Practicum and corresponding seminar require concurrent enrollment.

<sup>2</sup> These courses not required for the completion of the degree, but are suggested courses for students who plan to move from the Master of Arts in Clinical Psychology Program to the Doctor of Psychology in Clinical Psychology Program.

### **Professionalization Group Requirements**

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

### **Practicum and Practicum Seminar Requirements**

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

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

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

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

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

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

#### **Practicum Prerequisites**

---

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

---

### **Practicum and Probation**

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

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

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

### **Procedures for Practicum Remediation**

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

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

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

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

### *Practicum Description*

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

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

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

### *Evaluation of Student Progress*

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

### *Student Evaluation*

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

### **Clinical Presentation Evaluation Requirements**

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

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

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

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

- *Observational Component* The practicum seminar leader observes the student performing a psychotherapy session and judges whether the student is demonstrating competency in maintaining a therapeutic relationship and in carrying out interventions appropriate to the treatment framework and the issues presented in the session. The seminar leader may directly observe the student interview a client or the student may submit a video or audiotape of an interview with a verbatim transcript. With approval of the director of Clinical Training, a role-played interview with a faculty member may be substituted for a client interview.
- *Written Component* The seminar leader reviews the student's written report of the observed case as well as the student's self-critique of the interview with the client and judges whether the report demonstrates competency in understanding the client's presenting problem, case formulation, and analysis of the therapeutic process.
- *Oral Presentation* The student presents the case in the practicum seminar and fields questions from seminar members. The seminar leader judges whether the student can present a case in a cogent, organized manner, integrate essential information, and provide thoughtful answers to questions in the seminar. While the student may be supervised on the case presented, she or he must not be supervised on the particular interview presented for the CPE. The interview, case formulation, and analysis of the session should offer a view of the student's independent clinical work. The interview should last no more than 60 minutes.

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

### **Integrative Paper Requirements**

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

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

Student progress through the Master of Arts in Clinical Psychology Program at Argosy University/Washington DC is intended to be sequential. Certain courses are offered to first-year students that provide a theoretical and practical foundation for courses that will follow. In addition, certain advanced courses require the student to have the background of more basic courses in order to benefit fully from the course experience. Students must satisfy all stated prerequisites for a course before a registration for that course can be considered official. This addendum and registration materials contain the prerequisites for any given course.

### Year One

Fall Semester	Spring Semester	Summer Semester
PP7501 Adult Psychopathology (3)	PP7330 Child and Adolescent Psychopathology (3)	PP6450 Foundations of Clinical Interventions (3) [Summer I]
PP7365 Clinical Interviewing (3)	PP8010 Cognitive-Behavioral Theory and Therapy (3)	[Bases Course <sup>2</sup> or Psychodynamic, latter for Option 1 students] (3) [Summer II]
PP7370 Cognitive Assessment (4)	PP7520 Personality Assessment (4)	
PP6400 MA Professionalization Group (1)	PP6400 MA Professionalization Group (1)	

### Year Two

Fall Semester	Spring Semester	Summer Semester
PP7200 Statistics and Research Methods I (3)	Intervention Elective <sup>1</sup> (3) –or– Bases Course <sup>2</sup> (3)	PP7341 Issues in the Assessment and Treatment of Racially and Ethnically Diverse Populations (3) [Summer I] –or– Bases Course <sup>2</sup> (3) [Summer II]
PP7010 Lifespan Development (3)	PP6202 Master's Practicum II (3)	
PP6201 Master's Practicum I (3)	PP6011 Integrative Paper (1)	

### Year Two Options

*Option 1: Students accepted for admission to the PsyD in Clinical Psychology Program (see PsyD in Clinical Psychology section for curriculum)*

Fall Semester	Spring Semester	Summer Semester
	PP7201 Statistics and Research Methods II (3)	PP7373 Integrative Assessment <sup>3</sup> (3) (Summer I) PP8030 Psychodynamic Theory and Therapy <sup>4</sup> (3) [Summer II]

*Option 2: Students desiring licensure as a Professional Counselor<sup>5</sup>*

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

<sup>1</sup> Family and Couples Therapy (PP8050), or Group Therapy (PP8060). Family and Couples Therapy (PP8050) is required for students admitted to the PsyD in Clinical Psychology Program.

<sup>2</sup> Students seeking admission to the PsyD in Clinical Psychology Program should take Statistics and Research Methods II (PP7201); students pursuing licensure as a professional counselor should take another treatment course.

<sup>3</sup> Only students accepted into the PsyD in Clinical Psychology Program may take this course.

<sup>4</sup> Students accepted into the PsyD in Clinical Psychology Program must take this course to go on practicum in the first year.

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

## MASTER OF ARTS IN CLINICAL PSYCHOLOGY PROGRAM COURSE PREREQUISITES

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

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

<sup>1</sup> Courses not required for completion of degree.

<sup>2</sup> Practicum and corresponding seminar require concurrent enrollment.

<sup>3</sup> Co-requisite indicates course may be taken before or concurrently.

## PROGRAM TRANSFER

### Application to the Master of Arts in Professional Counseling Program from the Master of Arts Clinical Psychology Program

Students enrolled in Argosy University/Washington DC master's in Clinical Psychology Program or PsyD in Clinical Psychology Program may apply for admission to the MA in Professional Counseling Program according to the general admission procedures. Application fees will not be required for currently enrolled students. If accepted for admission to the professional counseling program, credit from successful completion of clinical psychology courses may be applied to corresponding courses in the professional counseling program.

### Application To the Doctor of Psychology in Clinical Psychology Program from the Master of Arts in Clinical Psychology Program

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

- The student must be in good standing in the master's program.
- Students must have completed the Year One coursework and one semester of Year Two coursework.
- The student must have successfully completed the master's practicum and seminar or be in good standing in the first semester of the master's practicum and seminar.
- The student must have a GPA of 3.25 (on a 4.0 scale) or better in courses taken at Argosy University/Washington DC.
- The student should submit an updated résumé to the Admissions Department.

Full-time master's program students generally are eligible in the Fall Semester of their second year to apply for admission to the doctoral program for the Fall of the subsequent year. If the student is accepted, matriculation in the doctoral program is conditional on successful completion of all requirements for the master's degree, by August 1 of that year.

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

## COURSE/CREDIT TRANSFER

### Course/Credit Transfer from Another Argosy University Campus

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

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

#### Non-Transferrable Courses

---

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

---

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

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

# Master of Arts in Professional Counseling Program

---

## PROGRAM OVERVIEW

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

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

Students enrolled in the MA in Professional Counseling Program may choose an optional concentration in Forensic Psychology.

## Course Delivery Formats

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

- In-residence courses that are offered on one evening per week for the entire semester (15 weeks/three hours each week)
- Several courses are offered online
- Courses and seminars may be offered partially online and partially on campus (in a “blended/in-residence” format).

## Eligibility for Licensure

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

It is the student’s responsibility to determine the requirements for professional licensure in the state they wish to practice. Students are strongly encouraged to become familiar with the regulations governing professional counselor licensure. These regulations are available directly from each regulatory board listed.

### Virginia

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

### Maryland

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

### District of Columbia

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

## ADMISSION REQUIREMENTS

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

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Official transcripts from all postsecondary institutions attended
- Personal statement expressing the applicant’s interest in psychology, career and professional goals, and experience in the field of counseling (two–three pages typed)
- Current résumé
- Three completed Applicant Recommendation Forms
- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) are required of applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.

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

To be considered for admission to the MA in Professional Counseling Program, the applicant is required to:

- Have a bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Professional Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- Show evidence of scholastic ability and commitment to graduate study
- Possess and demonstrate interest in the area of counseling and psychology
- Indicate strong personal character

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

#### *Application Deadlines*

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

Fall Admission	June 15
Spring Admission	November 1
Summer Admission	March 1

## **ENROLLMENT REQUIREMENTS**

### **Additional Requirements for Academic Progress**

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

Argosy University requires that all students meet the standards of the profession for which they are preparing. Students are required to do more than complete certain academic and field training requirements. Students are expected to conduct themselves in a manner consistent with professional ethics at all times. Professional conduct requires that faithful discharge of all responsibilities undertaken during practicum and internships, as well as the maintenance of respectful interpersonal relationships with all individuals.

### **Student Advisement**

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

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

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

### **Student Evaluations**

#### *Student Grade Sheets*

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

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

The ELO is placed in the student's academic file and retained there.

#### *Attendance*

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

### *Student Evaluation and Ethics Committee (SEEC)*

Argosy University/Washington DC requires that all students meet the standards of academic, professional and clinical competence, conduct, and demeanor as defined by Argosy University in its Ethical Code of Conduct. In addition, the counseling programs require adherence to the principles of the American Counseling Association (ACA) *Code of Ethics*, the regulations governing the practice of counselors in Virginia, and regulations for counselors in other jurisdictions in which students may be trained. Failure to comply with the standards set forth subjects students to review by the program faculty and may result in a range of consequences, including a warning, administrative leave of absence, general probation, or dismissal from the institution. Students are responsible for fully acquainting themselves with the policies that govern their conduct.

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

The Student Evaluation and Ethics Committee (SEEC) has primary responsibility for monitoring students' professional, academic, and clinical progress in the school. In addition, it has responsibility for monitoring students' adherence to the principles of the ACA *Code of Ethics*, the regulations governing the practice of counselors in Virginia, and regulations for counselors in other jurisdictions in which students may be trained that are not already incorporated in the Argosy University Ethical Code of Conduct that is monitored by the Student Conduct Committee. In discharging this responsibility, the committee acts in concert with the administration to assure that the evaluation process meets the needs of the students, Argosy University, and the profession of counseling. The committee is responsible for the routine evaluation of all students. It is also empowered to act when a student demonstrates inappropriate or unethical behaviors as defined in the various counseling codes above. Difficulties in interpersonal and professional behavior or academic performance can be equally pertinent to a student's professional development and, as such, are equally of interest to the committee.

Issues of clinical performance difficulties are also within the purview of the committee. The committee serves as arbiter when concerns arise about students' progress in the professional counseling program. Students are not permitted to bring or be represented by legal counsel during committee proceedings.

The evaluation process begins within the context of each student's performance in the classroom and interactions with the faculty and the student's peers. Faculty members evaluate students based on their academic performance, demonstrated counseling skills, classroom attitudes and behaviors, and other knowledge, skills and attitudes important to the development of a professional counselor. Faculty members are encouraged to discuss problem

areas with a student prior to the end of the course. Such discussion allows the faculty member to assess how the student accepts supervision and to document the outcome, resolution or both on the final Evaluation of Learning Objectives (ELO). This process facilitates better communication as to the faculty members' expectations, allows the student the opportunity to improve her or his performance, fosters problem solving within the context of the relationship, and begins any necessary corrective action at the source of the problem. The faculty member may refer the student to the SEEC if the problems are not resolved or are serious enough to raise long-term concern about required knowledge, skills, or attitudes.

In order to assist students in their professional development, the program faculty through the SEEC reviews all students each year. The SEEC initiates additional reviews of students who appear to be having difficulty in any area. Indications of difficulty may arise from ELO or from direct referral of a student to the committee by a member of the Argosy University/Washington DC community (faculty, administration, staff, field supervisor, or student).

### *Structure of the Student Evaluation and Ethics Committee*

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

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

### *Areas for Student Evaluation and Ethics Committee*

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

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

### *Procedures for Monitoring and Evaluating Student Progress*

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

### *SEEC Responses to Student Difficulties*

The SEEC will take action regarding student performance. The SEEC may respond to identified problems in a number of the following formats. The format depends on committee members' sense of the seriousness of the matter under consideration and their judgment as to what might be helpful to the student concerned.

The SEEC responses include but are not limited to:

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

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

#### *Communication with the SEEC*

All student communication with the SEEC should be in writing and directed to the chair of the committee. Responses to SEEC requests and appeals of SEEC decisions must come from the student and not family members, friends, or other interested parties.

Though a student may have individuals such as physicians or other health care professionals provide the SEEC with documentation of health or other relevant conditions, only the student can exercise rights of appeal as described in the *Argosy University Academic Catalog*.

#### *Student Review*

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

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

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

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

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

Students have the right to appeal an administrative decision. See the *Argosy University Academic Catalog* for information concerning student appeals.

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

#### **GRADUATION REQUIREMENTS**

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

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

#### *Petition to Graduate*

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

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

## WRITING PROGRAM

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

## PROGRAM REQUIREMENTS

The Master of Arts in Professional Counseling Program requires the satisfactory completion of 48 semester credit hours, distributed as follows: required courses, 39 credit hours; elective requirements, 3 credit hours; and practicum requirements, 6 credit hours.

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

---

PC6000	Counseling Theory (3)
PC6005	Maladaptive Behavior and Psychopathology (3)
PC6025	Human Growth and Development (3)
PC6104	Counseling I (3)
PC6105	Counseling II (3)
PC6300	Professional and Ethical Issues (3)
PC6505	Group Counseling (3)
PC6511	Social and Cultural Diversity (3)
PC6521	Research and Program Evaluation (3)
PC6525	Appraisal and Assessment (3)
PC6600	Career and Lifestyle Development (3)
PC6700	Couples and Family Counseling (3)
PC6900	Substance Abuse Counseling (3)

---

Course Requirements—39 Credit Hours

### Elective Requirements—Students Choose One of the Following<sup>1</sup>

---

PC6440	Child and Adolescent Counseling (3)
PC6800	Special Topics in Professional Counseling (3)

---

Elective Requirements—3 Credit Hours

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

---

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

---

Practicum Requirements—6 Credit Hours

## Optional Concentration in Forensic Counseling

Students with a career interest in providing counseling services in forensic settings may apply for an optional concentration in Forensic Counseling. This concentration requires completion of a practicum in forensic placement and the following four courses (12 credit hours):

### Forensic Counseling Concentration Requirements— Students Are Required to Take the Following

---

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

---

Forensic Counseling Concentration Requirements—12 Credit Hours

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

<sup>1</sup> A variety of electives are offered, including but not limited to the choices under "Elective Requirements." Special Topics cover a range of content area.

## Practicum and Practicum Seminar Requirements

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

Students may apply for placement in a practicum and seminar during the second year of study after completing all first-year coursework. A student may also have the option of waiting until all coursework is completed before beginning the practicum experience. For registration purposes, the practicum and seminar are treated as courses. The practicum and seminar together carry 3 credit hours per semester and 6 credit hours per academic year. Practicum usually begin in September and conclude in May; some may begin in January and end in August. Throughout the academic year, the student will be required to spend a minimum of 600 hours (including practicum and seminar) in the practicum training experience. Students can expect to spend an average of 18–20 hours per week at their practicum site.

A practicum may not be done in a student's place of employment, nor is any student exempt from the practicum requirements. Students who come to Argosy University/Washington DC with extensive clinical backgrounds are encouraged to consider practicum sites in areas where they have an interest and do not have previous experience. Detailed practicum guidelines and application materials are available during information sessions scheduled at times convenient to the weekend format.

All students who enter the practicum application process must be in good academic standing, have a minimum grade point average of 3.0 on a scale of 4.0, and have completed all the practicum prerequisite courses prior to the beginning of practicum with a "B-" or better. Requirements for the practicum include good academic standing after completion of the following courses.

Students may not begin the practicum application process if writing deficiencies have not been corrected or if there are outstanding SEEC issues.

### Practicum Prerequisites

---

PC6000	Counseling Theory (3)
PC6005	Maladaptive Behavior and Psychopathology (3)
PC6104	Counseling I (3)
PC6105	Counseling II (3)
PC6300	Professional and Ethical Issues (3)
PC6505	Group Counseling (3)
PC6511	Social and Cultural Diversity (3)
PC6525	Appraisal and Assessment (3)

---

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

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

The goals of the practicum seminar are:

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

#### *Practicum and Probation*

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

#### *Comprehensive Case Conference Requirements*

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

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

#### *Practicum Evaluation*

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

#### **Comprehensive Examination Requirements**

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

#### *Comprehensive Examination Prerequisites*

The student must successfully complete all required first- and second-year courses (with a "B-" or better), excluding the practicum and the elective, in order to take the Comprehensive Examination. Also, an application to take the exam must be returned to the department. Courses that are transferred are considered successfully completed. Students taking the Comprehensive Examination must be students in good academic standing, having a GPA of 3.0 on a scale of 4.0.

#### *Comprehensive Examination Procedures*

This examination is offered three times a year. The schedule of the exams is distributed by the department. Students interested in taking the Comprehensive Examination should fill out the request form to do so at least 45 days before they intend to take the exam and return the form to the department. Information concerning preparation for the Comprehensive Examination will be provided as students become eligible to take the examination.

## RECOMMENDED SEQUENCE OF COURSES FOR THE MASTER OF ARTS IN PROFESSIONAL COUNSELING PROGRAM

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

### Course Sequencing

The recommended course sequences are for students who wish to start practicum in their 4th semester (beginning of the second year). This is a fast track and includes coursework of nine hours for some semesters. Other students may choose to complete the coursework by taking six credit hours of coursework during a semester. The most important consideration for a working adult student is to plan coursework so the practicum can be started at time convenient to the student's work and life commitments.

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

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

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

#### Course Sequencing for Fall Admits—Year One

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

Fall Semester	Spring Semester	Summer Semester
PC6000 Counseling Theory (3)	PC6104 Counseling I (3)	PC6505 Group Counseling (3)
PC6005 Maladaptive Behavior and Psychopathology (3)	PC6525 Appraisal and Assessment (3)	PC6105 Counseling II (3)
PC6300 Professional and Ethical Issues (3)	PC6511 Social and Cultural Diversity (3) [This course can be taken in the Spring or Summer Semester]	

#### Course Sequencing for Spring Admits—Year One

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

Spring Semester	Summer Semester	Fall Semester
PC6000 Counseling Theory (3)	PC6505 Group Counseling (3)	PC6104 Counseling I (3)
PC6525 Appraisal and Assessment (3)	PC6300 Professional and Ethical Issues (3)	PC6005 Maladaptive Behavior and Psychopathology (3)
	PC6511 Social and Cultural Diversity (3)	PC6105 Counseling II (3)

#### Course Sequencing for Summer Admits—Year One

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

PC6000 Counseling Theory <sup>1</sup> (3)	PC6104 Counseling I (3)	PC6525 Appraisal and Assessment (3)
PC6511 Social and Cultural Diversity (3)	PC6005 Maladaptive Behavior and Psychopathology (3)	PC6505 Group Counseling (3)
	PC6105 Counseling II (3)	PC6300 Professional and Ethical Issues (3)

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

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

## PROGRAM TRANSFER

### Application to the Doctor of Psychology in Clinical Psychology Program from the Master of Arts in Professional Counseling Program

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

Students accepted from the MA in Professional Counseling Program at Argosy University will be allowed to waive the following courses:

#### Courses That Transfer into the Doctor of Psychology in Clinical Psychology Program

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

#### One of the Following Cross-Listed Courses Transfers into the Doctor of Psychology in Clinical Psychology Program

FP6035	Evaluation and Treatment of Offenders (3)
FP6525	Psychology of the Victim (3)
FP6901	Sex Offender Evaluation and Treatment (3)
PC6600	Career and Lifestyle Development (3)
PC6900	Substance Abuse Counseling (3)

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

## COURSE/CREDIT TRANSFER

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

- The course must have been taken no more than five years before the student's entry into Argosy University, except when evidence is presented of ongoing work experience or continuing education in that area.
- The course must be graduate-level and taken for graduate-level credit at a regionally accredited college or university. In the case of institutions outside the United States, the appropriate state or national accreditation is required.
- The course must have carried an equivalent number of graduate credit hours and a grade of "B" or better must have been earned.

The following courses may not be transferred to the Master of Arts in Professional Counseling at Argosy University/Washington DC:

#### Non-Transferrable Courses

PC6104	Counseling I (3)
PC6105	Counseling II (3)
PC6400	Practicum I and Practicum Seminar (3)
PC6401	Practicum II and Practicum Seminar (3)

# Doctor of Education in Counseling Psychology Program

---

## PROGRAM OVERVIEW

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

## Course Delivery Formats

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

- In-residence courses that are offered on one evening per week for the entire semester (15 weeks/three hours each week)
- Several courses are offered online
- Courses and seminars may be offered partially online and partially on-campus (in a “blended” format). Students may not complete equal to or greater than 50 percent of their required program credit hours with Argosy University in a distance learning format (i.e., online or tutorial).

## Eligibility for Licensure

This degree does not prepare graduates for licensure. In the counseling field, practice licensure is generally earned at the master’s level. Licensure laws vary from state to state. It is the student’s responsibility to determine the requirements for professional licensure in the state they wish to practice. In Virginia, the license to practice independently is the Licensed Professional Counselor. Practitioners in closely related fields (social work, clinical psychology, marriage and family therapy) also qualify for independent licensure as practitioners. The doctoral curriculum expands upon the general preparation of master’s-level practitioners. The EdD in Counseling Psychology does not lead to any credential as a provider of counseling services, the degree is of limited value without having first achieved those credentials at the master’s level. In no way should the doctoral degree be seen as preparation for entry-level practice.

## ADMISSION REQUIREMENTS

To be considered for admission to the EdD in Counseling Psychology Program, applicants must possess the following:

- A master’s degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Professional Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- Evidence of scholastic ability and commitment to doctoral-level study.
- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) required of applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

## Application Deadlines

All admission materials for the EdD in Counseling Psychology Program must be submitted by the following dates:

---

Fall Admission	June 15
Spring Admission	November 1
Summer Admission	March 1

---

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

## ENROLLMENT REQUIREMENTS

### Additional Requirements for Academic Progress

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

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

Argosy University requires that all students meet the standards of the profession for which they are preparing. Students are required to do more than complete certain academic and field training requirements. Students are expected to conduct themselves in a manner consistent with professional ethics at all times. Professional conduct requires that faithful discharge of all responsibilities undertaken during practicum and internships, as well as the maintenance of respectful interpersonal relationships with all individuals.

#### **Student Advisement**

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

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

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

#### **Student Evaluations**

##### *Evaluation of Learning Objectives (ELO)*

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

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

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

##### *Attendance*

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

##### *Student Review*

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

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

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

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

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

Students have the right to appeal an administrative decision. See the *Argosy University Academic Catalog* for information concerning student appeals.

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

##### *Student Evaluation and Ethics Committee (SEEC)*

Argosy University/Washington DC requires that all students meet the standards of academic, professional and clinical competence, conduct, and demeanor as defined by Argosy University in its Ethical Code of Conduct. In addition, the counseling programs require adherence to the principles of the American Counseling Association (ACA) *Code of Ethics*, the regulations governing the practice of counselors in Virginia, and regulations for counselors in other jurisdictions in which students may be trained. Failure to comply with the standards set forth subjects students to review by the program faculty and may result in a range of consequences, including a warning, administrative leave of absence, general probation, or dismissal from the institution. Students are responsible for fully acquainting themselves with the policies that govern their conduct.

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

The Student Evaluation and Ethics Committee (SEEC) has primary responsibility for monitoring students' professional, academic, and clinical progress in the school. In addition, it has responsibility for monitoring students' adherence to the principles of the ACA *Code of Ethics*, the regulations governing the practice of counselors in Virginia, and regulations for counselors in other jurisdictions in which students may be trained that are not already incorporated in the Argosy University Ethical Code of Conduct that is monitored by the Student Conduct Committee. In discharging this responsibility, the committee acts in concert with the administration to assure that the evaluation process meets the needs of the students, Argosy University, and the profession of counseling. The committee is responsible for the routine evaluation of all students. It is also empowered to act when a student demonstrates inappropriate or unethical behaviors as defined in the various counseling codes above. Difficulties in interpersonal and professional behavior or academic performance can be equally pertinent to a student's professional development and, as such, are equally of interest to the committee.

Issues of clinical performance difficulties are also within the purview of the committee. The committee serves as arbiter when concerns arise about students' progress in the professional counseling program. Students are not permitted to bring or be represented by legal counsel during committee proceedings.

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

In order to assist students in their professional development, the program faculty through the SEEC reviews all students each year. The SEEC initiates additional reviews of students who appear to be having difficulty in any area. Indications of difficulty may arise from ELO or from direct referral of a student to the committee by a member of the Argosy University/Washington DC community (faculty, administration, staff, field supervisor, or student).

#### *Structure of the Student Evaluation and Ethics Committee*

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

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

#### *Areas for Student Evaluation and Ethics Committee*

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

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

#### *Procedures for Monitoring and Evaluating Student Progress*

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

#### *SEEC Responses to Student Difficulties*

The SEEC will take action regarding student performance. The SEEC may respond to identified problems in a number of the following formats. The format depends on committee members' sense of the seriousness of the matter under consideration and their judgment as to what might be helpful to the student concerned.

The SEEC responses include but are not limited to:

- Determining that feedback already given to the student is sufficient (e.g., through ELO, yearly evaluations, or practicum/internship evaluations)
- Referring the student to his or her faculty advisor, another appropriate faculty member, or both to discuss issues raised in the SEEC review
- Referring the student to the faculty member who raised the concern for consultation and advisement
- Referring the student to a faculty member or members for development of a remediation plan

- Requiring the student to meet with the SEEC or a subcommittee thereof
- Placing the student on probation
- Dismissing the student from the program

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

#### *Communication with the SEEC*

All student communication with the SEEC should be in writing and directed to the chair of the committee. Responses to SEEC requests and appeals of SEEC decisions must come from the student and not family members, friends, or other interested parties.

Though a student may have individuals such as physicians or other health care professionals provide the SEEC with documentation of health or other relevant conditions, only the student can exercise rights of appeal as described in the *Argosy University Academic Catalog*.

#### **GRADUATION REQUIREMENTS**

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

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

#### **Petition to Graduate**

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

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

#### **WRITING PROGRAM**

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

#### **PROGRAM REQUIREMENTS**

The EdD in Counseling Psychology Program with a concentration in concentration in Counselor Education and Supervision requires the satisfactory completion of 60 semester credit hours distributed as follows: required courses, 45 credit hours; and dissertation requirements, 15 credit hours. In addition to these credit hour requirements, students must successfully pass the Comprehensive Examination, and may choose an optional two-semester Advanced Practicum. Students can begin the dissertation when their coursework and Comprehensive Exam are completed.

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

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

#### **Required Courses—45 Credit Hours**

#### *Dissertation Requirements*

Students in the EdD in Curriculum & Instruction Program are required to take a minimum of 15 credit hours (three semesters) of dissertation.

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

C7935	Dissertation—Counseling (1–9)
-------	-------------------------------

#### **Dissertation Requirements—15 Credit Hours**

#### **Practicum and Practicum Seminar Requirements**

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

#### **Comprehensive Examination Requirements**

The Comprehensive Examination is a graduation requirement to be taken after all coursework is successfully completed.

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

There are no prerequisite courses in the program. The following table shows which courses are offered during each semester. The student can choose to take them in Years One or Two. After successful completion of all coursework and the Comprehensive Examination, the student will begin the dissertation in Year Three.

### Year One

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

### Year Two

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

*Additional skills course topics may be offered.*

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

## COURSE/CREDIT TRANSFER

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

- The course must have been taken no more than five years before the student's entry into the program, except when students present evidence of ongoing work experience or continuing education in that area.
- The course must have been a doctoral-level course, taken for graduate-level credit at a regionally accredited college or university. In the case of institutions outside the United States, the appropriate state or national accreditation is required.
- Any course submitted towards a transfer of a 3-credit hour course must have itself carried 3 or more graduate credit hours.
- A student must have earned a grade of "B" or better on any course submitted for a transfer.
- A maximum of four courses (12 credit hours) may be transferred towards the program.
- The school does not accept any credit earned as military credit, credit by examination, credit by correspondence, credit for life experience, or graduate credit from non-accredited schools.

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

# Doctor of Psychology in Clinical Psychology Program

---

## PROGRAM OVERVIEW

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

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

- Child & Family Psychology
- Diversity & Multicultural Psychology
- Forensic Psychology
- Health & Neuropsychology

## Training Model

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

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

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

## Eligibility for Licensure and Credentialing

This doctoral program is accredited by the APA (see "Section One: Accreditation and Programs") and meets the Association of State and Provincial Psychology Boards/National Register of Health Service Providers in Psychology *Guidelines for Defining Doctoral Degrees in Psychology*. Therefore, graduates of this program who decide to apply for licensing as psychologists typically will meet the educational requirements for licensing. In each jurisdiction, however, there may be additional requirements that must be satisfied. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. For exact information, please contact the state or provincial licensing board in the jurisdiction in which you plan to apply.

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

## Clinical Training Overview

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

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

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

- Graduates will engage in the delivery of diagnostic and therapeutic services with diverse populations of clients in need of such treatment.

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

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

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

- Students will engage in critical and disciplined thought as they acquire and organize clinical information.
- Students will be able to critically evaluate the existing theoretical and research literature in psychology.
- Graduates will evaluate and use the existing and evolving body of knowledge and methods in the practice and science of psychology to enhance their practice.

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

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

#### **Postdoctoral Respecialization Certificate in Clinical Psychology**

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

#### **ADMISSION REQUIREMENTS**

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

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal statement with a self-appraisal of qualifications for the profession (two–three pages in length)
- Current résumé
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended
- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) required of applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

Applicants must have graduated with a bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Professional Psychology and Behavioral Sciences at Argosy University, or an appropriately certified foreign institution.

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

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

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

#### **Prerequisites for Admission**

Argosy University/Washington DC, requires applicants to successfully complete, with a "C" or better, five undergraduate courses that serve as a basic foundation for program coursework. Several of these courses serve as direct prerequisites to Argosy University/Washington DC courses. The five prerequisite courses are the following:

- Abnormal psychology or maladaptive behavior
- General psychology
- Tests and measures or psychological assessment
- Statistics or research methods
- Personality theories

Applicants who have not completed these courses prior to admission must complete them no later than the end of the first academic year of enrollment or before the course for which they are a prerequisite. It is recommended that applicants complete these courses prior to admission. Missing prerequisite courses may prohibit students from enrolling in the required first-year curriculum that, in turn, may delay the start of practicum. Additionally,

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

#### *Campus Interview*

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

#### *Application Deadlines*

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

##### **Fall Admission**

---

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

---

##### **Spring Admission**

---

October 15	Final deadline (interviews conducted in early November; final notification mid-November)
------------	--

---

After the interview, the Admissions Committee meets to review the applicant in order to render a final decision as to the applicant's acceptance into the PsyD in Clinical Psychology Program. The Admissions Department will notify all applicants of the committee's decision as soon as the decision has been made. Accepted applicants are required to remit a non-refundable deposit by the date stipulated on the written notification to reserve a place in the entering class. This deposit will be applied toward the tuition of the student's first semester as a matriculated student.

#### **Admission Requirements for the Postdoctoral Respecialization Certificate in Clinical Psychology**

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

The application requires submission of the following materials:

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

Postdoctoral Respecialization Certificate applicants are required to have received a doctorate in psychology from a regionally accredited institution, a nationally accredited institution approved by the faculty and dean of the College of Professional Psychology and Behavioral Sciences, or an appropriately certified foreign institution. Postdoctoral Respecialization Certificate applicants will also be required to interview with the Admissions Committee and the program chair.

#### **ENROLLMENT REQUIREMENTS**

##### **Additional Standards for Academic Progress**

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

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

#### **STUDENT ADVISEMENT**

##### **Faculty Advisors**

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

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

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

##### *Changing Faculty Advisors*

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

## GRADUATION REQUIREMENTS

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

- 98 semester credit hours, of which 88 credit hours must be completed by the end of the fifth year of matriculation. The total credit hours must include:
  - 70 credit hours of required courses
  - 12 credit hours (two years) of practicum and practicum seminar groups
  - A minimum of 12 credit hours of electives
  - 4 credit hours of Clinical Research Project
- Successful completion of all sections of the Clinical Presentation Evaluation (CPE)
- Successful completion of the Clinical Competence Examination (CCE) no later than the end of the fifth year after matriculation
- Successful completion of a one year, full-time internship or its equivalent
- Successful completion of the Clinical Research Project
- Grade point average (GPA) of at least “B” (3.0 on a scale of 4.0)
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

### *Commencement and Petition to Graduate*

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

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

## WRITING PROGRAM

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

## PROGRAM REQUIREMENTS

The PsyD in Clinical Psychology Program requires the satisfactory completion of 98 semester credit hours, distributed as follows: assessment requirements, 14 credit hours; bases course requirements; 12 credit hours; individual differences requirements, 9 credit hours; interventions requirements, 24 credit hours; methodology requirements, 6 credit hours; elective requirements, 12 credit hours; professional issues requirements, 5 credit hours; practicum requirements, 12 credit hours; and Clinical Research Project requirements, 4 credit hours.

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

### **Assessment Requirements<sup>1</sup>—Students Are Required to Take the Following**

---

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

---

Assessment Requirements—14 Credit Hours

### **Bases Course Requirements<sup>1</sup>—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)

---

Bases Course Requirements—12 Credit Hours

### **Individual Differences Requirements<sup>1</sup>—Students Are Required to Take the Following**

---

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

---

Individual Differences Requirements—9 Credit Hours

### **Interventions Requirements<sup>1</sup>—Students Are Required to Take the Following**

---

PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)
PP7360	Clinical Psychopharmacology (3)
PP7550	Consultation in Diverse Settings (3)
PP8010	Cognitive-Behavioral Theory and Therapy (3)
PP8030	Psychodynamic Theory and Therapy (3)
PP8037	Principles and Practice of Psychotherapy (3)
PP8041	Integrative Approaches to Therapy (3)
PP8050	Family and Couples Therapy (3)

---

Interventions Requirements—24 Credit Hours

### **Methodology Requirements<sup>1</sup>—Students Are Required to Take the Following**

---

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

---

Methodology Requirements—6 Credit Hours

### **Professional Issues Requirements<sup>1</sup>—Students Are Required to Take the Following**

---

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

---

Professional Issues Requirements—5 Credit Hours

<sup>1</sup> Indicates core courses.

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

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

Practicum Requirements—12 Credit Hours

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

PP8502	Clinical Research Project (1)
--------	-------------------------------

Clinical Research Project Requirements—Minimum 4 Credit Hours

**Elective Requirements**

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

**Elective Requirements—Students Choose Four of the Following**

PP7349	Career Assessment and Counseling (3)
PP7352	Clinical Supervision (3)
PP7374	Assessment: Advanced Rorschach (3)
PP8011	Advanced Cognitive Behavioral Psychotherapy (3)
PP8034	Advanced Experiential Psychotherapy and Supervision (3)
PP8060	Group Psychotherapy (3)
PP8102	Advanced Family and Couples Therapy (3)
PP8175	Child and Adolescent Therapy (3)
PP8185	Social Psychology and Difference (3)
PP8401	Child and Adolescent Psychotherapy (3)
PP8620	Introduction to Forensic Psychology (3)
PP8627	Assessment of Forensic Populations (3)
PP8645	Introduction to Neuropsychology (3)
PP8650	Assessment and Treatment of Substance Use Disorders (3)
PP8665	Medical Psychology (3)
PP8711	Child Maltreatment (3)
PP8715	Geropsychology (3)
PP8717	Psychology of Gender (3)
PP8721	Neuropsychological Assessment II (3)

Elective Requirements—12 Credit Hours

**Professionalization Group Requirements**

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

**Practicum Requirements**

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

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

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

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

***Psychological Tests Policy***

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

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

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

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

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

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

#### *Practicum Seminar Requirements*

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

#### *Practicum Prerequisites*

All students who enter the practicum application process must be in good academic standing, have a minimum grade point average of 3.0 on a scale of 4.0, and have completed the academic planning which will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum. No student may begin a practicum without being in attendance at an Argosy University campus for a minimum of two semesters. Academic warning status will not render the student ineligible for participation in the practicum experience.

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

#### **Practicum I Prerequisites**

---

PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)
PP7330	Child and Adolescent Psychopathology (3)
PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (4)
PP7373	Integrative Assessment (3)
PP7501	Adult Psychopathology (3)
PP7520	Personality Assessment (4)
PP8010	Cognitive-Behavioral Theory and Therapy (3)
PP8037	Principles and Practice of Psychotherapy (3)

---

Prerequisites for the Practicum II sequence include:

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

#### **Practicum II Prerequisites**

---

PP7010	Lifespan Development (3)
PP7200	Statistics and Research I (3)
PP7201	Statistics and Research II (3)
PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)
PP8030	Psychodynamic Theory and Therapy (3)
PP8050	Family and Couples Therapy (3)

---

#### *Transfer of Practicum Credit from Another Argosy University Campus*

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

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

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

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

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

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

#### *Practicum Training Sites Policy*

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

The Argosy University/Washington DC externship training catchment area is defined as the geographical area within which all training sites are located. The designated catchment area is located within a 100-mile radius of Argosy University/Washington DC.

#### *Development of Out-of-Area Sites Policy*

A student must submit a written petition to the training committee with a rationale as to why the request is being made. In addition, the student needs to assure that all necessary approval information from the site is received by the training department. The training committee will review the information to determine if it is an appropriate site with which to pursue a working relationship. Agencies located outside the catchment area will be approved only if they meet all of our training qualifications (e.g., licensed psychologist, number of supervision hours, appropriate doctoral level training opportunities). After initial contact by the student, the Training Committee must review the student's academic records to determine if it is in the student's best interest to be in an out-of-area site.

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

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

The director of Clinical Training selects training sites according to their overall appropriateness to the practitioner-scholar model of training. The practitioner-scholar model emphasizes teaching students clinical skills, exposing students to relevant treatment populations, and providing supervision by experienced clinicians. Every effort is made to ensure that students receive competent supervision, within a mentoring relationship and an environment conducive to learning.

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

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

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

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

Practicum and internship sites approved by Argosy University/Washington DC are expected to conduct their selection and training in a nondiscriminatory manner. Sites are expected to select applicants without regard to race, gender, ethnic background, sexual orientation, or religion unless the sites have compelling legal or therapeutic reasons for limiting the applicant and selection pool. Sites which have a selection policy that disallows students based on any of the above criteria must notify Argosy University and clarify the legal or therapeutic rationale for such policies. These policies will be noted clearly in practicum placement literature at Argosy University. Students who feel that they have experienced discrimination or harassment in their practicum or internship training should report this to the director of Clinical Training, who will initiate a full review of the situation.

#### *Practicum Application Procedures*

In the Fall Semester, the director of Clinical Training conducts information meetings to help students understand the practicum application and selection process. All forms that students will be required to complete will be distributed at these meetings. Following the meeting, students review the practicum resource material on the Argosy University/Washington DC website. This material contains the names of practicum sites, locations, supervisors' names, descriptions of the specific training experiences

available. Site brochures, if available, are located in a drawer in the library. First year students will discuss their training interests and goals in their professionalization groups. Advanced students applying for practicum should meet with their academic advisors to do the same.

Students then complete the following tasks by the designated date in the Spring Semester:

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

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

Students may only apply to practicum sites assigned by the director of Clinical Training. Practicum site supervisors expect that all clinical training be coordinated through the school. The director of Clinical Training informs sites, in writing, of all students approved to apply there. It is important to note that students are required to apply to their approved sites unless they can show compelling reasons otherwise. These reasons should be discussed with the director of Clinical Training.

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

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

Students should inform the director of Clinical Training immediately, by Practicum Acquisition Form, after accepting a practicum site. Prior to the commencement of the training year, the student should complete the Practicum Assignment Agreement. This form identifies the student, the site, the supervisor, and the days and times the student will be on site. Signatures of the site supervisor, student, and Argosy University/ Washington DC director of

Clinical Training are required. The student is responsible for completing this form and returning it to the director of Clinical Training's office.

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

#### *Evaluation of Student Progress in the Practicum*

Site supervisors rate student progress in practicum training at the end of the Fall and Spring Semesters using the Supervisor Evaluation Form. Progress is assessed in the program competency areas of assessment, intervention, and relationship, as well as in the basic areas of theoretical knowledge base and professional attitudes. The completed form will be reviewed with the student during a supervision session. Supervisors provide direct feedback regarding the student's clinical strengths and weaknesses. The supervisor, the student, and the director of Clinical Training sign the Evaluation Form. The student is responsible for seeing that the Evaluation Form is completed and returned to the director of Clinical Training.

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

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

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

#### *Summer Practicum*

Summer practicum run June 30 to August 15. With the approval of the director of Clinical Training and permission from the site, students may participate in practicum during the Summer Semester for additional experience. Students must still complete the minimum 600 practicum hours required during the regular academic year. Hours gained during a Summer practicum may not be counted as part of the 600-hour minimum program requirement for the academic year. However, these hours can be

added to the hours accumulated. Students may participate in a Summer practicum to meet the eight battery academic requirement. Students must register for the appropriate practicum and seminar courses (PP8300). A completed Practicum Assignment Agreement must be on file. Students will be evaluated at the end of the Summer Semester. Students at sites that require a 12-month commitment must also register for Summer practicum and seminar.

#### *Advanced Training Policy*

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

#### *Practicum and Probation Policy*

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

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

#### *Policy for Practicum Remediation*

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

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

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

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

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

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

#### **Internship Requirements**

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

#### *Internship Prerequisites*

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

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

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

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

#### *Criteria for Approving Internship Sites and Proposals*

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

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

#### *Procedures to Obtain Approved Internship*

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

#### *Evaluation and Remediation of the Internship*

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

The Student Evaluation Form enables supervisors to assess the student’s progress, competence, and performance relative to the learning objectives as well as other factors of importance to the internship site. These forms are monitored carefully by the direc-

tor of Clinical Training to determine progress and areas of difficulty. Periodic progress reports will be made to the Clinical Training Committee for consideration of any need for remediation, either in student intern professional functioning or in gaining greater cooperation from the internship site. If at any point during the internship process a student is reported to be performing less than satisfactorily, the director of Clinical Training will communicate with the internship director and the student to clarify areas of deficits, to request additional reports of student progress, and to request documentation of any remediation efforts by the internship. The policies and due process procedures of the internship will apply to any evaluation or remediation efforts by the internship.

#### *Completion of Internship*

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

#### **Clinical Presentation Evaluation Requirements**

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

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

#### *Description of Clinical Presentation Evaluation*

There are a total of four Clinical Presentation Evaluations (CPE). They are described in the four sections listed below. Sections One and Two must be completed prior to beginning the Practicum I sequence. All sections must be completed prior to applying for internship.

#### *Section One*

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

- A video taped administration (WISC-IV or WAIS-III for Cognitive Assessment, Rorschach for Personality Assessment)
- Scoring

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

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

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

#### *Section Two*

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

#### *Section Three*

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

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

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

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

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

#### *Section Four*

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

#### **Clinical Competence Comprehensive Examination Requirements**

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

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

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

The Comprehensive Examination is administered during the late summer on two separate days. During the first day, students will be provided case material including a videotape of a clinical interview. Students will be expected to accurately diagnose the case and provide a detailed case formulation from two theoretical perspectives. The formulation, and questions related to the formulation, allows the student an opportunity to demonstrate his or her understanding of the theory and ability to integrate the theory with the clinical material to provide cogent understanding of the case. At the end of the first day, students will be provided a working diagnosis for the case. The second day of the examination will be scheduled approximately one week after the first day. During the second day, students will have to answer questions relevant to the case they reviewed on Day One. The questions will be designed to assess students' understanding and knowledge of the required courses as well as their ability to apply this knowledge to case materials. The questions on the second day will encompass the areas of assessment, diversity, professional ethics, scientific inquiry, treatment efficacy, and the scientific bases of psychology. In addition to these questions, students will be required to formulate a treatment plan from a theoretical orientation of their choice.

#### *Eligibility*

##### **Five-Year Track**

Students will normally schedule to take their Comprehensive Examination at the end of their third year. To be eligible to take the exam, students must have successfully completed all of the courses in the first two years of the program and the following third-year courses prior to the examination: Physiological Psychology (PP7050), Clinical Psychopharmacology (PP7360), Cognition and Affect (PP7040), and Professional Issues: Ethics, Conduct, and Law (PP7100). Students must submit a Comprehensive Examination Request Form to the program chair during the Spring Semester at a date designated by the program chair. Students must take their comprehensive examination at their earliest eligibility and must successfully complete the exam by their fifth year of matriculation.

##### **Four-Year Track**

Students on the Four-Year Track of the program will schedule to take their Comprehensive Examination at the end of their second year. To be eligible to take the exam, students must have successfully completed all of the courses in the first two years of courses outlined in the recommended course sequence for the Four-Year Track. These students must pass the Diagnostic Interview and Case Formulation CPE to be eligible to take the Comprehensive Exam. This option is recommended primarily to students entering the doctoral program with a master's degree in psychology that

included supervised clinical experience. Students requesting to take the examination within the Four-Year Track timetable must submit a request form to the program chair during the Spring Semester at a date designated by the program chair.

In the event that a student fails the Comprehensive Examination, it is the responsibility of the student to seek remediation and he/she must retake the exam the following year. The remediation plan needs to be approved by the student's advisor by the end of October and registered with the program chair by the end of the Fall Semester following the failure. A student failing the Comprehensive Examination twice is automatically dismissed from the program.

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

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

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

By becoming competent users of the psychological literature and critical thinkers about professional issues, students ground their work in the current scientific foundations of clinical psychology. In addition, they acquire the requisite tools to keep abreast of the evolving body of scientific and professional knowledge and, thereby, keep their work up to date throughout their professional careers.

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

#### *Clinical Research Project Editing Workshop*

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

### *Types of Clinical Research Projects*

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

#### *Critical Review and Theoretical Clinical Research Project*

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

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

Students may be referred to *Psychological Bulletin* or *Clinical Psychology Review* for examples of this type of project.

*Note:* A student may not choose a topic where there is a lack of literature or research.

#### *Clinical Problem/Dilemma Clinical Research Project*

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

#### *Case Study Clinical Research Project*

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

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

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

#### *The Single Case Research Design Clinical Research Project*

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

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

#### *Qualitative/Descriptive Clinical Research Project*

A CRP using qualitative, descriptive, or exploratory approaches presents another option for inquiry. Studies of this type employ formal collection of data but do not use traditional methods of analysis. Qualitative data will be approached in systematic and rigorous ways. The school recognizes the multiplicity of acceptable research approaches within the field of psychology.

#### *Experimental and Quasi-Experimental Designs*

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

#### *Research on Social Systems*

Approaches designed to assess systems such as research design or evaluation survey are also appropriate approaches to utilize in CRP. Students are encouraged to study and understand how social systems influence the individual and vice versa, and students may design and execute CRPs of this type in local settings.

#### *Clinical Research Project Procedures*

The doctoral student should plan to conduct the CRP during the final 2 years of classwork. Typically, the full-time student (five-year track) should begin consultation on the CRP in the third year of the program. However, some students in good standing, with approval from a faculty chairperson may start work earlier if the student has already demonstrated adequate scholarly and written skills.

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

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

Conducting the Clinical Research Project will generally proceed in the following manner:

1. The student initiates the CRP process by discussing ideas for a proposal with her or his advisor or a faculty member who is knowledgeable in the area of the student's interest. In the process of these discussions, the student needs to select a chairperson of his or her committee who is a member of the core faculty. Please note that the selected topics must be in an area of expertise for the chairperson. If not, the student will either need to change the chairperson or develop a new topic.
2. Once the chairperson is selected, the student should complete selection of her or his committee member(s) with the approval of the chairperson. The committee should be composed of the chairperson and at least one other core faculty member. Adjunct faculty or clinical adjunct faculty members must be approved by the program chair. A third member may be included who does not have to be an Argosy University faculty member, but who must be an expert in the student's area of study. The third member may be requested by the student or required by the chairperson. If the third member of the CRP committee is not a faculty, adjunct faculty, or clinical adjunct faculty member, the student must submit a written request for approval to the chairperson and, upon the chairperson's approval, to the program chair, stating the rationale for the outside committee member's participation and including a copy of the third reader's vita. The third member must have a doctoral degree in the area of student focus. When the committee is formed, names of all three members must be submitted to the Department of Student Services.
3. Students must first register for the CRP in the semester in which they begin work with their chairperson. (Students must be registered for the CRP for a minimum of four semesters prior to internship.) Students must then register continuously until the CRP is finished.

For students preparing to apply for internship, the first registration will normally occur during the Spring Semester prior to internship application. These students should expect to have a draft proposal submitted to their chairperson during the

Spring Semester. Student must have the proposal approved by their full Committee by June 1 in order to apply to internship the following Fall.

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

4. Students will prepare a written proposal with guidance from the chairperson (see proposal section). Following chairperson approval, the proposal is sent for approval to the other committee member(s). Their review is needed to assure an integrated and coordinated reading of the final draft. Any questions or suggestions for changes should be communicated both to the student and chairperson for review before committee members give final approval for the proposal. The committee members are also required to sign a CRP Approval Form after they have approved the proposal.
5. If necessary, complete the *Human Subjects Form* and submit with the CRP Approval Form to the Human Subjects Committee (HSC) by June 1st. In consultation with the chairperson, incorporate changes required by the HSC. Resubmit for approval to HSC, if so directed.
6. The student will develop with their chairperson a general plan and schedule for proceeding. This plan should include the timing and frequency of review of sections of the CRP by the chairperson and the committee. This plan should be incorporated into the CRP Progress Form that students must complete and return to their chairpersons at the end of each semester that they are registered for CRP credit. It is expected that the chairperson contact the committee members(s), especially if they are not faculty, to review CRP procedures and expectations for committee member participation. The student is encouraged to meet with their chairperson every 3–4 weeks to review prearranged segments of the CRP.  
The program faculty recommends that students make every effort to complete their CRP prior to beginning their internship. Not only are applicants for internships with completed CRPs more competitive, failure to complete the CRP while on internship will delay graduation and preclude many postdoctoral and employment opportunities, including accumulating hours for licensure. Finally, it is unrealistic to expect to write the entire CRP while on internship: revising drafts previously reviewed by the chairperson is a more realistic expectation.
7. With the approval of the chairperson, the student submits a draft copy of the CRP manuscript to the other committee member(s) for their feedback and approval. Further drafts should be reviewed by the chairperson and the reader(s), and the student must address all feedback to the satisfaction of the committee. Students preparing for Fall graduation should be aware that failure to submit a final draft to the second reader(s) prior to May 15 may preclude graduation in that time frame.

8. All members of the student's CRP committee should sign the CRP Approval Form after approving the final draft. The student is responsible for getting these signatures. Students anticipating a Fall graduation will need to get the signatures by the end of the Summer I Semester.
9. After final approval from the committee, the student will take the CRP to the bindery. The manuscript will be bound according to the procedures outlined in this addendum. The correctly bound and formatted copy must be received by Student Services eight weeks prior to graduation, or August 31 at the latest.
10. Completion of the CRP will be contingent on satisfaction of CRP criteria for approval, not on internship, job opportunities, or external factors. Students who do not complete the CRP prior to internship must register continuously for one credit hour of CRP per semester (excluding Summer II) until it is completed. A Leave of Absence from this requirement is granted by the program chair only in cases of medical or personal emergency.

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

#### *The Proposal*

The Proposal should include the following elements:

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

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

#### *Human Subjects Approvals and Issues*

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

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

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

- *Release of Information from Agency*

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

- *Need for Informed Consent*

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

Under certain circumstances it may be harmful to the client or impossible to obtain informed consent. When students believe this to be the case, they must explain why they do not plan to obtain informed consent, how they plan to disguise identifying information, which specific categories of information will be disguised, and how much risk there is to the client/subject. In estimating risk it should be noted that the CRPs are public documents, and therefore, available to the public as journal articles or presentations at professional meetings.

- *Welfare of the Consumer*

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

### *The Final Clinical Research Project Manuscript*

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

The general format for the final manuscript should minimally include:

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

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

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

### *Editorial Style*

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

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

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

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

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

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

- Data is plural; datum is the singular (e.g., "The data speak for themselves," or "Few data are available.").
- Due, except in rare expressions like "due north," is an adjective, not an adverb. For example, "Elevation of the mean was due to a single outlier," but not "Due to a single outlier, the mean was inflated."
- "Had... be" is a mythical construction; there is no such thing in English. For example, "Future investigators would better be careful," not "Future investigators had better be careful."
- Use American rather than British spelling (e.g., "labeling behavior" rather than "labeling behaviour").

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

Carefully note the following exceptions to the use of the APA format:

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

- Tables and figures may be inserted either on the page on which they are referenced in the text or on the page immediately following. Do not place tables and figures at the end of the paper. Figure and table captions must accompany the table or figure.
- Leave 1.5 inches for the left margin to allow for binding.

In all other respects, dissertations must conform to APA Guidelines. Students are especially encouraged to watch for the following commonly made mistakes:

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

*Preparation of the Final Manuscript for Library Submission*

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

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

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

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

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

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

Chapter 2  
 Title of the Section

**Printing and Binding** One bound and one unbound copy of the CRP are to be submitted to the library. A bound copy should be presented to the chairperson of the student’s committee. Committee members should also receive a hard copy of the final approved manuscript. The final copy must be printed with a laser or near-laser quality (inkjet) printer. Do not use colored ink (black on white only). A standard font (typeface) should be used (e.g., Courier or Times New Roman). The font size must be 12 point. Students using older or less popular word processors may experience some difficulty meeting these requirements. As per the Style Manual, the paper should be heavy (e.g., 20-weight) white bond. Questions about final manuscript preparation should be directed to the librarian prior to printing the final copy.

*(Example of Title Page)*

The Relationship Between Psychosocial Dwarfism  
(Double space)

And Environmental Deprivation

Student M. Name

Your M. Advisor, PhD  
Chair

First M. Member, PsyD  
Member

Second M. Member, PhD  
Member

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

Arlington, Virginia  
Month Year

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

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

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

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

#### *Copyright*

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

#### *Grading the Clinical Research Project*

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

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

#### **Student Evaluation**

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

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

The Student Evaluation and Ethics Committee (SEEC) has primary responsibility for monitoring students' professional, academic, and clinical progress in the school. In addition, it has responsibility for monitoring students' adherence to the principles of the APA's code of ethics, the regulations governing the practice of psychologists in Virginia, and regulations for psychologists in other jurisdictions in which students may be trained that are not already incorporated in the Argosy University Ethical Code of Conduct that is monitored by the Student Conduct Committee. In discharging this responsibility, the committee acts in concert with the administration to assure that the evaluation process meets the needs of the students, the University, and the profession of clinical psychology. The committee is responsible for the routine evaluation of all students. It is also empowered to act when a student demonstrates inappropriate or unethical behaviors as defined in the various clinical psychology codes above. Difficulties in interpersonal and professional behavior or academic performance can be equally pertinent to a student's professional development and, as such, are equally of interest to the committee. Issues of clinical performance difficulties are also within the purview of the committee. The committee serves as arbiter when concerns arise about students' progress in the clinical psychology program. Students are not permitted to bring or be represented by legal counsel during committee proceedings.

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

In order to assist students in their professional development, the program faculty through the SEEC reviews all students each year. The SEEC initiates additional reviews of students who appear to be having difficulty in any area. Indications of difficulty may arise from grade sheets or from direct referral of a student to the committee by a member of the Argosy University/Washington DC community (faculty, administration, staff, clinical field supervisor, or student).

#### *Structure of the Student Evaluation and Ethics Committee*

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

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

#### *Areas for Student Evaluation and Ethics Committee*

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

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

#### *Procedures for Monitoring and Evaluating Student Progress*

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

#### *SEEC Responses to Student Difficulties*

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

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

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

#### *Communication with the SEEC*

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

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

Student progress through the clinical psychology program at Argosy University/Washington DC is intended to be sequential. Certain courses are offered to first-year students that provide a theoretical and practical foundation for courses that will follow in subsequent years. In addition, certain advanced courses require the student to have the background of more basic courses in order to benefit fully from the course experience. Students must satisfy all stated prerequisites for a course before a registration for that course can be considered official. This addendum and registration materials contain the prerequisites for any given course.

**Year One**

Fall Semester		Spring Semester		Summer Semester	
PP7501	Adult Psychopathology (3)	PP7330	Child and Adolescent Psychopathology (3)	PP8037	Principles and Practice of Psychotherapy (3)
PP7365	Clinical Interviewing (3)	PP8010	Cognitive and Behavioral Theory and Therapy (3)	PP7373	Integrative Assessment (3) [Summer I]
PP7370	Cognitive Assessment (4)	PP7520	Personality Assessment (4)	PP7010	Lifespan Development <sup>1</sup> (3) [Summer II]
PP7110	Professionalization Group I (1)	PP7111	Professionalization Group II (1)		

**Year Two**

Fall Semester		Spring Semester		Summer Semester	
PP7200	Statistics and Research Methods I (3)	PP7201	Statistics and Research Methods II (3)	PP7340	Issues in the Assessment and Treatment of Diverse Populations (3) [Summer I]
PP8030	Psychodynamic Theory and Therapy (3)				
PP7010	Lifespan Development <sup>1</sup> (3)	PP8050	Family and Couples Therapy (3)		
PP8201	Practicum I (3)	PP8201	Practicum II (3)		

**Year Three**

Fall Semester		Spring Semester		Summer Semester	
PP7050	Physiological Psychology (3)	PP7360	Clinical Psychopharmacology (3)		Elective <sup>2</sup> (3) [Summer I]
PP7100	Professional Issues: Ethics, Conduct and Law (3)	PP7040	Cognition and Affective Processes (3)		(CCE) [Summer II]
PP8202	Practicum III (3)	PP8202	Practicum IV (3)	PP8502	Clinical Research Project (1)
		PP8502	Clinical Research Project (1)		

**Year Four**

Fall Semester		Spring Semester		Summer Semester	
PP8041	Integrative Approaches to Therapy (3)	PP7550	Consultation in Diverse Settings (3)		Elective (3) [Summer I]
PP7000	History and Systems (3)	PP7060	Social Psychology (3)		
	Elective (3)		Elective (3)		
PP8502	Clinical Research Project (1)				

**Year Five**

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

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

2 Not required for the CCE.

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

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

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

#### Year One

Fall Semester	Spring Semester	Summer Semester
PP7501 Adult Psychopathology (3)	PP7330 Child and Adolescent Psychopathology (3)	PP7373 Integrative Assessment (3) [Summer I]
PP7365 Clinical Interviewing (3)	PP8010 Cognitive and Behavioral Theory and Therapy (3)	PP8030 Psychodynamic Theory and Therapy <sup>2</sup> (3) [Summer II]
PP7370 Cognitive Assessment (4)	PP7520 Personality Assessment (4)	PP7010 Lifespan Development (3) [Summer II]
PP7010 Lifespan Development <sup>1</sup> (3)	PP7040 Cognition and Affective Processes (3)	
PP7110 Professionalization Group I (1)	PP7111 Professionalization Group II (1)	
		PP8037 Principles and Practice of Psychotherapy (3)
		PP7050 Physiological Psychology (3)

#### Year Two

Fall Semester	Spring Semester	Summer Semester
PP7100 Professional Issues: Ethics, Conduct and Law (3)	PP8050 Family and Couples Therapy (3)	PP7341 Issues in the Assessment and Treatment of Racially and Ethnically Diverse Populations (3) [Summer I]
PP7050 Physiological Psychology (3)	PP7360 Clinical Psychopharmacology (3)	Elective <sup>3</sup> (3) [Summer I]
PP7200 Statistics and Research Methods I (3)	PP7201 Statistics and Research Methods II (3)	PP8502 CRP (1)
PP8201 Practicum I (3)	PP8201 Practicum II (3)	CCE [Summer II]
PP8030 Psychodynamic Theory and Therapy (3)	PP8502 CRP (1)	

#### Year Three

Fall Semester	Spring Semester	Summer Semester
PP8041 Integrative Approaches to Therapy (3)	PP7550 Consultation in Diverse Settings (3)	Elective (3) [Summer I]
PP7000 History and Systems <sup>4</sup> (3)	PP7060 Social Psychology (3)	
Elective (3)	Elective (3)	
PP8202 Practicum III (3)	PP8202 Practicum IV (3)	
PP8502 CRP (1)	PP8502 CRP (1)	

#### Year Four

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

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

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

3 Not required for CCE.

**RECOMMENDED COURSE SEQUENCE FOR STUDENTS ADMITTED TO THE DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM FROM THE MASTER OF ARTS IN PROFESSIONAL COUNSELING PROGRAM<sup>1</sup>**

**Year Two**

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

**Year Three**

Fall Semester		Spring Semester		Summer Semester
PP8041	Integrated Approaches to Therapy <sup>3</sup> (3)	PP7550	Consultation in Diverse Settings (3)	Elective (3) [Summer I]
PP7000	History and Systems (3)	PP7060	Social Psychology (3)	Elective <sup>4</sup> (3) [Summer I]
PP8203	Practicum III (3)	PP8204	Practicum IV (3)	Elective <sup>4</sup> (3) [Summer I]
PP8502	CRP (1) CCE			

**Year Four**

Fall Semester		Spring Semester		Summer Semester
Internship (0)		Internship (0)		Internship (0) [Summer I]

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

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

3 Not required for CCE.

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

**DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM COURSE PREREQUISITES**

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

Course Number and Title	Prerequisite
PP7000 History and Systems <sup>1</sup>	None
PP7010 Lifespan Development <sup>1</sup>	None
PP7040 Cognition and Affective Processes <sup>1</sup>	None
PP7050 Physiological Psychology <sup>1</sup>	None
PP7060 Social Psychology <sup>1</sup>	None
PP7100 Professional Issues: Ethics, Conduct and Law <sup>1</sup>	PP8201 Practicum I and II ( <i>co-requisite</i> )
PP7110 Professionalization Group I <sup>1</sup>	None
PP7111 Professionalization Group II <sup>1</sup>	PP7110 Professionalization Group I
PP7200 Statistics and Research I <sup>1</sup>	Undergraduate Statistics or Research Methods
PP7201 Statistics and Research II <sup>1</sup>	PP7200 Statistics and Research I
PP7330 Child and Adolescent Psychopathology <sup>1</sup>	Abnormal Psychology
PP7340 Issues in the Assessment and Treatment of Diverse Populations <sup>1</sup>	PP8010 Cognitive Behavioral Theory and Therapy –or– 8050 Family and Couples Therapy –or– 8030 Psychodynamic Theory and Therapy <sup>2</sup> ( <i>co-requisite</i> )

Course Number and Title	Prerequisite
PP7360 Clinical Psychopharmacology <sup>1</sup>	PP7050 Physiological Psychology
PP7365 Clinical Interviewing Techniques <sup>1</sup>	PP7501 Adult Psychopathology <sup>2</sup> ( <i>co-requisite</i> )
PP7370 Cognitive Assessment <sup>1</sup>	Undergraduate Psychological Assessment ( <i>co-requisite</i> )
PP7373 Integrative Assessment <sup>1</sup>	PP7365 Clinical Interviewing Techniques PP7370 Cognitive Assessment PP7520 Personality Assessment
PP7501 Adult Psychopathology <sup>1</sup>	Abnormal Psychology
PP7520 Personality Assessment <sup>1</sup>	PP7501 Adult Psychopathology PP7370 Cognitive Assessment
PP7550 Consultation in Diverse Settings <sup>1</sup>	PP8010 Cognitive Behavioral Theory and Therapy
PP8010 Cognitive Behavioral Theory and Therapy <sup>1</sup>	PP7501 Adult Psychopathology
PP8030 Psychodynamic Theory and Therapy <sup>1</sup>	PP7501 Adult Psychopathology
PP8041 Integrative Approaches to Therapy <sup>1</sup>	PP7340 Issues in the Assessment and Treatment of Diverse Populations <sup>2</sup> ( <i>co-requisite</i> ) PP8010 Cognitive Behavioral Theory and Therapy PP8050 Family and Couples Therapy PP8030 Psychodynamic Theory and Therapy
PP8050 Family and Couples Therapy <sup>1</sup>	PP7330 Child and Adolescent Psychopathology –or– PP7501 Adult Psychopathology
PP8201 Practicum I and II <sup>1</sup>	<i>See "Practicum Requirements" for this program.</i>
PP8202 Practicum III and IV <sup>1</sup>	PP8201 Practicum I and II
PP8502 Clinical Research Project	Permission of Clinical Research Project Advisor

<sup>1</sup> Indicates core courses.

<sup>2</sup> Co-requisite indicates course may be taken before or concurrently.

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

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

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

#### Child & Family Psychology Concentration Requirements

The Child & Family Psychology concentration is designed to help students focus their elective choices and Clinical Research project in the areas of child and adolescent psychopathology, assessment, and therapy. Students are also expected to take additional courses in family and couples therapy. This concentration requires the completion of 9 elective credit hours and the Clinical Research Project.

#### Child & Family Psychology Concentration Requirements—Students Are Required to Take the Following as Part of the PsyD in Clinical Psychology Program Curriculum

PP7330	Child and Adolescent Psychopathology (3)
PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (4)
PP7373	Integrative Assessment (3)
PP7501	Adult Psychopathology (3)
PP7520	Personality Assessment (4)
PP8050	Family and Couples Therapy (3)

#### Required for Concentration

PP8102	Advanced Family and Couples Therapy (3)
–or–	
PP8175	Child and Adolescent Therapy (3)

#### Examples of Possible Electives<sup>1</sup>—

#### Student Choose at Least Two from the Following

PP7049	Evaluation and Treatment of Diverse Families <sup>2</sup> (3)
PP8170	Juvenile/Child Forensic Psychology <sup>2</sup> (3)
PP8400	Child and Family Behavior Therapy (3)
PP8450	Advanced Child Neuropsychology <sup>2</sup> (3)
PP8605	Issues in Pediatric Psychology <sup>2</sup> (3)
PP8705	Child and Adolescent Assessment (3)
PP8711	Child Maltreatment

Child & Family Psychology Concentration Requirements—9 Credit Hours

<sup>1</sup> Not all electives are offered each year.

<sup>2</sup> Course applies to more than one concentration.

### Diversity & Multicultural Psychology Concentration Requirements

The Diversity & Multicultural Psychology concentration is intended for students working with issues of individual differences and cultural issues such as race, ethnicity, religion, sexual orientation, gender, socioeconomic class, and ability. Courses are designed to cover assessment, therapy, and consultation with diverse populations. The Diversity & Multicultural Psychology concentration requires the completion of 9 elective credit hours and the Clinical Research Project.

#### Diversity & Multicultural Psychology Concentration Requirements— Students Are Required to Take the Following as Part of the PsyD in Clinical Psychology Program Curriculum

PP7100	Professional Issues: Ethics, Conduct, and Law (3) [Diversity issues are integrated throughout curriculum.]
PP7341	Issues in the Assessment and Treatment of Racially and Ethnically Diverse Populations (3)
<b>Required for Concentration</b>	
PP7343	Delivering Psychological Services to Vulnerable Populations (3)
<b>Examples of Possible Electives<sup>1</sup>— Student Choose at Least Two from the Following</b>	
PP7047	Diversity Issues in Clinical Health Psychology <sup>2</sup> (3)
PP7049	Evaluation and Treatment of Diverse Families (3)
PP8160	Introduction to Clinical Practice with Gay, Lesbian, Bisexual, And Transgendered Clients (3)
PP8629	Psychology and Spirituality (1.5)
PP8715	Geropsychology <sup>1</sup> (3)

Diversity & Multicultural Psychology Concentration Requirements—9 Credit Hours

### Forensic Psychology Concentration Requirements

The Forensic Psychology concentration is designed to help students focus their elective choices and Clinical Research Project in the area of forensic psychology, including knowledge of the legal system; the practice of psychology in the judicial forum; and the relationship between law, psychology, and the mental health system. The completion of 9 elective credit hours and the Clinical Research Project are required for this concentration.

#### Forensic Psychology Concentration Requirements— Students Are Required to Take the Following as Part of the PsyD in Clinical Psychology Program Curriculum

PP7100	Professional Ethics (3)
PP7330	Cognitive Assessment (4)
PP7330	Child and Adolescent Psychopathology (3)
PP7365	Diagnostic and Clinical Interviewing Techniques (3)
PP7373	Integrative Assessment (3)
PP7501	Adult Psychopathology (3)
PP7520	Personality Assessment (3)
PP7550	Consultation and Management (3)
PP8620	Forensic Psychology (3)
<b>Required for Concentration</b>	
PP8620	Introduction to Forensic Psychology <sup>2</sup> (3)
<b>Examples of Possible Electives<sup>2</sup>— Student Choose at Least Two from the Following</b>	
FP6901	Sex Offender Evaluation and Treatment [Virginia Certification] (3)
PP8170	Juvenile/Child Forensic Psychology <sup>2</sup> (3)
PP8180	Forensic Issues and Assessment of Abuse Populations (3)
PP8627	Assessment of Forensic Populations (3)
PP8650	Assessment and Treatment of Substance Use Disorders (3)

Forensic Psychology Concentration Requirements—9 Credit Hours

### Health & Neuropsychology Concentration Requirements

The Health & Neuropsychology concentration is for students who wish to gain additional academic experience in neuropsychology. These elective courses provide students experience with a wide variety of tests used in neuropsychology assessment and treatment. Students can also elect to take courses that focus on health related issues such as medical or pediatric psychology. Nine elective credit hours and the Clinical Research Project are required for the Health & Neuropsychology concentration.

#### Health & Neuropsychology Concentration Requirements— Students Are Required to Take the Following as Part of the PsyD in Clinical Psychology Program Curriculum

PP7050	Physiological Psychology (3)
PP7365	Clinical Psychopharmacology (3)
PP7550	Consultation in Diverse Settings (3)
PP8010	Cognitive-Behavioral Theory and Therapy (3)
PP8050	Family and Couples Therapy (3)
<b>Required for Concentration</b>	
PP8645	Introduction to Neuropsychology (3) —or—
PP8665	Medical Psychology (3)
<b>Examples of Possible Electives<sup>1</sup>— Student Choose at Least Two from the Following</b>	
PP8450	Advanced Child Neuropsychological <sup>2</sup> (3)
PP8646	Introduction to Neuropsychological Assessment I (3)
PP8605	Issues in Pediatric Psychology <sup>2</sup> (3)
PP8715	Geropsychology <sup>2</sup> (3)
PP8721	Neuropsychological Assessment II (3)

Health & Neuropsychology Concentration Requirements—9 Credit Hours

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

### POSTDOCTORAL RESPECIALIZATION CERTIFICATE IN CLINICAL PSYCHOLOGY REQUIREMENTS

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

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

#### Postdoctoral Respecialization Certificate Program Policies

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

<sup>1</sup> Not all electives are offered each year.

<sup>2</sup> Course applies to more than one concentration.

**QUALIFYING FOR THE MASTER OF ARTS  
IN CLINICAL PSYCHOLOGY DEGREE  
AS A PSYD IN CLINICAL PSYCHOLOGY STUDENT**

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

**PROGRAM TRANSFER**

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

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

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

When students transfer into the MA in Clinical Psychology Program from the PsyD in Clinical Psychology Program:

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

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

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

**COURSE/CREDIT TRANSFER**

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

**Non-Transferable Courses**

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

**Non-Transferable Courses**

---

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

---

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

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

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

#### *Transfer of Electives*

The Doctor of Psychology in Clinical Psychology Program at Argosy University/Washington DC requires 12 credit hours of electives. One elective course (3 credit hours maximum) may be transferred from a non-Argosy University program. The course must meet all of the other transfer requirements and must have been taken in a program that is explicitly labeled as psychology. Consistent with the practitioner-scholar orientation of the PsyD in Clinical Psychology Program, the course must include appropriate theoretical, empirical, and practical knowledge and skills. According to Argosy University policy, transfer requests must be submitted during the first academic year of the student's enrollment. Transfer courses from other Argosy University campuses will follow the usual transfer policy.

#### **Transfer of Courses/Credit to the Master of Arts in Professional Counseling Program from the Doctor of Psychology in Clinical Psychology Program**

Course transfers into the Master of Arts in Professional Counseling Program are evaluated on an individual bases. All course transfers must be approved by the program chair.

# Schedule of Tuition and Fees

---

The following schedule of tuition and fees will become effective September 1, 2005. Argosy University reserves the right to add or change any of the fees or charges listed below at any time without prior written notice.

## TUITION

<b>Business Programs</b>	<b>Cost Per Semester Credit Hour</b>
Bachelor of Science (BS) in Business Administration Degree Completion Program .....	\$ 400.00
Master of Business Administration (MBA) Program .....	500.00
Doctor of Business Administration (DBA) Program .....	750.00
<b>Education Programs</b>	
Education Specialist (EdS) in Curriculum & Instruction Program .....	750.00
Education Specialist (EdS) in Educational Leadership Program .....	750.00
Doctor of Education (EdD) in Curriculum & Instruction Program .....	750.00
Doctor of Education (EdD) in Educational Leadership Program .....	750.00
<b>Psychology Programs</b>	
Bachelor of Arts (BA) in Psychology Degree Completion Program .....	400.00
Master of Arts (MA) in Clinical Psychology Program .....	800.00
Master of Arts (MA) in Professional Counseling Program .....	500.00
Master of Arts (MA) in Forensic Psychology Program .....	500.00
Doctor of Education (EdD) in Counseling Psychology Program .....	750.00
Doctor of Education (EdD) in Organizational Leadership Program .....	750.00
Doctor of Psychology (PsyD) in Clinical Psychology Program .....	800.00

**TRAINING AND PROGRAM-RELATED FEES**

Psychology Program Fees	Cost Per Semester
Internship Fee (per semester) .....	\$ 800.00
Professional Liability Insurance (added to all practicum) .....	20.00
Testing Resource Fee—clinical psychology (added to first testing course) .....	100.00

**OTHER NON-REFUNDABLE STUDENT CHARGES**

Item	Cost
Application for Admission Fee <sup>1</sup> .....	50.00
Course Add/Drop Fee <sup>2</sup> .....	50.00
Graduation Fee <sup>3</sup> .....	150.00
Installment Plan Fee (per semester) .....	35.00
Late Registration Fee .....	50.00
Late Payment Fee .....	25.00
Library Fee (per semester) .....	125.00
Returned Check Fee .....	35.00
Security Card Replacement Fee .....	20.00
Student Activity Fee (annual) <sup>4</sup> .....	21.00
Technology Fee (per credit) .....	10.00
Transcript Fee .....	No Charge
Express Transcript Fee <sup>5</sup> .....	20.00

<sup>1</sup> Non-refundable, except in California.

<sup>2</sup> 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.

<sup>3</sup> 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.

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

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

# Faculty Descriptions

---

## CORE FACULTY

*Clinical Psychology Programs,  
The American School of  
Professional Psychology*

### **Patrice A. Alvarado, PhD**

George Mason University  
*Associate Professor*

Dr. Alvarado's major interests include psychological consultation, coping and stress management, psychotherapy supervision, and treatment of diverse populations. Dr. Alvarado teaches issues in the assessment and treatment of diverse populations, consultation in diverse settings, clinical interviewing, and clinical supervision. Dr. Alvarado is a therapist in private practice, as well as a professor, and has a particular interest in psychotherapy training and supervision, especially in promoting the integration of cross-cultural awareness (including issues related to power and empowerment) in students' therapeutic work. She has an interest and expertise in community psychology and includes this in her consultation course. In addition, Dr. Alvarado had been a consultant to numerous businesses and civic organizations, including AT&T, Aetna, the National Wildlife Association, and the FAA.

### **Alison August, PhD, PsyD**

The Catholic University of America,  
American School of Professional Psychology  
*Associate Professor*

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

### **Robert Barrett, PhD**

California School of Professional Psychology,  
San Diego  
*Associate Professor, Chair of  
Clinical Psychology Programs*

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

### **Risa Broudy, PhD**

St. John's University, Jamaica, NY  
(Clinical, Child Track)  
*Assistant Professor/Assistant Director of Training*

Dr. Broudy's major interests include child and family therapy, and neuropsychological assessment of children with learning and attention disorders. She is specifically interested in the impact of special needs children on family functioning and dynamics. Dr. Broudy's other research interests are in the area of health psychology, including stress and coping, minority health issues, and the relationship between perceived ethnic discrimination and higher rates of disease and morbidity among ethnic group members. She also works in a group private practice that specializes in addressing the social, emotional, and educational needs of children and adolescents. She is a member of APA.

### **Brenna Chirby, PsyD**

Argosy University/Washington DC,  
American School of Professional Psychology  
*Assistant Professor*

Dr. Chirby's major interests include ethics, mood disorders, trauma, and sport psychology. Dr. Chirby is Director of the Counseling Center that the Department of Clinical Psychology operates for the Art Institute of Washington and also teaches courses in the clinical program. In addition to her supervision and teaching, Dr. Chirby also maintains a private practice for adults and adolescents in Falls Church, VA, does consultation with athletic teams, and serves on the Ethics Committee for Virginia Psychological Association.

### **Giselle A. Hass, PsyD**

Nova Southeastern University  
*Associate Professor*

Dr. Hass's major interests include juvenile and family forensic psychology, trauma and domestic violence, attachment, parent fitness, custody, immigrants and refugees mental health. Dr. Hass teaches personality assessment, integrative assessment, and forensic electives. She has extensive experience and training in forensic assessment of adults, juvenile and family issues. For the past fifteen years she has performed psychological evaluations for the courts of Virginia, Maryland, and District of Columbia, Miami and Texas. She is also interested in research and scholarly activities with these populations; particularly the issues of domestic violence, trauma assessment, attachment and its relation to parental maltreatment and neglect.

### **Anne H. Heflin, PhD**

University of North Carolina, Chapel Hill  
*Associate Professor*

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

### **Kamau R. S. Johnson, PhD**

University of Florida, Gainesville  
*Associate Professor*

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

### **Stephen J. Lally, PhD, ABPP**

University of North Carolina, Chapel Hill  
*Professor*

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

**Alan Nathan, PsyD**

Long Island University, CW Post  
*Assistant Professor*

Dr. Nathan's major interests include relational psychodynamic theory and therapy, integration of current infant research and neurobiological research on the processing of interpersonal experience with relational theory and psychotherapy. He also has a strong research interest in the process of learning to utilize the therapeutic relationship within psychotherapy. Dr. Nathan is currently working on a research project in this area in which several students in the PsyD in Clinical Psychology Program are involved. He developed an advanced relational psychodynamic course and a special interest group for further study in the field. Dr. Nathan teaches adult psychopathology and clinical interviewing. Prior to joining the faculty, Dr. Nathan conducted assessment and psychotherapy with children and adults suffering the impact of interpersonal trauma and abuse. He is a member of APA Division 39/Psychoanalysis and SEPI.

**Denice D. O'Sullivan, PhD**

California School of Professional Psychology  
San Diego  
*Director of Training for the  
Clinical Psychology Programs*

Dr. O'Sullivan's major interests include forensic psychology, clinical training, eating disorders, personality disorders, treatment of multicultural populations, supervision and training of graduate students. Dr. O'Sullivan is the Director of Training and oversees the placement of all clinical psychology students in the practicum and internship training sites. She is a member of APA and ABP.

**Edward N. Shearin, PhD**

University of Washington  
*Associate Professor*

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

**Wendy Schiff, PhD**

University of Miami  
*Assistant Professor*

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

**George Stricker, PhD**

University of Rochester  
*Professor*

Dr. Stricker's major interests include psychotherapy, clinical training, ethics, and research in grandparenting. Dr. Stricker teaches integrative psychotherapy and psychodynamic theory and therapy. Dr. Stricker has been president of the American Psychological Association-Division 12 (1992), the New York State Psychological Association (1973-74), the Society for Personality Assessment (1982-84), and the National Council of Schools and Programs for Professional Psychology (1988-89). His most recent books are *Comprehensive Handbook of Psychotherapy Integration*, *The Scientific Practice of Professional Psychology*, and *Handbook of Quality Management in Behavioral Health*.

**Jennifer J. Veech, MFA**

University of Iowa (Writers' Workshop)  
*Instructor*

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

**Karen Weise**

City College (CUNY)  
*Associate Professor*

Dr. Weise's major interests include psychodynamic theory and psychotherapy, and child/adolescent development and psychopathology. She is particularly interested in children with autistic spectrum disorders and working with very young children and their families with all types of challenges. Dr. Weise has advanced training in child/adolescent psychoanalysis. Dr. Weise works part-time as a senior psychologist at the Reginald S. Lourie Center for infants and young children in Rockville, MD. Dr. Weise shares teaching hours at Argosy University, the Washington Psychoanalytic Institute, and the Washington School of Psychiatry. At Argosy University, Dr. Weise teaches psychodynamic theory and therapy and child and adolescent psychopathology. She is a member of APA (Div. 39), MPA and the ACP (Association of Child Psychoanalysis).

**Ann Jodry Womack, PhD**

Northern Illinois University  
*Associate Professor*

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

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

**Wendy B. Berger, PhD**

California School of  
Professional Psychology, Berkeley  
*Assistant Professor*

Dr. Berger teaches in both the Counseling and Forensic Psychology Departments. Her specialties include research methodology; intergenerational transmission of violence and abuse; post-traumatic stress disorder; and play therapy and assessment. She has a breadth of clinical experience within inpatient, school-based, and community mental health settings. Before beginning teaching full-time at Argosy, Dr. Berger was the sexual assault therapist for Northwest Fairfax County, Victim's Assistance Network. She currently maintains a private practice in Falls Church, Virginia, and Washington D.C.

**William Brown, PsyD**

Florida Tech  
*Associate Professor, Program Chair, Forensic Psychology Program, VPAA*

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

**Wei Chang, EdD**

Columbia University of New York  
*Assistant Professor*

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

**James J. Crist, PhD, CSAC**

University of North Carolina at Chapel Hill  
*Adjunct Faculty*

Dr. Crist is a licensed clinical psychologist as well as a certified substance abuse counselor. He works with a variety of clients and specializes in child and adolescent psychotherapy. Dr. Crist is also the author of *ADHD—A Teenager's Guide* and *Alcoholics and Families—A Guide for Kids*.

**Robert Depczenski, PhD**

American University  
*Dean of Students and Coordinator of Counseling Services*

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

**Janet Fay-Dumaine, PsyD**

Virginia Consortium Program  
in Clinical Psychology  
*Adjunct Faculty*

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

**Amy Muntz Fisch, PhD**

California School of Professional Psychology,  
Fresno  
*Adjunct Faculty*

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

**Joseph A. Grillo, PsyD**

American School of Professional  
Psychology/Virginia  
*Adjunct Faculty*

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

**Ilona Gravers, PsyD**

American School of Professional  
Psychology/Virginia  
*Assistant Professor*

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

**Fred Hecklinger, PhD**

New York University  
*Adjunct Faculty*

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

**Nilda M. Laboy, PsyD**

Caribbean Center for Advanced Studies  
*Adjunct Faculty*

Dr. Laboy completed advanced training in forensic psychology at the University of Virginia Institute of Law, Psychiatry and Public Policy and has advanced certifications in substance abuse and sexual offender treatment. She has worked in inpatient and outpatient settings dealing with mental health, substance abuse, and forensic issues. She has extensive experience working with refugees and immigrants in their efforts to adapt to their new home. In addition to the ASPP-Virginia faculty, Dr. Laboy held an appointment with the Georgetown University Center for Applied Legal Studies from 1997 to 2001. She was in private practice in Vienna and Woodbridge, Virginia until the of Summer 2001, when she relocated to Massachusetts and opened her private practice in the North Shore. She is also practicing as a forensic psychologist with the juvenile and adult courts in Essex and Middlesex Counties, MA, and is serving a three-year term with the Board of Directors of the Massachusetts Psychological Association, where she is also active in the Disaster Response Network and the Education Committee.

**Hugh Marr, LPC, PhD**

University of Maryland  
*Adjunct Faculty*

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

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

**Mukul Bhalla, PhD**

University of Virginia  
*Associate Professor, Program Chair for  
Undergraduate Psychology*

Dr. Bhalla has 13 years of experience in teaching and research with emphasis on cognitive psychology, human development, and gender issues. She has conducted research in the areas of spatial perception, acculturation, and gender. Dr. Bhalla was most recently on the faculty at Loyola University New Orleans and is assuming the role of program chair for the undergraduate psychology program at Argosy University/Washington DC.

**Lee Budahn, MA**

*Nova Southeastern University  
Adjunct Faculty*

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

**Andrea Jensen, MA**

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

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



**ARGOSY UNIVERSITY | WASHINGTON DC**

1550 Wilson Boulevard

Suite 600

Arlington, VA 22209

1.703.526.5800

1.866.703.2777

**1.800.377.0617**

[www.argosyu.edu](http://www.argosyu.edu)