



ARGOSY UNIVERSITY | WASHINGTON DC
Academic Catalog Addendum 2006–2007

Effective September 1, 2006 – August 31, 2007

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

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Accreditation and Programs

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

ARGOSY UNIVERSITY/WASHINGTON DC

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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, 1.800.621.7440, 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, 1.804.225.2600).

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

College of Business and Information Technology

Bachelor of Science (BS)

- Business Administration (Degree Completion Program)

May choose one of three optional concentrations:

Customized Professional Concentration

International Business

Marketing

Master of Business Administration (MBA)

- Business Administration

Must choose one of seven concentrations:

Customized Professional Concentration

Finance

Healthcare Administration

Information Systems Management

International Business

Management

Marketing

Doctor of Business Administration (DBA)

Must choose one of six concentrations:

Accounting

Customized Professional Concentration

Information Systems

International Business

Management

Marketing

Professional Graduate Business Certificate¹

- International Business
- Marketing

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

College of Education and Human Development

Education Specialist (EdS)

- Educational Leadership
- Instructional Leadership

Doctor of Education (EdD)

- Educational Leadership

Must choose a concentration in either:

Higher Education Administration

K–12 Education

- Instructional Leadership

Must choose a concentration in either:

Higher Education

K–12 Education

The 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
- Forensic Psychology
- Professional Counseling

Doctor of Education (EdD)

- Counseling Psychology with an optional concentration in Counselor Education & 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 Certificate¹

- Clinical Psychology

¹ 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.

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

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

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

Exceptions to the Minimum Grade Point Average

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

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.

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)
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After the interview, the Admissions Committee meets to review the applicant in order to render a final decision as to the applicant's acceptance into the master's program. The Admissions Department will notify all applicants of the 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 Professional Development Committee (SPDC). 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)
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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>
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Professional Issues Requirements—2 Credit Hours

Practicum Requirements—Students Are Required to Take the Following

PP6201	Master's Practicum I* (3)
PP6202	Master's Practicum I* (3)

Practicum Requirements—6 Credit Hours

Integrative Paper Requirements—Students Are Required to Take the Following

PP6011	Integrative Paper (1)
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Integrative Paper Requirements—1 Credit Hour

Optional Courses (Year Two)†

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

* *Practicum and corresponding seminar require concurrent enrollment.*

† *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 SPDC for approval and implementation.

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 SPDC.

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 SPDC for further action.

Practicum Description

The goal of the practicum is to correlate students' field experience with attained levels of academic experience. The practicum is focused on assessment, diagnosis, and intervention in keeping with the overall 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 5, "Doctor of Psychology in Clinical Psychology Program" in this addendum). Master's in clinical psychology students are evaluated by the same Student Professional Development Committee and in the same manner as the doctoral students.

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 SPDC.

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† [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* (3) –or– Bases Course† (3)	PP7341	Issues in the Assessment and Treatment of Racially and Ethnically Diverse Populations (3) [summer I] –or– Bases Course† (3) [summer II]
PP7010	Lifespan Development (3)	PP6202	Master's Practicum II (3)		
PP6201	Master's Practicum I (3)	PP6011	Integrative Paper (1)		

* 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.

† 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.

Year Two Options

Option 1: Students accepted for admission to the PsyD in Clinical Psychology program (see section 5, "PsyD in Clinical Psychology Program" for curriculum)

Fall Semester		Spring Semester		Summer Semester	
		PP7201	Statistics and Research Methods II (3)	PP7373	Integrative Assessment* (3) (summer I)

Option 2: Students desiring licensure as a Professional Counselor‡

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

* Only students accepted into the PsyD in Clinical Psychology program may take this course.

† Students accepted into the PsyD in Clinical Psychology program must take this course to go on practicum in the first year.

‡ 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*	PP7365 Clinical Interviewing PP7370 Cognitive Assessment PP7520 Personality Assessment
PC6300 Professional and Ethical Issues*	PP6201 Master's Practicum I (<i>co-requisite</i>)‡
PP6011 Integrative Paper	None (Must have completed 18 credit hours in the program prior to starting Integrative Paper)
PP6201 Master's Practicum I†	Practicum and Practicum Seminar Requirements
PP6202 Master's Practicum II†	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 (<i>co-requisite</i>)‡
PP7370 Cognitive Assessment	Undergraduate Psychological Assessment (<i>co-requisite</i>)‡
PP7373 Integrative Assessment*	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

* Courses not required for completion of degree.

† Practicum and corresponding seminar require concurrent enrollment.

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

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.

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

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 possess the following materials.

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

The application process for admission into the MA in Forensic Psychology program requires the submission of material that will enable the Admissions Department to verify the applicant's academic qualifications for enrollment in the program. 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)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

Exceptions to the Minimum Grade Point Average

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

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 Professional Development 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.

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 Skills I (3)
PC6105	Counseling Skills 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*

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

Elective Requirements—3 Credit Hours

* 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 Requirements—Students Are Required to Take the Following

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

Practicum Requirements—6 Credit Hours

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

Practicum and Practicum Seminar Requirements

The practicum is an essential part of the 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 SPDC issues.

Practicum Prerequisites

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

Course Sequencing for Summer Admits—Year One

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

Summer Semester	Fall Semester	Spring Semester
PC6000 Counseling Theory (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 Skills 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.

COURSE/CREDIT TRANSFER

Students may transfer a maximum of three courses toward the MA in Professional Counseling program. 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 Skills I (3)

PC6105 Counseling Skills 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 an optional concentration in Counselor Education & 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

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

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

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

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

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

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.

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 48 credit hours of coursework and 12 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 Counselor Education & Supervision requires the satisfactory completion of 60 semester credit hours distributed as follows: required courses, 48 credit hours; and dissertation requirements, 12 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.

Core Requirements— Students Choose Six of the Following

C7432	Advanced Individual Counseling (3)
C7433	Advanced Group Counseling (3)
C7440	Marriage and Family Therapy (3)
C7443	Multicultural Issues in Counseling (3)
C7445	Brief Psychotherapies (3)
C7454	Models of Clinical Supervision (3)
C7458	Diagnosis and Treatment Planning (3)
C7460	Techniques of Child and Adolescent Counseling (3)
C7462	Ethics in Practice (3)
C7537	Special Topics in Counseling (3)

Core Requirements—18 Credit Hours

Theory requirements— Students Choose One of the Following

C7434	Cognitive-Behavioral Theories of Counseling (3)
C7435	Existential-Humanistic Theories of Counseling (3)
C7436	Psychodynamic Theories of Counseling (3)

Theory requirements—3 Credit Hours

Research Requirements Required— Students Are Required to Take the Following

R7000	Introduction to Academic Research and Writing (3)
R7031	Methods and Analysis of Quantitative Research (3)
R7035	Qualitative Research Methods (3)
R7036	Program Evaluation Methods (3)

Students Choose One of the Following

R7032	Experimental Research Methods (3)
R7034	Advanced Statistical Methods (3)
R7037	Survey Techniques (3)

Research Requirements—15 Credit Hours

Elective Requirements— Students Choose Three of the Following

C7421	Etiology of Mental Illness (3)
C7439	Dynamics of Marriage and Family Systems (3)
C7451	Theories of Child and Adolescent Counseling (3)
C7455	Addictions Counseling (3)
C7459	Psychopharmacology for Counselors (3)

Elective Requirements—12 Credit Hours

Optional Concentration in Counselor Education & Supervision— Students Are Required to Take the Following

C7452	Professional Development in Counseling (3)
C7453	Clinical Consultation (3)
E7033	Leading and Managing Change in a Diverse Society (3)
C7465	Teaching in Higher Education (3)

Concentration Requirements—12 Credit Hours

Dissertation Requirements— Students Are Required to Take the Following

C7935	Dissertation (1–9)
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Dissertation Requirements—12 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. The purpose of the practicum is to develop and/or refine advanced counseling skills which conceptually link counselor practice to teaching and supervision. The internship may include supervised experiences in clinical settings teaching and supervision. The internship includes most of the activities of a regularly employed professional in the setting. The internship can be allocated at the discretion of the doctoral advisor and student based on experience and training. Students will be given the opportunity to participate in additional supervised practica or internships that are appropriate to their career objectives. During practica and internships, the student must receive weekly and or triadic supervision. This supervision is usually performed by a supervisor with a doctorate in counseling education or related profession. Group supervision is provided on a regular schedule with other students throughout the internship and is usually performed by a program faculty member.

Comprehensive Examination Requirements

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

Dissertation Requirements

Students in the EdD in Counseling Psychology program are required to take a minimum of 12 credit hours of dissertation.

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	Methods and Analysis of Quantitative Research (3)
C7443	Multicultural Issues in Counseling and Supervision (3)	C7440	Marriage and Family Therapy (3)	C7433	Advanced Group Counseling (3)

Year Two

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

Additional skills course topics may be offered.

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

COURSE/CREDIT TRANSFER

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 1, "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

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.

Admission Requirements

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

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

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

Exceptions to the Minimum Grade Point Average

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

Prerequisites for Admission

Argosy University/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)
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After the interview, the Admissions Committee meets to review the applicant in order to render a final decision as to the applicant's acceptance into the PsyD in Clinical Psychology program. The Admissions Department will notify all applicants of the 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

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

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 Professional Development Committee (SPDC). 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* — 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* — 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* — 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* — 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* — Students Are Required to Take the Following

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

Methodology Requirements — 6 Credit Hours

* Indicates core courses.

Professional Issues Requirements*—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

*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)
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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 Rorshach (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.

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.

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)

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).

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 SPDC.

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.

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.

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 ¹ (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* (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 [†] (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]

* Can either be taken during the summer II semester of the first year or the fall semester of the second year.

† 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† (3) [summer II]
PP7370	Cognitive Assessment (4)	PP7520	Personality Assessment (4)	PP7010	Lifespan Development (3) [summer II]
PP7010	Lifespan Development* (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* (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 (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]

* Can be taken during the summer I semester of the first year.

† Can either be taken during the summer II semester of the first year or the fall semester of the second year.

‡ 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*

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 † (3)	PP8202	Practicum II (3)	CRP [summer I]
		PP8502	CRP (1)	

Year Three

Fall Semester		Spring Semester		Summer Semester
PP8041	Integrated 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) [summer I]
PP8203	Practicum III (3)	PP8204	Practicum IV (3)	Elective § (3) [summer I]
PP8502	CRP (1) CCE			

Year Four

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

* 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.

† 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 section 2, "Master of Arts in Clinical Psychology Program" and section 5, "Doctor of Psychology in Clinical Psychology Program" five-year curricula.

‡ Not required for CCE.

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

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

* Indicates core courses.

† 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)
–or–	
PP8610	Play Therapy (3)

Examples of Possible Electives*—

Student Choose at Least Two from the Following

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

Child & Family Psychology Concentration Requirements—9 Credit Hours

* Not all electives are offered each year.

† 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)
Required for Concentration	
PP7343	Delivering Psychological Services to Vulnerable Populations (3)
Examples of Possible Electives*— Student Choose at Least Two from the Following	
PP7047	Diversity Issues in Clinical Health Psychology† (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* (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	Child and Adolescent Psychopathology (3)
PP7365	Diagnostic and Clinical Interviewing Techniques (3)
PP7370	Cognitive Assessment (4)
PP7373	Integrative Assessment (3)
PP7501	Adult Psychopathology (3)
PP7520	Personality Assessment (3)
PP7550	Consultation and Management (3)
PP8620	Forensic Psychology (3)
Required for Concentration	
PP8620	Introduction to Forensic Psychology2 (3)
Examples of Possible Electives†— Student Choose at Least Two from the Following	
FP6901	Sex Offender Evaluation and Treatment [Virginia Certification] (3)
PP8170	Juvenile/Child Forensic Psychology† (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)
Required for Concentration	
PP8645	Introduction to Neuropsychology (3) —or—
PP8665	Medical Psychology (3)
Examples of Possible Electives*— Student Choose at Least Two from the Following	
PP8450	Advanced Child Neuropsychology† (3)
PP8646	Introduction to Neuropsychological Assessment I (3)
PP8605	Issues in Pediatric Psychology† (3)
PP8715	Geropsychology† (3)
PP8721	Neuropsychological Assessment II (3)

Health & Neuropsychology Concentration Requirements—9 Credit Hours

* Not all electives are offered each year.

† Course applies to more than one concentration.

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

POSTDOCTORAL RESPECIALIZATION CERTIFICATE IN CLINICAL PSYCHOLOGY

Program 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 in Clinical Psychology 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 in Clinical Psychology 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.

**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.

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, 2006. Argosy University reserves the right to add or change any of the fees or charges listed below at any time without prior written notice.

TUITION

Business Programs	Cost Per Semester Credit Hour
Bachelor of Science (BS) in Business Administration Degree Completion Program	\$ 425.00
Master of Business Administration (MBA) Program	525.00
Doctor of Business Administration (DBA) Program	750.00
Education Programs	
Education Specialist (EdS) in Educational Leadership Program	750.00
Education Specialist (EdS) in Instructional Leadership Program	750.00
Doctor of Education (EdD) in Educational Leadership Program	750.00
Doctor of Education (EdD) in Instructional Leadership Program	750.00
Psychology Programs	
Bachelor of Arts (BA) in Psychology Degree Completion Program	425.00
Master of Arts (MA) in Clinical Psychology Program	850.00
Master of Arts (MA) in Forensic Psychology Program	525.00
Master of Arts (MA) in Professional Counseling Program	525.00
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	850.00

TRAINING AND PROGRAM-RELATED FEES

Psychology Program Fees	Cost Per Semester
Internship Fee (per semester)	\$ 850.00
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 ¹	50.00
Course Add/Drop Fee ²	50.00
Graduation Fee ³	150.00
Installment Plan Fee (per semester)	35.00
Late Registration Fee	50.00
Late Payment Fee	25.00
Library Fee (per semester)	125.00
Returned Check Fee	35.00
Security Card Replacement Fee	20.00
Student Activity Fee (annual) ⁴	21.00
Technology Fee (per credit)	10.00
Transcript Fee	No Charge
Express Transcript Fee ⁵	20.00

¹ Non-refundable, except in California.

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

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

⁴ Students enrolled in no greater than 1 credit hour each semester are exempt from the Student Activity Fee.

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

Faculty Descriptions

CORE FACULTY

*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.

Michael Anderson, PhD

George Mason University
Assistant Professor

Dr. Anderson has been an adjunct instructor in the clinical psychology programs for the last four years, and joined the clinical psychology programs as full-time faculty member during the spring 2006 semester. He earned a PhD in Physiological Psychology and an MA in Experimental Neuropsychology at George Mason University. He also completed an Advanced Alcohol and Drug Studies Program at Rutgers University. Dr. Anderson maintains an active research program investigating the genetics and neurochemistry underlying alcoholism and depression. He teaches physiological psychology, history and systems and assessment and treatment of substance use disorders.

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 of brain functioning. She is a member of APA, NAN, and SEPI.

Nahid Aziz, PsyD

Alliant International University
Assistant Professor/Assistant Director of Training

Dr. Aziz has taught at the Argosy University/Orange County campus, California for the past four years. She teaches as adjunct instructor for the BA Psychology degree completion program and currently she is sharing teaching hours with the counseling and clinical psychology programs. Dr. Aziz is also a consultant to SAMHSA, a division of the U.S. Department of Health working in a task force on the National Mental Health plan for the Afghanistan's Ministry of Public Health. Dr. Aziz specializes in multicultural issues in clinical psychology and has conducted extensive research on schizophrenia and bipolar disorder. She teaches child and adolescent psychopathology and issues in assessment and treatment of racially and ethnically diverse populations.

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 complementary medicine. He also has a psychotherapy private practice.

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.

Linda Fama, PhD

University at Albany (State University
of New York)
Assistant Professor

Dr. Fama has been an adjunct instructor in the clinical psychology programs, and she joined the program as full-time faculty member during the fall 2005 semester. Her specialties are cognitive-behavioral treatment of anxiety disorders and mood disorders, clinical supervision and training, and psychological and cognitive assessment. She teaches clinical interviewing, cognitive behavioral theory and therapy, and integrative assessment.

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 ACPA.

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.



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