

# Argosy University/Twin Cities

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*Academic Catalog Addendum 2004–2005*



*Effective September 1, 2004–August 31, 2005*



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# Accreditation and Programs

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## **ARGOSY UNIVERSITY/TWIN CITIES**

1515 Central Parkway  
Eagan, MN 55121  
1.651.846.2882 1.888.844.2004  
FAX: 1.651.994.7956  
www.argosyu.edu

## **INSTITUTIONAL ACCREDITATION**

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

## **STATE LICENSING**

Argosy University/Twin Cities is registered with the Minnesota Higher Education Services Office (1450 Energy Park Drive, Suite 350, St. Paul, MN 55108, 1.651.642.0533). Registration is not an endorsement of the institution. Registration does not mean that credits earned at the institution can be transferred to other institutions or that the quality of the educational programs would meet the standards of every student, educational institution, or employer.

## **PROGRAMMATIC ACCREDITATION**

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

The Associate of Science in Dental Hygiene Degree Program is accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by United States Department of Education. The Commission on Dental Accreditation can be contacted at 1.312.440.4653 or at 211 East Chicago Avenue, Chicago, IL 60611.

The Associate of Applied Science in Veterinary Technology Degree Program is accredited through the Council on Education of the American Veterinary Medical Association (1931 North Meacham Road, Suite 100, Schaumburg, IL 60173, 1.847.925.8070).

The Associate of Applied Science in Medical Assisting Degree Program is accredited by the Commission on Accreditation of Allied Health Education Programs on recommendation of the Committee on Accreditation for Medical Assistant Education (35 East Wacker Drive, Suite 1970; Chicago, IL 60601-2208, 1.312.553.9355).

The Associate of Applied Science in Diagnostic Medical Sonography Degree Program is accredited by the Commission on Accreditation of Allied Health Education Programs on recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (35 East Wacker Drive, Suite 1970, Chicago, IL 60601-2208, 1.312.553.9355).

The Associate of Applied Science in Radiologic Technology Degree Program is accredited by the Joint Review Committee on Education in Radiologic Technology (20 North Wacker Drive, Suite 900, Chicago, IL 60606, 1.312.704.5300).

The Associate of Science in Radiation Therapy Degree Program is accredited by the Joint Review Committee on Education in Radiologic Technology (20 North Wacker Drive, Suite 900, Chicago, IL 60606, 1.312.704.5300).

The Associate of Applied Science in Histotechnology Degree Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (8410 West Bryn Mawr, Suite 670, Chicago, IL 60631, 1.773.714.8880).

The Associate of Science in Medical Laboratory Technology Degree Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (8410 West Bryn Mawr, Suite 670, Chicago, IL 60631, 1.773.714.8880).

**ARGOSY UNIVERSITY/TWIN CITIES PROGRAMS**  
**The College of Business and Information Technology**

*Bachelor of Science (B.S.)*

- Business Administration (Degree Completion Program)  
*May choose an optional concentration in:*  
Healthcare Management
- Organizational Management (Degree Completion Program)

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

- Business Administration  
*Must choose one of nine concentrations:*  
Accounting  
Finance  
Healthcare Administration  
Human Resources  
Information Technology  
International Business  
Leadership  
Marketing  
Public Administration

*Doctor of Business Administration (D.B.A.)*  
*(Executive Doctor of Business Administration delivery format available.)*

- Accounting
- Information Systems
- International Business
- Management
- Marketing

**The College of Education and Human Development**

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

- Curriculum & Instruction  
*Must choose a concentration in either:*  
Higher Education  
K–12 Education

- Educational Leadership

*Education Specialist (Ed.S.)*

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

*Doctor of Education (Ed.D.)*

- Curriculum & Instruction  
*Must choose a concentration in either:*  
Higher Education  
K–12 Education
- Educational Leadership  
*Must choose a concentration in either:*  
Higher Education Administration  
K–12 Education

## **The College of Health Sciences**

### *Associate of Applied Science (A.A.S.)*

- Diagnostic Medical Sonography
- Histotechnology
- Medical Assisting
- Radiologic Technology
- Veterinary Technology

### *Associate of Science (A.S.)*

- Dental Hygiene
- Medical Laboratory Technology
- Radiation Therapy

## **The Minnesota School of Professional Psychology**

### *Bachelor of Arts (B.A.)*

- Psychology (Degree Completion Program)  
*May choose an optional concentration in either:*  
Organizational Psychology  
Substance Abuse

### *Master of Arts (M.A.)*

- Clinical Psychology
- Marriage & Family Therapy  
*May choose an optional concentration in:*  
Forensic Counseling
- Mental Health Counseling

### *Doctor of Psychology (Psy.D.)*

- Clinical Psychology  
*May choose one of five optional concentrations:*  
Child & Adolescent Psychology  
Forensic Psychology  
Health Psychology  
Marriage/Couples & Family Therapy  
Neuropsychology

# The Minnesota School of Professional Psychology

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

# Master of Arts in Clinical Psychology Program

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## PROGRAM OVERVIEW

The Master of Arts (M.A.) in Clinical Psychology Program offered at the Minnesota School of Professional Psychology (MSPP) at Argosy University/Twin Cities is designed to meet the needs of both those students seeking a terminal degree at the master's level and those planning to pursue a doctoral degree. The master's degree provides students a strong clinical orientation with an emphasis in the competency of psychological assessment.

The M.A. in Clinical Psychology Program offers several unique advantages to those individuals who hope to subsequently pursue a doctoral degree. Although admission to the master's program or completion of the master's degree does not guarantee admission to the Doctor of Psychology (Psy.D.) in Clinical Psychology Program at MSPP, master's degree students are invited to apply for admission to the Psy.D. program after one year of full-time coursework. If admitted to the doctoral program, all master's-level coursework taken at MSPP will apply toward MSPP's Psy.D. in Clinical Psychology Program.

## ADMISSIONS REQUIREMENTS

The Admissions Department assists prospective students with completing an application. Individuals interested in information about MSPP, its programs, and the application process are invited to contact the Admissions Department.

To apply for admissions, the applicant must submit materials that will enable the Admissions Department to verify the applicant's academic qualifications to enroll at a graduate, professional school. Because the Admissions Committee also considers qualities essential to becoming an effective mental health professional, material is required which will help to determine an individual's personal integrity, maturity, interpersonal skills and ability to communicate.

Individuals interested in applying for entry into the doctor of clinical psychology degree program must submit the following materials:

- Successful completion of foundation courses in psychology
- Completed Application for Admission Form
- Application fee (non-refundable except in California).
- Personal statement with a self-appraisal of qualifications for the profession.
- Current résumé or curriculum vitae.
- Three completed Applicant Recommendation Forms.
- All official postsecondary transcripts.
- Recent test scores from either the Graduate Record Examination or the Miller's Analogies Test.
- TOEFL® score of 213/550 (international applicants)
- Transcript equivalence evaluation (international applicants).

After reviewing each applicant's qualifications, the Admissions Department will notify applicants if they are invited for a personal interview with a faculty member.

The Admissions Department will notify all applicants in writing of the Admissions Committee's decision. Accepted applicants are required to remit a non-refundable \$500 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.

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

Applicants are expected to have a minimum grade point average (GPA) of 3.0 (on a scale of 4.0), or the equivalent, for the following:

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

The MSPP does not offer provisional acceptance to M.A. in Clinical Psychology students.

### *Application Deadlines*

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

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#### **Application Deadlines for Fall Admission**

January 15	Priority deadline (interviews conducted in February/March; final notification by April 1), according to a rolling admissions process
May 15	Deadline

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#### **Application Deadline for Spring Admission**

October 15	Deadline (interviews conducted in early November; final notification mid-November)
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Based on availability, applications will be accepted and reviewed after the stated deadlines.

MSPP follows a standard policy of not discussing committee decisions regarding an applicant's file. The decisions of the Admissions Committee are final and are not subject to appeal. Applicants who are denied admission are advised to wait at least one year before re-applying.

### **Deferral Policy**

An accepted applicant may petition to defer admission for up to one year from the date of the entering class for which the student was admitted. A student must send a non-refundable deposit with a letter requesting deferment to the Admissions Department by the deadline date given in the acceptance letter. The deposit is credited toward the student's first tuition payment.

## **ENROLLMENT REQUIREMENTS**

15 credit hours of undergraduate courses, at least 3 of which must be earned in statistics, are required and must be completed prior to enrolling in the clinical psychology program. This coursework serves as a foundation for graduate courses at MSPP. Any graduate course used to fulfill the foundation course requirements may not also be used to transfer graduate course credits in the MSPP clinical psychology program.

The undergraduate foundation courses must be completed before the student formally begins a graduate program in clinical psychology at MSPP. It is the student's responsibility to provide an updated transcript to document the fulfillment of the foundation course requirements.

### **Academic Standards and Student Evaluation**

Students in the M.A. in Clinical Psychology Program are in training to fill the professional role of a licensed psychologist. As such, their performance and competence will be evaluated across a number of dimensions. In addition to performance on traditional academic tasks and requirements, the student's cognitive, emotional, psychological and interpersonal functioning and development will be reviewed and evaluated. Students are also required to conform to ethical standards which govern the behavior of professional psychologists.

### **Competency Model**

The M.A. in Clinical Psychology Program of the Minnesota School of Professional Psychology has adopted the competency based model developed by the National Council of Schools of Professional Psychology (NCSPP) as the basis for its training model. Specifically, the NCSPP model provides for the development of competency in the areas of relationship and interpersonal functioning, assessment, intervention, research and evaluation, consultation and supervision, and diversity. These competencies are described more completely in documents published by NCSPP and in the documents submitted to the APA Committee on Accreditation in support of the application for APA accreditation by the doctoral program in Clinical Psychology.

### **Satisfactory Academic Progress**

General academic standards are described in the *Argosy University Academic Catalog*. Academic performance and competence is assessed and evaluated by successful completion of coursework and by successful completion of specific requirements like the Comprehensive Examination and the Clinical Research Project.

Students in the clinical psychology program must maintain a cumulative GPA of 3.0 or higher. Student's whose cumulative GPA falls below a 3.0 will be referred to the student evaluation committee and placed on academic probation. Students who receive a grade of "F" or a second grade below a "B-" will be referred to the student evaluation committee and may be placed on academic probation. Students who receive a second grade of "F," two or more grades below a "B-" in the same semester, or a third grade below a "B-" will be dismissed from the program.

Full time students must complete the program within five years after matriculation, with the practicum completed by the end of the third year. The continuous registration policy will be enforced for all students who have completed all coursework except for the Integrative Paper. Such students must be continuously enrolled for 1 credit hour of Integrative Paper until the paper has been successfully completed and a grade has been submitted.

Extensions allowing enrollment beyond the five year limit may only be granted by the program chair. Such extensions will only be granted under extenuating circumstances to allow completion of all degree requirements within a short period of time.

### **Interpersonal Functioning and Relationship Competence**

The faculty of the M.A. in Clinical Psychology Program have adopted the following statement of expectations regarding student performance in non-academic areas developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC). This statement specifies non-academic areas of student behavior and functioning which will be reviewed and evaluated by the faculty.

*Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know—prior to program entry, and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to:*

- *Establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice)*
- *Ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner.*

*Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.*

*As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient:*

- *Interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)*

- *Self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)*
- *Openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning)*
- *Resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).*
- *Information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary)*
- *More than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings)*
- *Opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee.*

*This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practicum, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably:*

- *Impacts the performance, development, or functioning of the student-trainee*
- *Raises questions of an ethical nature*
- *Represents a risk to public safety*
- *Damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.*

*Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program's evaluation processes and content should typically include:*

- *Information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable)*

*Finally, the criteria, methods, and processes through which student-trainees will be evaluated should be clearly specified in a program's handbook, which should also include information regarding due process policies and procedures (e.g., including, but not limited to, review of a program's evaluation processes and decisions).*

The preceding statement was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) (<http://www.apa.org/ed/graduate/cctc.html>) and approved by the CCTC on March 25, 2004.

### **Ethical Standards**

Students in the M.A. in Clinical Psychology Program are expected to adhere to the currently approved version of the Ethical Principles of Psychologists and Code of Conduct developed by the American Psychological Association. Students should note that graduate school is considered a work related activity with respect to the ethical standards 3.01 through 3.03 regarding nondiscrimination, sexual harassment, and other harassment.

### **Student Evaluation Committee**

As outlined in the *Argosy University Academic Catalog*, students who experience difficulties in any of the areas described above may be referred to the Clinical Psychology Department's Student Evaluation Committee or to the Student Conduct Committee of MSPP. A description of the Student Evaluation Committee Policies and Procedures is available for student review, and is automatically sent to students referred to the committee.

### **GRADUATION REQUIREMENTS**

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

- 46 credit hours which must be completed by the end of the fifth year of matriculation. The total hours must include:
  - 39 credit hours of required courses.
  - 6 credit hours (one year) of practicum and practicum seminar.
  - 1 credit hour of an Integrative Paper (information about the Integrative Paper is available from the program chair of the M.A. in Clinical Psychology Program).
- A GPA of at least 3.0 (on a scale of 4.0) .
- Completion of the Clinical Competency Examination (CEC).
- Submission of Petition to Graduate Form.

### **PROGRAM REQUIREMENTS**

Core clinical courses must be completed with a grade of "B-" or above. Students receiving a grade of "C" or above may continue forward in sequenced courses if applicable. However, students must repeat the course in which they received a grade below a "B-." There are nine courses designated as core clinical courses. These courses are indicated in the list of required courses which follows.

### **Prerequisite Course Requirements**

Student progress through the clinical psychology program at the Minnesota School of Professional Psychology is intended to be sequential. Certain courses are offered to first year students, which provide a theoretical and practical foundation for courses that will follow in subsequent years. In addition, certain advanced courses require the student to have the background of more basic courses in order to benefit fully from the course experience. Students must satisfy all stated prerequisites for a course before a registration for that course can be considered official. The *Registration Bulletin* distributed each semester contains the prerequisites for any given course.

In addition to specific course prerequisites, certain courses are required before certain program requirements can be undertaken. Students should carefully note the courses which are required for practicum and for the comprehensive examination. Students should not expect that exceptions will be made to these prerequisite requirements. Prerequisites for practicum are listed in the following section. Specific recommendations for course sequencing in the M.A. in Clinical Psychology Program can be found in the *Advising Packet*.

### **Course Requirements**

The M.A. in Clinical Psychology Program requires the satisfactory completion of 46 semester credit hours distributed as follows. All courses are for 3 semester credit hours unless otherwise indicated.

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


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PP3771	Objective Personality Assessment <sup>1,2</sup> (3)
PP6300	Professional Issues: Ethics, Conduct, and Law <sup>1,2</sup> (3)
PP7000	History and Systems (3)
PP7010	Lifespan Development <sup>2</sup> (3)
PP7040	Cognition and Affect (3)
PP7050	Physiological Psychology (3)
PP7300	Psychopathology I <sup>1,2</sup> (3)
PP7301	Psychopathology II <sup>1,2</sup> (3)
PP7340	Assessment and Treatment of Diverse Populations (3)
PP7370	Cognitive Assessment <sup>1,2</sup> (3)
PP7372	Projective Personality Assessment <sup>1,2</sup> (3)
PP8020	Experiential Theory and Therapy <sup>1</sup> (3)
PP8010	Cognitive Behavioral Theory and Therapy <sup>1</sup> (3)
–or–	
PP8030	Psychodynamic Theory and Therapy <sup>1</sup> (3)
PP5300	M.A. Integrative Paper (1)

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Course Requirements—40 Credit Hours

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


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PP7110	Professionalization Group I <sup>2</sup> (0)
PP7111	Professionalization Group II <sup>2</sup> (0)

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Professionalization Group Requirements—0 Credit Hours

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


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PP6400	Practicum I—Assessment (3)
PP6401	Practicum II—Assessment (3)

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Practicum and Practicum Seminar Requirements—  
6 Credit Hours

**Writing Assessment and Remediation Requirements**

The ability to communicate clearly, effectively and professionally in writing is essential for the competent practice of clinical psychology. In order to ensure that students possess adequate writing skills, all entering students are required to participate in an assessment of writing skills. If the assessment indicates deficiencies in writing skills, remediation will be required. Remediation may include taking one or more writing courses, and/or working with a writing mentor or professor. Required remedial writing courses will not count toward graduation requirements. More detailed information about the writing program is provided in the Writing Program Procedures which is distributed to student prior to their entry in the program.

**Professionalization Group Requirements**

The Professionalization Group is a required experience for first-year students. The Professionalization Group meets once a week for an hour during the first two semesters the student is in the program. The Professionalization Group is designed to provide:

- An orientation to the master's in clinical psychology program at Argosy University/Twin Cities.
- An orientation to the profession of psychology.
- The opportunity to get to know other first-year students.

Professionalization Groups are led by a core faculty, who will provide a syllabus for the class. The Professionalization Group leader is automatically assigned as the academic advisor for entering students. See the section on advising policies and procedures for a more complete description of the advising process.

**Clinical Competency Evaluation (CCE) Requirements**

The CCE constitutes a series of competency based competency-based checkpoints designed to evaluate the student's mastery of major clinical assessment skills. This evaluation takes place at designated times prior to the student becoming eligible for internship. The CCE requirements monitor the growth of the student's acquisition of clinical skills. Demonstration of competency at each CCE task is a pre-requisite for advancing to the next level of training.

<sup>1</sup> Core clinical course.

<sup>2</sup> Required for Practicum I and II.

Specific CCE checkpoints are built into the curriculum as requirements for the practicum seminars.

### *CCE Checkpoint and Competencies*

#### **Assessment Practicum Checkpoint**

*Competencies:* Assessment integration and report writing, oral case presentation, diagnostic interviewing, application of ethical principles and issues in assessment, critical self self-evaluation.

### *Grading*

Practicum seminar leaders will distribute material about how to complete the assessment CCE tasks and the criteria for passage. Students work with their seminar leaders and re-submit CCE material until mastery is achieved. Seminar leaders refer students who are unable to achieve mastery to the training director for remediation. Each CCE task must be completed before advancing to the next level of training.

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

Completion of a practicum focusing on assessment must be completed for the M.A. in Clinical Psychology Program. This practicum must meet each of the following requirements:

- The practicum must include 600 hours of documented clinical experience.
- Students will spend approximately 20 hours per week on practicum duties.
- The practicum must extend over a minimum period of 9 months.
- Students must attend a practicum seminar during the Fall and Spring Semesters. Practicum seminars meet weekly while classes are in session.
- Students must enroll for the 3-credit hour courses Practicum I and II while in the Assessment Practicum.

MSPP maintains a wide variety of clinical field sites, meeting the interests and needs of the students and the availability of training sites. Most practicum begin in September and end in May, although some sites may require work during the summer as well as throughout the academic year. Each practicum takes place in a single agency, and the student changes agencies from the assessment practicum to the therapy practicum. A practicum may not be done in a student's place of employment. The training department places students with extensive clinical backgrounds in practicum sites where they have not had previous clinical experience. All students on practicum are covered by professional liability insurance purchased through the school. This coverage is mandatory, even if the student is otherwise insured

All practicum sites must be approved by director of Practicum Training, and students must work through the Training Department throughout the practicum process. The Training Department will provide students with a list of potential practicum sites to which they may apply. However, students must be accepted by the site for training at that site. Argosy University does not guarantee practicum placement. Most practicum sites are located in the Twin Cities Metropolitan area, however in some cases the student may need to travel outside of the Twin Cities metropolitan area to obtain practicum training.

### *Eligibility for Practicum*

All students entering the practicum application process must be in good academic standing. Students should carefully plan to complete all required courses before the beginning of practicum. Exceptions to prerequisites for the practicum are rarely considered, and must be approved by the director of Practicum Training. Students must have been enrolled as a matriculated student at MSPP for a minimum of two semesters before beginning a practicum. Course prerequisites for practicum are indicated on the list of course requirements elsewhere in this addendum.

Students will not be allowed to apply for practicum if there is concern about their ability to function competently and professionally at the training site. Students who are on academic probation are not permitted to apply for practicum. Exceptions to this policy may be granted by the director of Practicum Training. Students who have received a grade below a “B-” in prerequisite core clinical courses may not begin practicum until the course(s) have been retaken and a satisfactory grade has been earned. The departmental Student Evaluation Committee may stipulate that a student delay application for practicum as part of an overall remediation plan for the student.

#### *Practicum Training Sites*

The MSPP list of approved practicum sites includes a wide variety of training locations: mental health centers, psychiatric hospitals, schools, college counseling centers, outpatient clinics, treatment centers for the developmentally disabled, chemical dependency treatment programs, plus a variety of specialized programs, such as eating disorders programs, pain programs, and rehabilitation centers. If a student is interested in a clinical area not on the list of approved sites, the Training Department will attempt to develop such a site. The Training Department welcomes student and faculty input on the development of practicum sites.

Students are expected to receive at least two hours of supervision per week. These supervisory hours should be regularly scheduled and continue throughout the training year. MSPP has no financial obligation with its training sites. The student, MSPP, and the training site enter into a relationship in which the student delivers service in exchange for clinical supervision.

Once a student has accepted a practicum site, the site supervisor, student, and associate director of training will complete the Practicum Assignment Agreement. By accepting a practicum site, a student makes a professional and ethical commitment to a site; students must conduct themselves accordingly.

#### *Practicum Application Process*

Detailed procedures for the practicum application process are provided in the Practicum Policies and Procedures handouts which are distributed to students as they begin the application process.

Students are matched to practicum sites through a process of mutual selection. Students give the Training Department up to six sites that they believe match their training interests. The Training Department reviews each student’s selections and weighs these selections with the student’s training needs and site availability. The Training Department then assigns each student three or four sites to which to apply. Students are expected to apply to all sites assigned; failure to do so may result in the student’s not being placed for the practicum.

Students may only apply to practicum sites assigned by the Training Department. Practicum site supervisors expect that applicants have been referred to them by the Training Department and that all clinical training is coordinated through the school. Students who do not follow these guidelines can expect disciplinary action.

Practicum sites vary considerably in how and when they interview and select students. MSPP students, as well as students from other graduate programs, compete for practicum sites. Students should apply, conduct interviews, and accept/decline practicum positions with the utmost professionalism.

When students receive an offer, they may ask that site supervisor for a reasonable period of time to complete interviewing at other sites; reasonable means several days to two weeks. Once a student accepts an offer, that acceptance is binding. The student should then notify other sites of his or her withdrawal from candidacy and thank them for their consideration.

Students should inform the Training Department immediately after accepting a practicum site and complete the Practicum Assignment Agreement. This form identifies the student, the site, the supervisor, and the days and times the student will be on site. The student is responsible for completing this form and returning it to the Training Department.

### *Practicum Seminar Requirements*

All practicum students are required to attend a practicum seminar. This seminar is a tuition-free, “No-Credit,” one and a quarter hour meeting, occurring weekly during the Fall and Spring Semesters (September through mid-April). Attendance at the practicum seminar is required.

Students regularly present tapes and diagnostic reports in order to reach the competency necessary to pass the diagnostic interviewing and case formulation section of the Clinical Competency Examination (CCE).

### *Assessment Practicum Requirements*

The Assessment Practicum teaches students clinical assessment techniques and diagnostic formulation, so that appropriate clinical services can be recommended. By the end of the practicum, students are expected to be able to demonstrate the necessary psychological knowledge base, the basic clinical assessment skills, and the appropriate professional attitudes necessary to perform effective diagnostic interviewing and assessment. The practicum supervisor evaluates the student’s progress on these criterion areas of competency.

Practicum sites vary in the kinds of interviews conducted, psychological tests administered, and populations served. However, all students in the assessment practicum are expected to gain experience in interviewing, psychological testing, and psychological report writing. Students should complete a minimum of 12 comprehensive written psychological reports over the course of the practicum.

### *Optional First-Year Practicum Requirements*

There are opportunities to gain practicum hours before your required assessment practicum. This may be done during the student’s first year at MSPP. There are first-year practicum sites that have been approved by the Training Department. Students who have not had much experience in psychology are highly encouraged to do a first-year practicum.

- The practicum must be done in consultation with the Training Department.

- The first year practicum student is required to have malpractice insurance, which is included when the student registers for the 1 credit hour each semester. Students will be charged tuition commensurate with the number of credit hours plus an administrative fee to cover costs, which include the MSPP malpractice insurance.
- A Practicum Assignment Agreement is required and must be on file at MSPP prior to starting the practicum. Progress will be evaluated each semester. The student will also evaluate the practicum site each semester.
- An MSPP seminar is not required for first year practicum but the student must meet a designated faculty member once a month. The supervision of the practicum will be done by the site supervisor.

### *Evaluation of Student Progress in Practicum*

Student performance in the practicum is assessed in basic areas of clinical functioning, including:

- Theoretical knowledge base
- Clinical skills
- Professional/ethical attitudes and behavior.

Performance at the practicum site is evaluated each semester by the assigned Practicum Site Supervisor. Performance in the practicum seminar is evaluated each semester by the seminar leader. These evaluations must be completed using the approved forms, and will review both strengths and weaknesses.

If students are having practicum problems, they should consult with the seminar leader or the Training Department. Practicum supervisors are also encouraged to immediately contact the Training Department with any concerns about their student.

All practicum are graded on a “Credit” (CR) or “No Credit” (NC) basis. Students are initially assigned a grade of “Progressing” (PR) for their practicum work each semester. The final grade of “CR” or “NC” is assigned by the director of Practicum Training when all documentation in support of the student’s practicum experience (assessment or therapy) has been received and reviewed. Required documentation includes:

- Practicum Supervisor evaluations
- Faculty seminar leader evaluations
- CCE evaluations completed by the faculty seminar leader.

Unsatisfactory ratings on any of these evaluations may be grounds for granting a grade of “NC” for the practicum. Students may not receive partial credit for a practicum. If a student receives a grade of “NC” for a practicum the entire practicum must be repeated.

### **Advisor Assignment**

#### *First-Year Students*

The professionalization group leader serves as advisor for all first-year students in the program.

#### *Second-Year Students*

##### Option One

Anytime after the first year, the student may choose an advisor from among the faculty. This individual will remain the student’s advisor until changed by the student, or until the student completes his/her internship. Both the student and the faculty member must agree to this advising relationship, and either can terminate the relationship at any time.

##### Option Two (Default Procedure)

If the student has not designated an advisor when he or she starts the Assessment Practicum, the Assessment Practicum seminar leader will assume advising duties.

### **COURSE/CREDIT TRANSFER POLICIES**

#### **Transfer of Credits to the M.A. in Clinical Psychology Program from Other Programs**

General guidelines for transfer of credits are outlined in the *Argosy University Academic Catalog*.

All requests for course transfer must be approved by the designated clinical psychology faculty or the program chair. Transfer courses which will be used to waive specific course requirements in the clinical psychology programs must be reviewed and approved by designated program faculty responsible for that course. To be used as a waiver, the content of the course being transferred must be equivalent to the content of the required course being waived. It is the

student’s responsibility to provide documentation in the form of course descriptions, syllabi, exams, and/or assignments to support the waiver request. Courses which are not used to waive required courses and do not duplicate coursework taken in the program may be transferred as electives.

All transfer requests must be submitted during the first academic year of the student’s enrollment.

Professionalization Groups and Diagnostic and Therapy practicum may not be transferred. Courses the content of which duplicates required courses in the clinical psychology curriculum will not be transferred.

Students who would like to submit a course for transfer review should notify the Student Services Department and submit the appropriate transfer request form.

#### **Student at Large Status**

Non-matriculated students (student-at-large or SAL) may register for classes in the clinical psychology programs as specified in the *Argosy University Academic Catalog*. Student-at-large registration for courses in the clinical psychology program is also subject to the following program specific conditions.

Students may take no more than four courses as a student-at-large (SAL) prior to matriculation in the Psy.D. or M.A. in Clinical Psychology Programs at MSPP. Any exceptions to this policy must be approved by the program chair.

Courses in the first year assessment sequence may not be taken as a SAL. Exceptions to this policy must be approved by the program chair.

Grades for courses taken as a SAL will be treated the same as grades received for courses taken as a matriculated student. This means that upon admission, SAL grades will be counted as part of the student’s GPA, and that grades of “C” or below received as an SAL will count toward academic probation.

# Master of Arts in Marriage and Family Therapy Program

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## **PROGRAM OVERVIEW**

The Master of Arts (M.A.) in Marriage and Family Therapy Program has been designed to educate and train students to function effectively as Marriage and Family Therapists. Argosy University/Twin Cities provides its students an educational program with all the necessary theoretical and practical elements that will facilitate development as effective members of a mental health team. The program introduces and exposes students to skills that integrate individual and relational theoretical foundations of therapy into appropriate client interaction and intervention skills.

## **Program Formats**

### *Weekend Format*

Each course meets on two weekends separated by three to four weeks, with the exception of the practicum seminar (weekday classes, usually 4–6 p.m. or 6–8 p.m.). Class meetings are scheduled on Fridays (6–9 p.m.), Saturdays (9 a.m.–6 p.m.), and Sundays (9 a.m.–5 p.m.). The Professionalization Group meets 4–6 p.m. before every class in the student's first year. Students receive materials and assignments for a course approximately three weeks prior to the first class meeting.

This course format allows students to complete the program requirements within two to three years (Fall starts only), while continuing existing work, family and other obligations. A total of 40 contact hours are required for each course. Full time enrollment is six credit hours per semester; half-time enrollment is three to five credit hours per semester. Students register for two courses each semester throughout the program, not including the Professionalization Groups or practicum seminars.

### *Traditional Format*

Students take two classes each semester, not including the Professionalization Groups (one hour each week for the first year) or practicum seminars (weekday classes usually 4–6 p.m. or 6–8 p.m.). Each class meets once a week for three hours. The traditional format is offered when student enrollment is sufficient.

## **Eligibility for Licensure**

Graduation from the M.A. in Marriage and Family Therapy Program meets the educational requirements for licensure as Marriage and Family Therapist in the state of Minnesota. To meet the requirements for full licensure:

- The graduate must pass the national exam (can be taken at any time upon meeting the requirements for graduation and registering with the State Board of Marriage and Family Therapy)
- Complete one thousand hours of post-graduate, direct client contact (five-hundred hours must be with couples and families)
- Receive two hundred hours of supervision during the direct client contact experience (supervisor must be approved by the State Board of Marriage and Family Therapy)
- Pass an oral exam administered by the State Board of Marriage and Family Therapy.

Postgraduate requirements necessitate a minimum of two years postgraduation. The Minnesota State Board of Marriage and Family Therapy can provide more specifics and apprise the graduate of any changes to these requirements.

## **MARRIAGE AND FAMILY THERAPIST TRAINING OVERVIEW**

Practical training is the supervised out-of-class contact of students under supervision in a mental health delivery setting. Through this contact, students apply their theoretical knowledge, implement counseling techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a professional therapist. By the end of training, graduate students possess effective intervention skills and are able to practice in a highly ethical manner.

## **ADMISSIONS REQUIREMENTS**

Applicants to the Marriage and Family Therapy program must submit the following materials by the application deadline:

- Completed Application for Admission Form.
- Application fee (non-refundable except in California).
- Personal statement (two–four typed pages)
- Current résumé
- Three completed Applicant Recommendation Forms
- All official post-secondary transcripts
- TOEFL® Scores (required of all international applicants).
- Transcript equivalency evaluation (international applicants).

All application materials should be sent directly to the Graduate Admissions Department at Argosy University/Twin Cities. Once all supporting documents have been received, the Graduate Admissions Committee will review the application. Candidates may be required to submit additional information or interview with the faculty of the M.A. in Marriage and Family Therapy Program.

The graduate Admissions Department will notify all applicants in writing of the Admissions Committee's decision after it has been made. Accepted applicants are required to remit a non-refundable \$200 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.

An accepted applicant may defer admission for up to one year from the date of the entering class for which the student was admitted. A student must send a non-refundable deposit with a letter requesting deferment to the graduate Admissions Department by the deadline date given in the acceptance letter. The deposit is credited toward the student's first tuition payment.

To be considered for admissions to the M.A. in Marriage and Family Therapy Program, the applicant is required to:

- Have graduated with a baccalaureate degree from a regionally accredited institution or an appropriately certified foreign institution.
- Present evidence of scholastic ability (3.0 GPA on a scale of 4.0—minimum).
- Possess and demonstrate interest in the field of marriage and family therapy.
- Demonstrate commitment to graduate study.
- Demonstrate strong personal character.
- Demonstrate interpersonal aptitude.

### *Application Deadlines*

Applications are accepted for the Fall, Spring, and Summer Semesters. Early application is encouraged, and applications will be accepted and considered as they are received. Applications will be considered based upon the applicant's qualifications; however, admission of later applicants may be limited by space availability.

All admission materials for the Master of Arts in Marriage and Family Therapy Program must be submitted by the following dates:

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#### **Application Deadlines for Fall Admissions**

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

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#### **Application Deadline for Spring Admissions**

October 15	Final deadline
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Deadlines may be extended if there are continuing openings in the program.

### **Admission to Degree Seeking Status**

Registering as a non-matriculated student (student-at-large) in no way guarantees or implies admission to any degree programs.

Courses passed with a grade of “B-” or better may be applied towards a degree only if the student-at-large matriculates through the normal application procedure. No more than four courses taken as a non-matriculated student may be applied toward the master’s program.

### **ENROLLMENT REQUIREMENTS**

Students are expected to remain enrolled full-time per semester. Students must petition to take less than full-time credit hours in a semester.

### **Satisfactory Academic Progress**

To meet satisfactory progress towards a degree all full-time students must maintain the required cumulative grade point average and meet the incremental and cumulative maximum time frames for their program.

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

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

- One or more grade(s) below “B-” or a pattern of marginal performance “B-” across many classes
- Academic insufficiency, as outlined in the *Argosy University Academic Catalog*.
- Inconsistent or non-continuous enrollment
- Incompletes or withdrawals from multiple courses in any semester or a pattern of incompletes or withdrawals across semesters.

- Specific faculty concerns about academic potential, professional suitability, or inappropriate personal or professional conduct.
- Two or more notations on grade sheets about writing problems.
- Ethics violations of either the American Association for Marriage and Family Therapy or the Minnesota State Board of Marriage and Family Therapy.

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

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

Students have the right to appeal a Student Evaluation Committee’s decision on the grounds of lack of due process or bias. See the *Argosy University Academic Catalog* for information concerning appeals.

The Student Evaluation Committee will make a concerted effort to protect the privacy of students under review and only those directly involved in the review of student problems will receive sensitive documents. Notices of the Student Evaluation Committee actions will be maintained in Argosy University/Twin Cities student files.

The minimum accumulation of credit hours or other requirements for satisfactory progress are as follows:

#### **Credit Hour Requirements for Satisfactory Academic Progress**

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End of Year One	9 credit hours
End of Year Two	18 credit hours

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

If a student exhibits academic problems or inappropriate behaviors in the school, at field training sites, or in off campus non-school related activities, this conduct will be reviewed by the appropriate committees. (The various program committees are described elsewhere in this document and in the *Academic Catalog*.) Any behavior considered inappropriate for a marriage and family therapist will be reviewed regardless of where it occurs. Such behaviors may reflect on the student's qualifications or potential to become a competent and ethical professional. Concerns about a student's emotional status and/or behavior may be initiated by the student, faculty, staff, and clinical field training supervisors or other students.

Argosy University/Twin Cities considers the student as a whole person and realizes a student may have emotional or behavioral problems related to academic and clinical difficulties. Since behavioral problems reflect on a student's qualifications or potential to become a competent and ethical professional, such conduct will be reviewed by the appropriate committees, as well as Argosy University/Twin Cities administration.

Emotional or behavioral difficulties may include but are not limited to the following:

- Offering to provide or providing services that are beyond the scope for the student's training, experience or emotional functioning.
- Conviction of a crime that has a direct bearing on the practitioner's ability to practice competently.
- Continued practice by a student who has become unfit to practice under supervision due to:
  - Failure to keep current with professional theory or practice.
  - Inappropriate behavior in clinical or academic settings.
- Addiction to, abuse of, or severe dependency on alcohol or to other drugs which endangers the public by impairing the practitioner's ability to practice safely.
- Lewd or immoral conduct by a student in connection with the delivery of services to patients.

- Rude, demanding, or threatening behavior toward another member of the Argosy University/Twin Cities community (student, faculty, staff, or administration).

### **GRADUATION REQUIREMENTS**

Students who are admitted into the Master of Arts Degree in Marriage and Family Therapy Program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession. Students are responsible for knowing the contents of this addendum. This addendum and its contents are subject to change without notice, as the school deems necessary and appropriate. Therefore, this addendum and descriptions contained herein are not to be construed as a contract binding the school to any specific policies. The school will provide adequate advance notice of any changes. Students are responsible for making themselves aware of any changes. The courses in the program will be completed in the order recommended by Argosy University/Twin Cities.

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

- The Master of Arts in Marriage and Family Therapy Program requires the student to complete
  - 45 credit hours
  - 36 credit hours of required courses.
  - 9 credit hours (45 weeks) of required practicum and practicum seminar groups.
- Successful completion of both the Portfolio and the Clinical Competency Examination.
- Grade Point Average (GPA) of at least 3.0 on a scale of 4.0.
- Completion of all requirements within four years of matriculation into the program.
- Submission of Petition to Graduate.
- Submission of a Completion of Coursework Approval Form to the Student Services Department.

### *Petition to Graduate*

Argosy University/Twin Cities 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 Petition to Graduate form and fees to the Student Services Department prior to the date of commencement. Students in the master's in Marriage and Family Therapy Program must complete all graduation requirements prior to commencement.

Although commencement is held annually, students who complete graduation requirements at other times during the year will be recognized as a graduated student, be allowed to participate in the next graduation ceremony and will receive a letter of completion.

### **PROGRAM REQUIREMENTS**

The M.A. in Marriage and Family Therapy Program requires the satisfactory completion of 45 semester credit hours, distributed as follows:

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

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PC6000	Counseling Theories (3)
PC6020	Theories of Family Process and Development (3)
PC6021	Schools of Family Therapy (3)
PC6030	Psychopathology and Assessment (3)
PC6100	Individual and Relational Therapy (3)
PC6102	Group Therapy (3)
PC6103	Advanced Individual, Couples and Family Therapy (3)
PC6200	Human Sexuality (3)
PC6300	Professional and Ethical Issues (3)
PC6500	Individual and Personality Development (3)
PC6510	Social and Cultural Foundation (3)
PC6520	Research and Assessment (3)

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Course Requirements—36 Credit Hours

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

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PC6010	Professionalization Group I (0)
PC6011	Professionalization Group II (0)
PC6012	Professionalization Group III (0)

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Professionalization Group Requirements—0 Credit Hours

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

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

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Practicum and Practicum Seminar Requirements—  
9 Credit Hours

### **Writing Skills Program Requirements**

The ability to communicate clearly and effectively is essential for the competent practice of psychotherapy. In order to ensure that students possess adequate writing skills, all entering students are required to participate in an assessment of writing skills. If the assessment indicates deficiencies in writing skills, remediation will be required. Remediation may include taking one or more writing courses, and working with a writing mentor. Required remedial writing courses will not count toward graduation requirements.

### **Independent Study**

In rare circumstances a required course may be taken as Independent Study pending approval of both faculty and administration.

Whether for elective or required courses, students must complete a Petition for an Independent Study Form (obtained from the Student Services Department) on which they specify the course, justification for their independent study, and obtain signatures of both faculty and administration indicating approval. The student must return the signed form to the Student Services Department prior to or during registration.

### **Clinical Competency Evaluation and Portfolio Processes**

The Clinical Competency Evaluation (CCE) is a series of competency-based tasks designed to evaluate the student's mastery of major clinical assessment and therapeutic skills. These tasks occur through the program and culminate in the practicum seminar. The CCE monitors the student's development of therapeutic competency, in accordance with the standards of Argosy University/Twin Cities, and ensures the acquisition of the appropriate skill level for subsequent supervised therapeutic practice. Demonstrating competency on each section of the CCE is a prerequisite for advancing to the next level of training.

The CCE assesses competency in assessment, case formulation/analysis, and psychotherapy. This requirement is accomplished through a combination of passing specific courses with a grade of “B-” or better and, finally, through in-class (practicum seminar) presentations (both written and oral) of therapy. Successful completion of coursework and practicum alone does not guarantee passing a given CCE task.

*Descriptions and Procedures for Completion of CCE*

There are four sections of the CCE; procedures for the successful completion are as follows:

- *Theory and Assessment Competency:* Students meet this requirement by passing three Argosy University /Twin Cities courses with a grade of “B-” or better:
  - Theories of Family Process and Development (PC6020)
  - Psychopathology and Assessment (PC6030)
  - Research and Assessment (PC6520)
- *Psychotherapy Competency:* Students meet this requirement by passing three Argosy University/ Twin Cities courses with a grade of “B-“ or better:
  - Skills I: Individual and Relational Therapy (PC6100)
  - Skills II: Group Therapy (PC6102)
  - Skills III: Advanced Individual, Couples and Family Therapy (PC6103)
- *Ethics Competency:* Students meet this requirement by passing Professional and Ethical Issues (PC6300) with a grade of “B-“or better. This course cannot be transferred.
- *Integration Competency:* Theory and Assessment Competency: The practicum seminar helps the student further develop the necessary competency in assessment, case formulation/analysis, psychotherapy and ethics. The student demonstrates these competencies by successfully completing four related tasks:

*Observation Components:* The student presents cases in the practicum seminar that demonstrates their assessment and psychotherapy skills. The student’s work is observed by the faculty seminar leader who, in turn, judges whether the student is demonstrating competency. The seminar leader may directly observe the student working with a client system or may view a video/audio tape of the student’s work.

*Written Report Components:* The student writes an analysis according to an identified theoretical orientation(s), demonstrates written ability to formulate and analyze a case, and includes a self-critique of the therapy work. The seminar leader reviews the student’s written analysis of cases and judges for adequacy.

*Oral Presentation Components:* The student presents cases in the practicum seminar and fields questions from the seminar members. The seminar leader judges whether the student can present a CCE in a cogent and organized manner.

*External Evaluation Reports Component:* The Basic Skills Evaluation Device (BSED) is completed three times during the Practicum experience: at the beginning of the seminar by the student and at the end of each semester by the practicum site supervisor. The seminar leader reviews the completed BSED’s from the practicum site supervisor and evaluates for progress and level competency.

Students either demonstrate competency on these tasks or continue to present cases until competency is demonstrated. If the seminar leader judges that the student will be unable to demonstrate competency and is in need of remediation the student is referred to the director of Training. The seminar leader assesses the student’s competency on the Clinical Competency Evaluation form, which is placed in the student’s training file.

## **Capstone—The Portfolio Process**

The Portfolio Process, introduced in the Professionalization Group experience, is an opportunity for the Marriage and Family Therapy student to demonstrate growth and competency in five areas:

- Theory of change
- Assessment competency
- Skill demonstration,
- Clinical skill progression
- Overall professional development and clinical competency (case, cultural, ethical, written/oral competency) through the Clinical Competency Evaluation and other appropriate artifacts.

The Portfolio is assembled by the student throughout out his/her coursework and is minimally comprised of selected student papers, audio/video tape examples of skills chosen by the student, competed Basic Skills Evaluation Devices (BSED), and other products from the Clinical Competency Evaluation (CCE).

Submitted the semester before graduation, the Portfolio is evaluated for adequacy by the full-time faculty of the Marriage and Family Therapy Program Department and is essential for graduation.

## **Practicum and Practicum Seminar Requirements**

The practicum is an opportunity for professional field training under supervision in a mental health delivery setting. The practicum is required and is an essential part of training. Liability insurance is included in the cost of the practicum.

Students may be placed in a practicum and seminar during the second year of study after completing all first-year coursework. A student also has 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 combination carries 3 credit hours per semester and 9 credit hours per academic year. Practicum begins in September and concludes in June. Throughout the academic year (minimum of 10 months), the student will be required to spend a minimum of 20 hours per week (including practicum and practicum seminar) in the practicum training experience for a total of 600 hours.

Students in the M.A. Marriage and Family Therapy Program are placed in practicum sites and seminars that will develop their skills in this area. Students will acquire at least 300 hours of clinical client contact with individuals, groups, couples, and families for the purpose of assessment and intervention. Of the 300 hours, no more than 150 hours may be with individuals.

Students may not leave their practicum site without appropriate approval from the Program director. The practicum will normally be completed at one agency.

Practicum requirements may not be transferred. A practicum may be done in a student's place of employment; but the student must have prior approval of the director of Training. All students apply for practicum through the director of Training.

### *Practicum Seminar Requirements*

All students enrolled in the practicum experience are concurrently enrolled in a seminar. The seminar meets every other week for two hours throughout the ten month sequence and allows the student to reflect on various practicum experiences and to acquire additional skills and attitudes useful in field training. Specific seminar content and emphasis varies according to the practicum setting, the focus of the enrolled students, and the professional expertise of the faculty seminar leader.

The goals of the practicum seminar:

- Further development of clinical skills in empathic contact, listening on both manifest and latent levels, gathering relevant background information, and developing basic formulations skills.
- Enable Argosy University/Twin Cities faculty to serve as a partner-in-training with the student's site supervisor in the development and evaluation of the student's therapeutic abilities during the training period, including information and consultation to supplement the supervision given at the practicum site.

### *Practicum Application Requirements*

All students entering the practicum application process must be in good academic standing, have a minimum grade point average of 3.0 on a 4.0 scale,

and have completed all the practicum prerequisite courses prior to the beginning of practicum. No student may begin the practicum without being in attendance at Argosy University/Twin Cities for a minimum of three semesters.

Requirements for the practicum include good academic standing after completing the following courses:

**Practicum Requirements**

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PC6000	Counseling Theories (3)
PC6020	Theories of Family Process and Development (3)
PC6010	Professionalization Group I (0)
PC6021	Schools of Family Therapy (3)
PC6030	Psychopathology and Assessment (3)
PC6011	Professionalization Group II (0)
PC6100	Skill I: Individual and Relational Therapy (3)
PC6200	Human Sexuality (3)
-or-	
PC6520	Research and Assessment (3)
PC6012	Professionalization Group III (0)

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*Practicum and Probation*

Normally, students on academic probation are not allowed to participate in practicum or practicum placement until they have returned to good academic standing. The program chair has the discretion to make decisions on any probationary student beyond the first year of attendance.

*Practicum Evaluation*

The goal of the practicum is to train competent therapists capable of delivering effective therapy. Students are evaluated during their field training on their theoretical knowledge, counseling skills, and professional attitude. The director of Training conducts a thorough review of practicum supervisor and seminar leader evaluations of the student to assess the student's progress. An overall grade of "Credit" (CR) or "No Credit" (NC) is entered on the student's academic record, along with a comprehensive overview of the student's practicum experience.

*Practicum Behavior at Training Site*

The practicum is an important learning experience for the student and may indicate his/her suitability for the field. The following behaviors are considered inappropriate and unprofessional.

- Failure to appear for any scheduled event at a training site without receiving prior approval from the supervisor.
- Taking vacation time without obtaining prior approval from the supervisor.
- Taping an interaction with a client without the express written permission of the supervisor and the client.
- Removal and/or private use of any materials from the training site without approval of the supervisor.
- Playing tapes of client sessions or presenting client material to another party without the express written permission of the client and the supervisor.
- Withdrawing from the training site without permission from the program chair.
- Accepting one training site and then turning it down to accept another without the permission of the program chair.
- Acting in a manner inconsistent with the generally accepted standards of professional psychology.

*Challenge of Practicum Record*

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

- If the matter in question concerns an event at a training site or a supervisor's evaluation of the student, the student shall consult with the training site supervisor for reconsideration of the issue.
- If, after consultation with the supervisor, the student wishes to pursue the matter further, the student should approach the director of Training and request an investigation. The outcome of the investigation will be summarized and placed in the student training file with a copy given to the student.
- If the matter in question concerns a decision reached by the director of Training, the student may petition the program chair, in writing, for reconsideration of the matter. The program chair or his/her designee will investigate the issue. The outcome will be summarized and placed in the student's file with a copy also given to the student.

## RECOMMENDED COURSE SEQUENCE FOR THE MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY 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.

### Fall Start

#### Year One

Fall Semester (SEPT–DEC)		Spring Semester (JAN–APRIL)		Summer Semester (MAY–AUGUST)	
PC6000	Counseling Theories (3) (SEPT/OCT)	PC6021	Schools of Family Therapy (3) (JAN/FEB)	PC6100	Skill I: Individual and Relational Therapy (3) (MAY/JUNE)
PC6020	Theories of Family Process and Development (3) (NOV/DEC)	PC6030	Psychopathology and Assessment (3) (MARCH/APRIL)	PC6200	Human Sexuality (3) (JULY/AUG)
PC6010	Professionalization Group I (0)	PC6011	Professionalization Group II (0)	PC6012	Professionalization Group III (0)

#### Year Two

Fall Semester (SEPT–DEC)		Spring Semester (JAN–APRIL)		Summer Semester (MAY–AUGUST)	
PC6300	Professional and Ethical Issues (3) (SEPT/OCT)	PC6500	Individual and Personality Development (3) (JAN/FEB)	PC6102	Skill III: Group Therapy (3) (MAY/JUNE)
PC6103	Skills II: Advanced Individual, Couples and Family Therapy (3) (NOV/DEC)	PC6510	Social and Cultural Foundations (3) (MARCH/APRIL)	PC6520	Research and Assessment (3) (JULY/AUG)
PC6400	Practicum Seminar I (3) (SEPT–DEC)	PC6401	Practicum Seminar II (3) (JAN–APRIL)	PC6402	Practicum Seminar III (3) (MAY–JUNE)

### Spring Start

#### Year One

Spring Semester (JAN–APRIL)		Summer Semester (MAY–AUGUST)		Fall Semester (SEPT–DEC)	
PC6000	Counseling Theories (3) (JAN/FEB)	PC6021	Schools of Family Therapy (3) (MAY/JUNE)	PC6030	Psychopathology and Assessment (3) (SEPT/OCT)
PC6020	Theories of Family Process and Development (3) (MARCH/APRIL)	PC6200	Human Sexuality (3) (JULY/AUG)	PC6100	Individual and Relational Therapy (3) (NOV/DEC)
PC6010	Professionalization Group I (0)	PC6011	Professionalization Group II (0)	PC6012	Professionalization Group III (0)

#### Year Two

Spring Semester (JAN–APRIL)		Summer Semester (MAY–AUGUST)		Fall Semester (SEPT–DEC)	
PC6300	Professional and Ethical Issues (3) (JAN/FEB)	PC6500	Individual and Personality Development (3) (MAY/JUNE)	PC6510	Social and Cultural Foundations (3) (SEPT/OCT)
PC6103	Skills II: Advanced Individual, Couples and Family Therapy (3) (MARCH/APRIL)	PC6520	Research and Assessment (3) (JULY/AUG)	PC6102	Skills III: Group Therapy (3) (NOV/DEC)
				PC6400	Practicum Seminar I (3) (SEPT/DEC)

#### Year Three

Spring Semester (JAN–APRIL)		Summer Semester (MAY–AUGUST)		Fall Semester (SEPT–DEC)	
PC6401	Practicum Seminar II (3) (JAN/APRIL)	PC6402	Practicum Seminar III (3) (MAY/JUNE)		

## MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY PROGRAM COURSE PREREQUISITES

Students must complete certain courses before they can take other courses. The list below shows courses and their prerequisites:

Course Number and Title	Prerequisite(s)
PC6021 Schools of Family Therapy (3)	PC6020 Theories of Family Process and Development (3)
PC6100 Individual and Relational Therapy (3)	PC6000 Counseling Theories (3)
PC6200 Human Sexuality (3)	PC6000 Counseling Theories (3)
PC6103 Advanced Individual, Couples and Family Therapy (3)	PC6020 Theories of Family Process and Development (3) PC6021 Schools of Family Therapy (3)
PC6400 Practicum Seminar I (3)	All first year courses
PC6401 Practicum Seminar II (3)	All first year courses
PC6520 Research and Assessment (3)	All first year courses
PC6102 Group Therapy (3)	PC6100 Individual and Relational Therapy (3)

### COURSE/CREDIT TRANSFER POLICIES

Students may transfer a maximum of 6 credit hours or two courses toward the Master of Arts in Marriage and Family Therapy Program.

The following is a list of courses that may not be transferred:

#### Non-transferable Courses

PC6000 Counseling Theory (3)
PC6300 Professional and Ethical Issues (3)
PC6030 Psychopathology and Assessment (3)
PC6100 Skills I Individual and Relational Therapy (3)
PC6103 Skills II Advanced Individual, Couples and Family Therapy (3)
PC6400 Practicum I and Practicum Seminar (3)
PC6401 Practicum II and Practicum Seminar (3)
PC6402 Practicum III and Practicum Seminar (3)

General guidelines for transfers are outlined in the *Argosy University Academic Catalog*. Policies specific to the Marriage and Family Therapy program are provided below. Students who wish to petition for a course transfer should contact Student Services for the appropriate forms.

All transfer requests must be submitted during the first academic year of the student's enrollment. Students petitioning for transfers must provide course descriptions, syllabi, exams, write-ups and transcripts when available and appropriate.

*Note:* Requests for "equivalency" from campuses within the Argosy University system will be reviewed by the program chair for equivalency.

# Doctor of Psychology in Clinical Psychology Program

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## **PROGRAM OVERVIEW**

The Doctor of Psychology (Psy.D.) in Clinical Psychology Program has been designed to educate and train students so that they can function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum provides for the meaningful integration of theory, research, and practice. To prepare students for entry-level practice as clinical psychologists, the doctoral program in clinical psychology of the Minnesota School of Professional Psychology (MSPP) provides a competency-based program, which teaches:

- Knowledge in the history and systems of psychology; the theoretical and empirical foundations of clinical psychology, including the developmental, biopsychosocial, cognitive, and affective bases of behavior; and the scientific methodology which serves as the basis for empirically based clinical practice.
- Skills in the identification, assessment, and diagnosis of clinical problems; in problem remediation and application of empirically supported intervention procedures; and in the critical review of empirical literature and objective evaluation of clinical outcomes.
- Attitudes consistent with the ethical principles governing professional clinical practice including concern for client welfare and respect for client diversity.

## **POSTDOCTORAL CLINICAL RESPECIALIZATION PROGRAM OVERVIEW**

The Postdoctoral Clinical Respecialization Program is designed for qualified individuals with doctoral degrees in areas of psychology other than clinical psychology. It provides the opportunity to obtain clinical knowledge and skills, to participate in supervised clinical field work and to become familiar with areas of current professional interest. Prior coursework of Respecialization candidates is carefully reviewed and a highly individualized course of study is developed to accommodate the student's needs and interests.

The full-time program involves a minimum of two years in clinical coursework and a practicum preparatory to an internship. Faculty are given an opportunity to become thoroughly acquainted with the work and qualifications of persons enrolled in the Postdoctoral Clinical Respecialization Program to provide specific and detailed assistance to the postdoctoral candidate.

Applicants to the Postdoctoral Clinical Respecialization Program must hold a doctoral degree in psychology.

The Admissions Committee reviews and evaluates the credentials and previous coursework of prospective students. Those candidates admitted to the program receive a course of study tailored to their specific professional needs.

## **CLINICAL TRAINING OVERVIEW**

Clinical training is the supervised out-of-class work in clinical settings. Through this contact, students apply their theoretical knowledge, implement clinical techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a professional psychologist. By the end of clinical training, MSPP students possess effective assessment and intervention skills, and practice in a highly ethical manner.

During their clinical training, students advance through progressively more challenging levels of training. At each level, a student's progress is assessed in multiple ways by multiple faculty members and field supervisors. In order to advance to the next level of clinical training, the student must pass certain courses, complete practicum and internship, and demonstrate competency in specific clinical tasks

### **ADMISSIONS REQUIREMENTS**

The Admissions Department assists prospective students with completing an application. Individuals interested in information about MSPP, its programs, and the application process are invited to contact the Admissions Department.

To apply for admissions, the applicant must submit materials that will enable the Admissions Department to verify the applicant's academic qualifications to enroll at a graduate, professional school. Because the Admissions Committee also considers qualities essential to becoming an effective mental health professional, material is required which will help to determine an individual's personal integrity, maturity, interpersonal skills and ability to communicate.

Individuals interested in applying for entry into the doctor of clinical psychology degree program must submit the following materials:

- Successful completion of foundation courses in psychology.
- Completed Application for Admission Form
- Application fee (non-refundable except in California).
- Application fee (non-refundable except in California) Personal statement with a self-appraisal of qualifications for the profession.
- Current résumé or curriculum vitae
- Three completed Applicant Recommendation Forms.
- All official postsecondary transcripts
- Recent test scores from either the Graduate Record Examination or the Miller's Analogies Test.

- TOEFL® score of 213/550 (international applicants)
- Transcript equivalence evaluation (international applicants)

After reviewing each applicant's qualifications, the Admissions Department will notify applicants if they are invited for a personal interview with a faculty member.

The Admissions Department will notify all applicants in writing of the Admissions Committee's decision. Accepted applicants are required to remit a non-refundable \$500 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.

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

Applicants are expected to have a minimum grade point average (GPA) of 3.25 (on a scale of 4.0), or the equivalent, for the following:

- Cumulative coursework
- Junior/senior coursework
- Coursework in psychology
- MSPP does not offer provisional acceptance to Psy.D. in Clinical Psychology Program students

### *Application Deadlines*

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

#### **Application Deadlines for Fall Admission**

January 15	Priority deadline (interviews conducted in February/March; final notification by April 1), according to a rolling admissions process
May 15	Deadline

#### **Application Deadline for Spring Admission**

October 15	Deadline (interviews conducted in early November; final notification mid-November)
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Based on availability, applications will be accepted and reviewed after the stated deadlines.

MSPP follows a standard policy of not discussing committee decisions regarding an applicant's file. The decisions of the Admissions Committee are final and are not subject to appeal. Applicants who are denied admission are advised to wait at least one year before re-applying.

### **Deferral Policy**

An accepted applicant may petition to defer admission for up to one year from the date of the entering class for which the student was admitted. A student must send a non-refundable deposit with a letter requesting deferment to the Admissions Department by the deadline date given in the acceptance letter. The deposit is credited toward the student's first tuition payment.

### **Student at Large Status**

Non-matriculated students (student-at-large or SAL) may register for classes in the clinical psychology programs as specified in the *Argosy University Academic Catalog*. Student-at-large registration for courses in the clinical psychology program is also subject to the following program specific conditions.

Students may take no more than four courses as a student-at-large (SAL) prior to matriculation in the Psy.D. or M.A. in Clinical Psychology Programs at MSPP. Any exceptions to this policy must be approved by the program chair.

Courses in the first year assessment sequence may not be taken as a SAL. Exceptions to this policy must be approved by the program chair.

Grades for courses taken as a SAL will be treated the same as grades received for courses taken as a matriculated student. This means that upon admission, SAL grades will be counted as part of the student's GPA, and that grades of "C" or below received as an SAL will count toward academic probation.

## **ENROLLMENT REQUIREMENTS**

15 credit hours of undergraduate courses, at least 3 of which must be earned in statistics, must be completed prior to enrolling in the Psy.D. in Clinical Psychology Program. This coursework serves as a foundation for graduate courses at MSPP. Any

graduate course used to fulfill the foundation course requirements may not also be used to transfer graduate course credits in the MSPP at Argosy University/Twin Cities Psy.D. in Clinical Psychology Program.

The undergraduate foundation courses must be completed before the student formally begins a graduate program in clinical psychology at MSPP. It is the student's responsibility to provide an updated transcript to document the fulfillment of the foundation course requirements.

### **Academic Standards and Student Evaluation**

Students in the Psy.D. in Clinical Psychology Program are in training to fill the professional role of a licensed psychologist. As such, their performance and competence will be evaluated across a number of dimensions. In addition to performance on traditional academic tasks and requirements, the student's cognitive, emotional, psychological and interpersonal functioning and development will be reviewed and evaluated. Students are also required to conform to ethical standards which govern the behavior of professional psychologists.

### **Competency Model**

The Psy.D. in Clinical Psychology Program of the Minnesota School of Professional Psychology has adopted the competency based model developed by the National Council of Schools of Professional Psychology (NCSPP) as the basis for its training model. Specifically, the NCSPP model provides for the development of competency in the areas of relationship and interpersonal functioning, assessment, intervention, research and evaluation, consultation and supervision, and diversity. These competencies are described more completely in documents published by NCSPP and in the documents submitted to the APA Committee on Accreditation in support of the application for APA accreditation by the doctoral Program in Clinical Psychology.

### **Satisfactory Academic Progress**

General academic standards are described in the *Argosy University Academic Catalog*. Academic performance and competence is assessed and evaluated by successful completion of coursework

and by successful completion of specific requirements like the Comprehensive Examination and the Clinical Research Project.

Students in the Psy.D. in Clinical Psychology Program must maintain a cumulative GPA of 3.0 or higher. Student's whose cumulative GPA falls below a 3.0 will be referred to the student evaluation committee and placed on academic probation. Students who receive a grade of "F" or a second grade below a "B-" will be referred to the student evaluation committee and may be placed on academic probation. Students who receive a second grade of "F," two or more grades below a "B-" in the same semester, or a third grade below a "B-" will be dismissed from the program.

Full-time students must complete the program within five years after matriculation, with the practicum completed by the end of the third year. The continuous registration policy will be enforced for all students who have completed all coursework except for the Integrative Paper. Such students must be continuously enrolled for 1 credit hour of Integrative Paper until the paper has been successfully completed an a grade has been submitted.

Extensions allowing enrollment beyond the five year limit may only be granted by the program chair. Such extensions will only be granted under extenuating circumstances to allow completion of all degree requirements within a short period of time.

### **Interpersonal Functioning and Relationship Competence**

The faculty of the Psy.D. in Clinical Psychology Program have adopted the following statement of expectations regarding student performance in non-academic areas developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC). This statement specifies non-academic areas of student behavior and functioning which will be reviewed and evaluated by the faculty.

Please refer back to the *M.A. in Clinical Psychology Program* section to view this policy in its entirety.

## **GRADUATION REQUIREMENTS**

Students who are admitted into the Doctor of Psychology (Psy.D.) in Clinical Psychology Program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology.

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

- 90 semester credit hours are needed. The total credit hours must include:
  - 63 credit hours of required courses including 12–15) credit hours in a minor field.
  - 12 credit hours (two years) of practicum and practicum seminar groups
  - A minimum of 12 credit hours of general electives
  - 3 credit hours of Clinical Research Project
- Successful completion of the Comprehensive Examination no later than the beginning of the fifth year.
- Successful completion of all sections of the Clinical Competency Examination (CCE).
- Successful completion of a 2000 hour internship, in not less than 12 and not more than 24 months.
- Successful completion of the Clinical Research Project.
- 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.
- Submission of Petition to Graduate.

### *Date of Graduation*

The official date of graduation is the date all of the above requirements are first met. Note that the Clinical Research Project is not completed until the bound copy has been accepted by the library. Student Services will enter the date all degree requirements are completed on the student's transcript. This is the degree completion date students must list for licensure and other purposes.

## PROGRAM REQUIREMENTS

The Psy.D. in Clinical Psychology Program requires the satisfactory completion of 90 semester credit hours, distributed as follows. Core clinical courses must be completed with a grade of “B-” or above. Students receiving a grade of “C” or above may continue forward in sequenced courses if applicable. However, students must repeat the course in which they received a grade below a “B-.” There are nine courses designated as core clinical courses. These courses are indicated in the list of required courses which follows.

All courses are for 3 credit hours unless otherwise indicated. Prerequisites for practicum and for the Comprehensive Examination are indicated. Core clinical courses must be passed with a grade of “B-” or above.

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

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PP3771	Objective Personality Assessment <sup>1,2,4</sup> (3)
PP6300	Professional Issues: Ethics, Conduct, and Law <sup>1,2,4</sup> (3)
PP7000	History and Systems <sup>4</sup> (3)
PP7010	Lifespan Development <sup>2,4</sup> (3)
PP7040	Cognition and Affect <sup>4</sup> (3)
PP7050	Physiological Psychology <sup>4</sup> (3)
PP7060	Social Psychology (3)
PP7200	Statistics and Research I <sup>4</sup> (3)
PP7201	Statistics and Research II <sup>4</sup> (3)
PP7300	Psychopathology <sup>1,2,4</sup> (3)
PP7301	Psychopathology II <sup>1,2,4</sup> (3)
PP7340	Assessment and Treatment of Diverse Populations <sup>3,4</sup> (3)
PP7350	Consultation and Supervision (3)
PP7370	Cognitive Assessment <sup>1,2,4</sup> (3)
PP7372	Projective Personality Assessment <sup>1,2,4</sup> (3)
PP8010	Cognitive Behavioral Theory and Therapy <sup>1,3,4</sup> (3)
PP8030	Psychodynamic Theory and Therapy <sup>1,3,4</sup> (3)
PP8051	Systems Theory and Therapy (3)
PP8020	Experiential Theory and Therapy <sup>1,3,4</sup> (3)
PP8100	Assessment and Treatment of Children and Family <sup>3,4</sup> (3)
PP8110	Interventions with Specific Populations (3)

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Course Requirements—63 Credit Hours

## Elective Requirements

Students are required to take 12 credit hours of electives chosen in consultation with their advisor.

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

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PP7110	Professionalization Group I <sup>2,4</sup> (0)
PP7111	Professionalization Group II <sup>2,4</sup> (0)

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Professionalization Group Requirements—0 Credit Hours

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

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PP6400	Practicum I—Assessment <sup>3,4</sup> (3)
PP6401	Practicum II—Assessment <sup>3,4</sup> (3)
PP8203	Practicum III—Therapy (3)
PP8204	Practicum IV—Therapy (3)

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Practicum and Practicum Seminar Requirements—  
12 Credit Hours

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

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PP8500	Clinical Research Project Seminar <sup>3,4</sup> (1)
PP8502	Clinical Research Project II (1)
PP8503	Clinical Research Project III (1)

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Clinical Research Project Requirements—3 Credit Hours

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

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PP8980	Internship (0)
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Internship Requirements—0 Credit Hours

## Advisor Assignment

### *First-Year Students*

The professionalization group leader serves as advisor for all first-year students in the program.

### *Second-Year Through Internship Students*

#### Option One

Anytime after the first year, the student may choose an advisor from among the faculty. This individual will remain the student’s advisor until changed by the student, or until the student completes his/her internship. Both the student and the faculty member must agree to this advising relationship, and either can terminate the relationship at any time.

<sup>1</sup> Core clinical course.

<sup>2</sup> Required for Practicum I and II.

<sup>3</sup> Required for Practicum III and IV.

<sup>4</sup> Required for the Comprehensive Exam.

### Option Two (Default Procedure)

If the student has not designated an advisor when he or she starts the Assessment Practicum, the Assessment Practicum seminar leader will assume advising duties.

If the student has not designated an advisor when he or she starts the Therapy Practicum, the Therapy Practicum leader will assume advising duties.

### Beyond Internship

If the student completes the internship, but has not completed the Clinical Research Project, the chair of the Clinical Research Project Committee will assume advising duties. If a Clinical Research Project chair has not been identified, the student's previous advisor will remain in that role until the Clinical Research Project proposal is approved.

### Independent Study

Pending approval of both faculty and administration, students may take one elective course (excluding minors) for 1, 2, or 3 credit hours as Independent Study.

In rare circumstances a required course may be taken as Independent Study pending approval of both faculty and administration.

Whether for elective or required courses, students must complete a Petition for Independent Study Form (obtained from the Student Services Department) on which they specify the course, justification for their independent study, and obtain signatures of both faculty and administration indicating approval. The student must return the signed form to the Student Services Department prior to or during registration.

### Writing Assessment and Remediation Requirements

The ability to communicate clearly, effectively and professionally in writing is essential for the competent practice of clinical psychology. In order to ensure that students possess adequate writing skills, all entering students are required to participate in an assessment of writing skills. If the assessment indicates deficiencies in writing skills, remediation will be required. Remediation may include taking one or more writing

courses, and/or working with a writing mentor or professor. Required remedial writing courses will not count toward graduation requirements. More detailed information about the writing program is provided in the *Writing Program Procedures* which is distributed to student prior to their entry in the program.

### Professionalization Group Requirements

The Professionalization Group (Prof Group) is a required experience for first-year students. The Professionalization Group meets once a week for an hour during the first two semesters the student is in the program. The Professionalization Group is designed to provide:

- An orientation to the Psy.D. in Clinical Psychology Program at Argosy University/Twin Cities.
- An orientation to the profession of psychology.
- The opportunity to get to know other first year students.

Professionalization Groups are led by a core faculty, who will provide a syllabus for the class. The Professionalization Group leader is automatically assigned as the academic advisor for entering students. See the preceding text on advising policies and procedures for a more complete description of the advising process.

### Comprehensive Examination Requirements

All doctoral students are required to successfully complete a Comprehensive Examination. The successful completion of this examination marks the official acceptance of the matriculated student as a doctoral candidate. The material covered in the Comprehensive Examination covers the courses and material required of students during the first two or three years of study at MSPP. The examination requires students to integrate the material from those years into a form demonstrating both mastery of the factual and conceptual material and ability to apply what they have learned in a coherent and practical manner.

### *Comprehensive Prerequisites*

To be able to sit for the Comprehensive Examination, the student must have successfully completed or transferred all the prerequisite courses listed in this addendum. Students taking the Comprehensive Examination must be in good standing and have a grade point average (GPA) of 3.0.

### *Procedures for Comprehensive Examination*

Students are required to take the Comprehensive Examination no later than the beginning of the fifth year after matriculation. This exam must be completed one year prior to the student's internship year (i.e., not in the summer immediately prior to their internship starting in the Fall). The Comprehensive Examination consists of a take-home examination. This examination is offered once a year, just prior to the beginning of the Fall Semester. Students interested in taking the Comprehensive Examination should fill out the request form to do so during the Summer Semester prior to taking the exam. Students are allowed three opportunities to take and pass the Comprehensive Examination. After the third failure, a student is automatically dismissed from the program. Detailed guidelines for completing the Comprehensive Examination, as well as grading procedures, are contained in the Comprehensive Examination Guidelines booklet.

### **Clinical Competency Evaluation (CCE) Requirements**

The CCE constitutes a series of competency based competency-based checkpoints designed to evaluate the student's mastery of major clinical assessment and intervention skills. These evaluations take place at designated times prior to the student becoming eligible for internship. The CCE requirements monitor the growth of the student's acquisition of clinical skills. Demonstration of competency at each CCE task is a pre-requisite for advancing to the next level of training.

Specific CCE checkpoints are built into the curriculum as requirements for the two practicum seminars and in the Comprehensive Examination.

### *CCE Checkpoints and Competencies*

#### **Assessment Practicum Checkpoint**

*Competencies:* Assessment integration and report writing, oral case presentation, diagnostic interviewing, application of ethical principles and issues in assessment, critical self self-evaluation.

#### **Therapy Practicum Checkpoint**

*Competencies:* Basic relationship and counseling skills, oral and written therapy case presentation, application of ethical principles and issues in interventions, critical self evaluation.

#### **Comprehensive Examination Checkpoint**

*Competency:* Ability to apply knowledge gained in the first two years of coursework to clinical situations

### *Grading*

Practicum seminar leaders will distribute material about how to complete the assessment and psychotherapy CCE tasks and the criteria for passage. Students work with their seminar leaders and re-submit CCE material until mastery is achieved. Seminar leaders refer students who are unable to achieve mastery to the training director for remediation. Each CCE task must be completed before advancing to the next level of training.

### **Practicum and Practicum Seminar Requirement**

Completion of two practicum, the first focusing on assessment and the second focusing on interventions, must be completed for the doctoral program. Each of the two practicum must meet each of the following requirements:

- The practicum must include 600 hours of documented clinical experience.
- Students will spend approximately 20 hours per week on practicum duties.
- The practicum must extend over a minimum period of nine months.
- Students must attend a practicum seminar during the Fall and Spring Semesters. Practicum seminars meet weekly while classes are in session.

- Students must enroll for the 3-credit hour courses Practicum I (PP6400) and II (PP6401) while in the assessment practicum, and the courses Practicum III (PP8203) and IV (PP8204) while in the therapy practicum.

MSPP maintains a wide variety of clinical field sites, meeting the interests and needs of the students and the availability of training sites. Most practicum begin in September and end in May, although some sites may require work during the summer as well as throughout the academic year. Each practicum takes place in a single agency, and the student changes agencies from the assessment practicum to the therapy practicum. A practicum may not be done in a student's place of employment. The training department places students with extensive clinical backgrounds in practicum sites where they have not had previous clinical experience. All students on practicum are covered by professional liability insurance purchased through the school. This coverage is mandatory, even if the student is otherwise insured

All practicum sites must be approved by director of Practicum Training, and students must work through the Training Department throughout the practicum process. The Training Department will provide students with a list of potential practicum sites to which they may apply. However, students must be accepted by the site for training at that site. Argosy University does not guarantee practicum placement. Most practicum sites are located in the Twin Cities metropolitan area, however in some cases the student may need to travel outside of the Twin Cities metropolitan area to obtain practicum training.

#### *Eligibility for Practicum*

All students entering the practicum application process must be in good academic standing. Students should carefully plan to complete all required courses before the beginning of practicum. Exceptions to prerequisites for the practicum are rarely considered, and must be approved by the director of Practicum Training. Students must have been enrolled as a matriculated student at MSPP for a minimum of

two semesters before beginning a practicum. Course prerequisites for practicum are indicated on the list of course requirements elsewhere in this addendum.

Students will not be allowed to apply for practicum if there is concern about their ability to function competently and professionally at the training site. Students who are on academic probation are not permitted to apply for practicum. Exceptions to this policy may be granted by the director of Practicum Training. Students who have received a grade below a "B-" in prerequisite core clinical courses may not begin practicum until the course(s) have been retaken and a satisfactory grade has been earned. The departmental Student Evaluation Committee may stipulate that a student delay application for practicum as part of an overall remediation plan for the student.

#### *Practicum Training Sites*

The MSPP list of approved practicum sites includes a wide variety of training locations: mental health centers, psychiatric hospitals, schools, college counseling centers, outpatient clinics, treatment centers for the developmentally disabled, chemical dependency treatment programs, plus a variety of specialized programs, such as eating disorders programs, pain programs, and rehabilitation centers. If a student is interested in a clinical area not on the list of approved sites, the Training Department will attempt to develop such a site. The Training Department welcomes student and faculty input on the development of practicum sites.

Students are expected to receive at least two hours of supervision per week. These supervisory hours should be regularly scheduled and continue throughout the training year. MSPP has no financial obligation with its training sites. The student, MSPP, and the training site enter into a relationship in which the student delivers service in exchange for clinical supervision.

Once a student has accepted a practicum site, the site supervisor, student, and associate director of training will complete the Practicum Assignment Agreement. By accepting a practicum site, a student makes a professional and ethical commitment to a site; students must conduct themselves accordingly.

### *Practicum Application Process*

Detailed procedures for the practicum application process are provided in the *Practicum Policies and Procedures* handouts which are distributed to students as they begin the application process.

Students are matched to practicum sites through a process of mutual selection. Students give the Training Department up to six sites that they believe match their training interests. The Training Department reviews each student's selections and weighs these selections with the student's training needs and site availability. The Training Department then assigns each student three or four sites to which to apply. Students are expected to apply to all sites assigned; failure to do so may result in the student's not being placed for the practicum.

Students may only apply to practicum sites assigned by the Training Department. Practicum site supervisors expect that applicants have been referred to them by the Training Department and that all clinical training is coordinated through the school. Students who do not follow these guidelines can expect disciplinary action.

Practicum sites vary considerably in how and when they interview and select students. MSPP students, as well as students from other graduate programs, compete for practicum sites. Students should apply, conduct interviews, and accept/decline practicum positions with the utmost professionalism.

When students receive an offer, they may ask that site supervisor for a reasonable period of time to complete interviewing at other sites; reasonable means several days to two weeks. Once a student accepts an offer, that acceptance is binding. The student should then notify other sites of his or her withdrawal from candidacy and thank them for their consideration.

Students must inform the Training Department immediately after accepting a practicum site and complete the Practicum Assignment Agreement. This form identifies the student, the site, the supervisor, and the days and times the student will be on-site.

The student is responsible for completing this form and returning it to the Training Department. Changes in training sites are not to be made without prior approval of the director of Practicum Training.

### *Practicum Seminar Requirements*

All practicum students are required to attend a practicum seminar. This seminar is a tuition-free, "No-Credit," one and a quarter hour meeting, occurring weekly during the Fall and Spring Semesters (September through mid-April). Attendance at the practicum seminar is required.

Students regularly present tapes and diagnostic reports in order to reach the competency necessary to pass the diagnostic interviewing and case formulation section of the Clinical Competency Examination (CCE).

### *Assessment Practicum Requirements*

The Assessment Practicum teaches students clinical assessment techniques and diagnostic formulation, so that appropriate clinical services can be recommended. By the end of the practicum, students are expected to be able to demonstrate the necessary psychological knowledge base, the basic clinical assessment skills, and the appropriate professional attitudes necessary to perform effective diagnostic interviewing and assessment. The practicum supervisor evaluates the student's progress on these criterion areas of competency.

Practicum sites vary in the kinds of interviews conducted, psychological tests administered, and populations served. However, all students in the assessment practicum are expected to gain experience in interviewing, psychological testing, and psychological report writing. Students should complete a minimum of 12 comprehensive written psychological reports over the course of the practicum.

### *Therapy Practicum Requirements*

The therapy practicum teaches intervention skills. MSPP does not favor a particular theoretical orientation: The faculty and curriculum represent many major clinical orientations. Students are encouraged to keep an open mind about their theoretical orientation in order to get the full benefit of this exposure. With time and experience, students will settle into a theoretical orientation and develop the personal style that best suits them as individuals.

Students are cautioned that it is unrealistic to expect that they can participate in the entire spectrum of clinical experiences and therapy modalities in their therapy practicum; nor will this one practicum decide their clinical futures. The therapy practicum involves a “goodness of fit,” namely, the ability of the student to adjust to and work in an established program in a way that is mutually beneficial to the training site and to the student’s professional growth. The learning that takes place in such an environment will transfer to other clinical situations and become an integral part of the foundation for sound clinical practice.

Because of the different treatment philosophies at each practicum site, students are encouraged to consult the practicum resource materials and the Training Department in order to select the practicum site best matching their training interests. Students can also use the application interview with the site supervisors to learn as much as possible about the practicum site. Students should pay attention to their relationship with the site supervisor. The supervisory relationship provides an excellent opportunity for students to discover a great deal about themselves and their impact on others. “Goodness of fit” in the practicum also applies to the match between supervisor and student.

### *Optional First-Year Practicum Requirements*

There are opportunities to gain practicum hours before your required assessment practicum. This may be done during the student’s first year at MSPP. There are first year practicum sites that have been approved by the Training Department. Students who have not had much experience in psychology are highly encouraged to do a first year practicum.

- The practicum must be done in consultation with the Training Department.
- The first-year practicum student is required to have malpractice insurance, which is included when the student registers for the 1 credit hour each semester. Students will be charged tuition commensurate with the number of credits plus an administrative fee to cover costs, which include the MSPP malpractice insurance.
- A Practicum Assignment Agreement is required and must be on file at MSPP prior to starting the practicum. Progress will be evaluated each semester. The student will also evaluate the practicum site each semester.
- A seminar is not required for first-year practicum but the student must meet with a designated faculty member once a month. The supervision of the practicum will be done by the site supervisor.

### *Optional Advanced Practicum Requirements*

A number of students opt to do a practicum beyond the required Diagnostic and Therapy Practicum. These students are in good standing, and seek additional assessment or therapy training to strengthen certain areas or to increase the breadth of their training. The faculty encourage students to seek advanced clinical training. Advanced practicum must involve a minimum of 60 hours of training, and require supervision by the sponsoring agency on a weekly basis.

In addition:

- The practicum must be obtained in consultation with the Training Department.
- The advanced student is required to have MSPP malpractice insurance and register for 1 credit hour each semester. Students will be charged tuition commensurate with the number of credits plus an administrative fee to cover costs, which include the MSPP malpractice insurance.
- The advanced student is required to have a completed Practicum Assignment Agreement on file at MSPP. Progress will be evaluated each semester. The student will also evaluate his/her practicum experience each semester.

- The advanced student will be assigned a faculty member at MSPP and meet with that person monthly.

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

Student performance in the practicum is assessed in basic areas of clinical functioning, including

- Theoretical knowledge base
- Clinical skills
- Professional/ethical attitudes and behavior.

Performance at the practicum site is evaluated each semester by the assigned Practicum Site Supervisor. Performance in the practicum seminar is evaluated each semester by the seminar leader. These evaluations must be completed using the approved forms, and will review both strengths and weaknesses.

If students are having practicum problems, they should consult first with their site supervisor, then with the seminar leader, and finally with the director of Practicum Training. Practicum supervisors are also encouraged to immediately contact the Training Department with any concerns about their student.

All practicum are graded on a “Credit” (CR) or “No Credit” (NC) basis. Students are initially assigned a grade of “Progressing” (PR) for their practicum work each semester. The final grade of “CR” or “NC” is assigned by the director of Practicum Training when all documentation in support of the student’s practicum experience (assessment or therapy) has been received and reviewed. Required documentation includes:

- Practicum supervisor evaluations
- Faculty seminar leader evaluations
- CCE evaluations completed by the faculty seminar leader. Unsatisfactory ratings on any of these evaluations may be grounds for granting a grade of “NC” for the practicum. Students may not receive partial credit for a practicum. If a student receives a grade of “NC” for a practicum the entire practicum must be repeated.

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

MSPP requires each doctoral student to develop a Clinical Research Project as a requirement for graduation. The primary purpose of the Clinical Research Project is to refine the skills necessary for the production of a scholarly piece of work in an area of clinical psychology. In the course of conducting the project, students are expected to deepen their knowledge about a particular area of clinical psychology, to enhance their critical thinking and writing skills, to develop and apply skills in research methodology, and to experience a working relationship with a faculty mentor.

The project should be clear in its conceptualization, sound in its methodology, and careful in its execution. Both the proposal and the final report must conform to high standards for the written communication of a scholarly work, and follow appropriate requirements for format and style. There are no minimum or maximum expectations with respect to the length of the dissertation or to the actual number of references cited. The clinical dissertation should be of a sufficient length to adequately cover the topic without inclusion of extraneous material.

There are two important implications for the development of the Clinical Research Project. First, the topic must be related to the clinical practice of psychology. Second, a wide range of methodologies is acceptable. For example, a Clinical Research Project might utilize traditional experimentation, a quasi-experimental approach, a case study, structured interviews, naturalistic observation, and/or survey research.

Creative combinations of these approaches are also appropriate. The data collected may be quantitative, qualitative, or a combination of both. Theoretical papers are also acceptable. Like most pieces of scholarly work, clinical dissertations should pose and then attempt to answer a question. The main requirement is that the methodology employed must be appropriate to the question asked.

The Clinical Research Project usually takes from nine months to one year to complete with a steady commitment of time. During this time, the student

is expected to work closely with their committee chair in developing the proposal, conducting the research, and writing the final paper. The student is required to present their proposal at a clinical research seminar.

In the proposal, the student addresses a particular clinical question or set of questions within an established format. The format requires the student to review the theoretical, clinical and research literature relevant to the problem addressed, to present appropriate data, and to analyze the data in the light of the questions and concepts found in the literature. The Clinical Research Project requires that the written paper contain a new integration of theory based upon the data presented and the review of the literature.

#### *Procedures*

Doctoral students should plan to begin work on the Clinical Research Project during the final year of class work prior to beginning internship. Complete information about procedures for completing this project is given in the *Clinical Dissertation Manual*. Students will follow procedures delineated in the *Clinical Dissertation Manual*. The final bound version of the Clinical Research Project is considered a published document, and is housed permanently in the library. As such it must conform to the editorial standards outlined in the *Clinical Dissertation Style Manual*.

#### *Registration for Clinical Research Project*

Students should register for the 1-credit hour course Clinical Research Project Seminar (PP8500) during the semester they intend to complete their Clinical Research Project proposal. Credit for the Clinical Research Project Seminar is given based upon attendance in the seminar. Students must register for Clinical Research Project II (PP8502) and III (PP8503) at some point prior to graduation. A total of three Clinical Research Project credit hours are required for graduation.

Students who have completed their internship but have not completed the Clinical Research Project must register for Clinical Research Project—Extended (PP8504) each semester, including summer,

until the Clinical Research Project is completed or the seven-year limit is reached. Students registered for Clinical Research Project—Extended (PP8504) must file a Clinical Research Project Progress Report by the end of each semester in order to be eligible to register the next semester. Students who have passed the seven-year limit for completing all degree requirements do not register for Clinical Research Project—Extended (PP8504) and are not eligible for financial aid. These students may be required to register for 1 credit hour of independent study as a condition of remaining in the program to complete their degree.

#### **Internship Requirements**

The internship is typically completed during the fourth or fifth year of graduate studies, after all coursework is finished. The internship must be completed within the overall seven-year time limit for completing the doctoral program. Internships normally require a full-time commitment for 12 months, although half-time internships extending over two years are possible.

A student may not apply for an internship without the approval of the director of Internship Training. All internships must be approved by the director of Internship Training.

The following requirements must be met before a student may submit internship applications:

- The student must be in good standing in the program, and have a grade point average (GPA) of at least 3.0 (on a scale of 4.0).
- All coursework must either be completed or scheduled to be completed prior to the anticipated start of the internship.
- The Comprehensive Examination must be successfully passed.
- An approved Clinical Research Project proposal must be on file with the Student Services Department (e.g., the proposal must be approved by the committee and by the Human Subjects Committee).
- Approval to apply for internship(s) must be granted by the director of Internship Training.

In addition to the above requirements, the following requirements must be met before the student begins the internship. If these requirements are not met, the student may be withdrawn from the internship:

- Satisfactory completion of all required courses, with no grades of “Incomplete” or “In Progress” on the student's record. (Clinical Research Project II and III are an exception to this requirement).
- Successful completion of all parts of the Clinical Competency Examinations (CCE).

#### *Internship Application Procedures*

Before a student applies for internship, the director of Internship Training reviews the student's academic and training file. This review focuses on an intern applicant's strengths and training needs, as stated by practicum supervisors, practicum seminar leaders, and course instructors. The director of training assesses whether the student has acquired solid theoretical knowledge, effective clinical skills, and appropriate professional attitudes.

All intern applicants review their training interests and needs with the director of Training. Each student assesses his or her areas of professional competence and develops a one page personal statement. The director of Internship Training writes a letter of recommendation based on the review of the student's files and the students' assessment of his/her own strengths and weaknesses.

Students are strongly encouraged to apply to sites participating in the National Match Service and listed with APPIC. Any other sites must be submitted to the Training Committee for prior approval. No student may apply for an internship without prior approval from the director of Internship Training.

The student initiates and follows through with all internship application procedures. The director of Internship Training assists in this process in a number of ways:

- Supplying internship information and resource materials.
- Advising students on choice of sites.

- Writing letters of recommendation.
- Providing students with the Association of Psychology Postdoctoral and Internship Centers (APPIC) internship selection procedures.

#### *Uniform Standards for MSPP Internships*

Successfully completing an MSPP approved pre-doctoral internship is required for graduating with the degree of doctor of psychology in clinical psychology.

MSPP encourages all of its students to obtain American Psychological Association approved internships. Non-APA approved internships affiliated with the APPIC are acceptable. The MSPP director of Internship Training must review and approve all other internship programs.

Standards for MSPP approved internships include the following:

- The internship provides the trainee with the opportunity to carry out major professional functions, with appropriate supervisory support and professional role modeling. The internship focuses on ensuring quality clinical training: Activities that are clinical in nature are central (e.g., assessment, therapy, supervision, case consultation); other activities are minimal (e.g., administration, marketing.) Direct clinical service comprises at least one-quarter of the intern's time (i.e., minimum 500 hours).
- The intern is the recipient of training efforts and is not routinely used to supervise other interns. Supervised training in the supervisory process, however, is encouraged at the appropriate level. Training efforts extend beyond the immediate supervisor of the intern, and include broader training activities, such as, case conferences, seminars, and rounds.
- The internship is a full-time experience for one calendar year, or a half-time experience for two years. The internship is a 2,000 hour experience, completed within 24 months. It may or may not take place within a single agency.

- The internship is an organized training program, in contrast to supervised experience or on-the-job training. It is designed to provide the intern with a planned, programmed sequence of training experiences. The primary focus is ensuring breadth and quality of training.
- Administrative support for the internship program is apparent. Financial support for the intern is expected, with the internship being a stipend position. An internship in the intern's current place of employment is not acceptable. Self-employed private practice is also not acceptable as an internship. Fee-for-service is not acceptable reimbursement for Internship Training.
- Training activities of staff members are recognized as their professional role and as a valued part of the agency's activities.
- A close working relationship is established between the internship program and MSPP.
- The staff of training programs is sufficiently large and stable, so that it would not be seriously weakened by the loss of a single staff member. The internship has two or more doctoral level psychologists on staff as supervisors, at least one of whom is licensed by the Board of Psychology.
- The internship has a clearly designated doctoral level psychologist (e.g., Training Department) responsible for the integrity and quality of the training program.
- Most professional training staff members involved in training should be licensed or certified; the remainder should be eligible for licensing or certification.
- The psychologists responsible for supervising clinical activities have themselves completed an internship relevant to the work they are supervising.
- Collaborative work with representatives of other disciplines is desirable.
- The internship has a minimum of two interns at the internship level of training.
- Interns are involved in evaluating their own experience, including the quality of their supervision and training.
- Service goals do not erode training goals: Client services should be carefully supervised and part of an integrated training plan.
- The internship develops and distributes descriptive materials describing the goals and content of the training program, including clear expectations for the quantity and quality of the intern's work.
- The internship provides group learning experiences, including training conferences and seminars.
- The internship includes a minimum of two hours per week (regardless of whether the internship is completed in one year or two) of regularly scheduled, formal, face-to-face individual supervision, with the specific intent of dealing with health services rendered directly by the intern.
- There are also at least two additional hours per week of learning activities, such as, case conferences involving a case in which the intern was actively involved; seminars dealing with clinical issues; co-therapy with a staff person, including discussion; group supervision; and additional individual supervision.
- Interns are kept informed of their progress by means of clearly identified evaluation sessions. Written reviews occur at least twice a year.
- The internship evaluates its own effectiveness.
- Intern recruitment procedures protect the applicant's rights to make a free choice among internship offers.
- New internship programs are approved on a provisional basis; full approval is considered after an intern has successfully completed the program.
- The above standards are basic requirements, and some states or organizations may have additional internship requirements for licensure or certification. Students should be familiar with the specific requirements of the states or organizations in which they are interested, so that their internship experience conforms to the requirements of those agencies.

### *Following Acceptance*

Interns vary in their needs and goals for their internship. The director of Internship Training meets with each student to focus on individual training strengths, weaknesses, and goals. Students develop a statement identifying their training strengths and weaknesses and establishing training goals. Together with the student, the director of Internship Training develops the underpinnings of a learning contract that meets the learning objectives of each intern. This is in keeping with the philosophy that the internship year is primarily a training period, as opposed to a year of work in which delivery of services is primary. This process ensures that students develop the knowledge, skills, and attitudes necessary to be a competent professional.

The final learning contract is developed at the site within the first 45 days of the internship. This is sent to the school for final review and approval.

The director of Internship Training maintains contact with internship sites and supervisors throughout the training period. During these contacts, the Training Department reviews the student's progress, based on the learning contract developed by the student and the director of Training. Site visits may be made as needed.

At least twice a year, the director of Internship Training sends an evaluation form to the internship supervisor. The supervisor assesses the student's progress, competence, and performance in terms of the learning objectives and other factors of importance to the internship site. The director of Internship Training reviews these forms, monitoring ratings, progress, and areas of difficulty. All evaluations are kept as part of the student's permanent training record.

At the end of the internship, a Certificate of Completion and a Final Evaluation Form are forwarded to the director of Intern Training. Once received, the director of Intern Training notifies the director of Student Services. At that point, the student's credit hours will be updated to reflect completion of the internship requirement. The Internship is not considered finished until the

Certificate of Completion is received by the director of Intern Training, even if a final evaluation of the student has been received.

The director of Internship Training periodically reports to the Training Department on internship remediation needs of students, and to the Training Committee on internship remediation needs of internship sites. The process of consultation and review by the Student Evaluation Committee and final approval and/or hearing of student appeal by the Appeals Committee applies to intern remediation.

Students who fail the internship, or who need to leave early for any reason, such as health concerns, must repeat the entire 2000-hour internship. Additional information about the details of the internship process are provided in the *Internship Procedures Manual*. This document is distributed to students as they begin the internship application process.

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

Students complete an area of concentration by taking two prescribed courses. Completion of an area of concentration demonstrates a student's interest in an area and desire to develop focused knowledge in that area. Courses in each area of concentration are offered on a scheduled basis during the academic year. Some courses may only be offered on alternate years.

In addition to the required coursework, students are encouraged to complete an area of concentration by doing a practicum, if possible, in the area of their area of concentration. In addition, students are encouraged to complete their Clinical Research Project on a topic relevant to their area of concentration.

The following courses are needed to meet the elective requirements of the areas of concentration listed:

#### **Clinical Child Psychology Elective Requirements— Students Are Required to Take the Following**

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PP8611 Developmental Psychopathology (3)

PP8610 Play Therapy (3)

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Clinical Child Psychology Requirements—6 Credit Hours

#### **Clinical Health Psychology Elective Requirements—**

**Students Are Required to Take the Following**

PP8601 Clinical Health Psychology I (3)

PP8602 Clinical Health Psychology II (3)

Clinical Health Psychology Requirements—6 Credit Hours

**Forensic Psychology Elective Requirements—  
Students Are Required to Take the Following**

PP8620 Introduction to Forensic Psychology (3)

PP8621 Treatment of Forensic Populations (3)

Forensic Psychology Requirements—6 Credit Hours

**Marriage (Couple) and Family Therapy Elective Requirements—  
Students Are Required to Take the Following**

PC6020 Theories of Family Process and Development (3)

PC6103 Advanced Individual, Couples, and Family Therapy (3)

Marriage (Couple) and Family Therapy Elective Requirements—  
6 Credit Hours**Neuropsychology Elective Requirements—  
Students Are Required to Take the Following**

PP8645 Introduction to Neuropsychology (3)

PP8646 Introduction to Neuropsychological Assessment (3)

Neuropsychology Elective Requirements—6 Credit Hours

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

Students enrolled in the Master of Arts (M.A.) in Clinical Psychology Program may apply for admission to the Psy.D. in Clinical Psychology Program during the academic year prior to completion of the master's program. Students in the master's program who have been admitted into the doctoral program will not be allowed to matriculate into the doctoral program until they have completed all requirements of the master's program, with the exception that the practicum may be completed during the semester following matriculation.

The Admissions Committee will use the following guidelines for considering admission of master's students into the Psy.D. in Clinical Psychology Program:

- The student must be in good standing in the master's program

- The student must have completed the Master's Practicum and Seminar successfully or be in good standing in the first or second semester of the Master's Practicum and Seminar.
- The student must have a GPA of 3.25 or better (on a scale of 4.0).
- The student must have completed the Master's Integrative Paper.

Acceptance into or completion of pre-doctoral or non-clinical graduate programs or courses at Argosy University campuses does not imply admission to the Psy.D. in Clinical Psychology Program. Credits earned in non-clinical programs or courses may not be transferable to the doctoral program.

When a student matriculates into the Psy.D. in Clinical Psychology Program directly from the master's program:

- All courses applicable to the Psy.D. in Clinical Psychology Program taken while the student was enrolled in the master's program will be used in the calculation of the Psy.D. in Clinical Psychology cumulative GPA and for evaluating satisfactory progress requirements
- The date of the student's enrollment into the master's program will be used in evaluating the student's compliance with Cumulative Maximum Time Frame and Incremental Maximum Timeframe requirements for students entering the doctoral program directly from the M.A. in Clinical Psychology Program.

**COURSE/CREDIT TRANSFER POLICIES****Transfer of Credits to the Psy.D. in Clinical Psychology Program from Other Programs**

General guidelines for transfer of credits are outlined in the *Argosy University Academic Catalog*.

All requests for course transfer must be approved by the designated clinical psychology faculty or the program chair. Transfer courses which will be used to waive specific course requirements in the Clinical Psychology Programs must be reviewed and approved by designated program faculty responsible for that

course. To be used as a waiver, the content of the course being transferred must be equivalent to the content of the required course being waived. It is the student's responsibility to provide documentation in the form of course descriptions, syllabi, exams, and/or assignments to support the waiver request. Courses which are not used to waive required courses and do not duplicate coursework taken in the program may be transferred as electives.

All transfer requests must be submitted during the first academic year of the student's enrollment.

Professionalization Groups and Diagnostic and Therapy Practicum may not be transferred. Courses the content of which duplicates required courses in the clinical psychology curriculum will not be transferred.

Students who would like to submit a course for transfer review should notify the Student Services Department and submit the appropriate Transfer Request Form.

Articulation Agreements are in effect with certain master's programs which specify the course transfer process from those institutions. Copies of articulation agreements may be obtained from the Admissions Department. Students who apply to the doctoral program with a master's degree from one of these institutions will be notified of the terms of the articulation agreement when they apply for admission.

# Schedule of Tuition and Fees

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

## TUITION

<b>Business Programs</b>	<b>Cost Per Semester Credit Hour</b>
Bachelor of Science (B.S.) in Business Administration Degree Completion Program .....	\$ 380.00
Bachelor of Science (B.S.) in Organizational Management Degree Completion Program .....	\$ 380.00
Master of Business Administration (M.B.A.) Program .....	475.00
Doctor of Business Administration (D.B.A.) Program .....	750.00
<b>Education Programs</b>	
Master of Education (M.A.Ed.) in Curriculum & Instruction Program .....	475.00
Master of Education (M.A.Ed.) in Educational Leadership Program .....	475.00
Education Specialist (Ed.S.) in Curriculum & Instruction Program .....	750.00
Education Specialist (Ed.S.) in Educational Leadership Program .....	750.00
Doctor of Education (Ed.D.) in Curriculum & Instruction Program .....	750.00
Doctor of Education (Ed.D.) in Educational Leadership Program .....	750.00
<b>Psychology Programs</b>	
Bachelor of Arts (B.A.) in Psychology Degree Completion Program .....	380.00
Master of Arts (M.A.) in Clinical Psychology Program .....	750.00
Master of Arts (M.A.) in Marriage and Family Therapy Program .....	475.00
Doctor of Psychology (Psy.D.) in Clinical Psychology Program .....	750.00

## TRAINING AND PROGRAM FEES

Psychology Program Fees	Cost Per Semester
Internship Fee (per semester) .....	\$ 475.00
Professional Liability Insurance (required for all clinical training/practicum/internships) .....	20.00
Professionalization Group Fee—Clinical Psychology (per semester) .....	750.00
Professionalization Group Fee—Counseling Psychology (per semester) .....	475.00
<b>Clinical Psychology Program Fees</b>	
Testing Resource Fee (added to first testing course) .....	100.00
CRP Editing Fee—Clinical (charged with CRP Seminar) .....	225.00
Laboratory Fee—Health Sciences (per lab credit hour) .....	40.00
Clinic Fee—Dental Hygiene Program (per semester) .....	490.00
Individual Consultation Fee .....	65.00/hr.

## OTHER NON-REFUNDABLE STUDENT CHARGES

Item	Cost
Application for Admission Fee <sup>1</sup> .....	\$ 50.00
Course Add/Drop Fee <sup>2</sup> .....	50.00
Graduation Fee <sup>3</sup> .....	150.00
ID Replacement Fee .....	10.00
Installment Plan Fee (per semester) .....	50.00
Late Registration Fee .....	50.00
Late Payment Fee .....	25.00
Returned Check Fee .....	35.00
Transcript Fee .....	No Charge
Express Transcript Fee <sup>4</sup> .....	20.00
Student Activity Fee—Graduate Programs (per semester) <sup>5</sup> .....	30.00
Student Activity Fee—Undergraduate Programs (per semester) <sup>5</sup> .....	10.00

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

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

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

<sup>4</sup> An Express Transcript Fee is charged for transcripts requested to be sent via an overnight carrier.

<sup>5</sup> Students enrolled in no greater than 1 credit hour each semester are exempt from the Student Activity Fee.

# Faculty Descriptions

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## GRADUATE FACULTY

**Madaline G. Barnes, Ph.D.**

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**Marcia Bennett, Ph.D.**

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*Assistant Professor, Clinical Psychology*

**Isabel Chell, Ph.D.**

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*Assistant Professor, Clinical Psychology*

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