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A Notice to Students

The PsyD Handbook is not meant to supersede any of the policies and codes of conduct in Our Lady of the Lake University’s (OLLU) Student Handbook, the Ethics Code of the American Psychological Association (APA) (www.apa.org/ethics), or the jurisprudence rules of the Texas State Board of Examiners of Psychologists (www.tsbep.state.tx.us). Students are expected to have read these documents prior to beginning their coursework.

OLLU and the Psychology Department reserve the right to delete, add, or change courses in this PsyD Handbook and in the Degree Plan for any reason and cannot guarantee enrollment in specific courses or sections. The University also reserves the right to effect changes to tuition and fees without notice.

The faculty of the Psychology Department encourages students to place an emphasis on their own development. During the course of their tenure in the Program, students will have opportunities to examine the relationship between self-development and professional competency. Some courses may include experiential components designed to foster student self-examination in relation to course content, competencies, and professional development. Courses and practica may include material and activities that require personal exploration about psychological, social, and cultural processes of human behavior.

The faculty members of the PsyD program adhere to the Ethics Code of the APA and respect the rights of our students. The faculty reserves the right to request a student to engage in a psychotherapeutic relationship and may require such a relationship as a condition for remediation or re-admittance into the Program.

Students must be aware that there are many personal and professional reasons that may prohibit them from earning a PsyD or becoming licensed to practice psychology in the State of Texas. Therefore, the faculty of the Program cannot guarantee either graduation from the program or licensure in the State of Texas. However, we will make every effort to meet our obligations to each student to give them every opportunity to accomplish their goals.

I understand that my educational success is a joint effort between the faculty and me, the outcomes of which cannot be guaranteed. Progress depends on many factors including my motivation, effort, and other life circumstances. I agree that I will be responsible for adhering to all of the policies in this PsyD Handbook and the Student Handbook of Our Lady of the Lake University. I also agree to adhere to the Ethics Code of the American Psychological Association.

_____________________________  _______________________
Student Signature                     Date
Comprehensive Evaluation of Student Competence

Professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Because programs that educate and train professional psychologists also strive to protect the public and profession, faculty, training staff, and supervisors in such programs have a legitimate and vested interest in the comprehensive evaluation of student competence to include multiple aspects of development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical).

Not all students understand or appreciate that multiple aspects of their professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) will be evaluated throughout the process of education and training in professional psychology programs (e.g., doctoral, internship, postdoctoral). Such comprehensive evaluation is necessary in order for faculty, training staff, and supervisors to appraise the professional development and competence of their students. This policy language attempts to (a) disclose and make these expectations explicit for students at the outset of education and training, and (b) provide an opportunity for students to determine whether they do or do not wish to participate in such processes and experiences.

As such—and consistent with a range of oversight, professional, ethical, and licensure guidelines and procedures that are relevant to processes of training, practice, and the assessment of competence within professional psychology—the APA Council of Chairs of Training Councils developed the following model policy for the comprehensive evaluation of students in professional training programs (for more information about the history and rationale of this policy see document “The Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs” http://www.psychtrainingcouncils.org/documents.html ).

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: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainees’ 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); and (b) 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 their 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
coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) 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); (c) 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); and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve issues or problems).

Our Lady of the Lake University

History

Our Lady of the Lake University was founded by the Sisters of the Congregation of Divine Providence, a religious order founded in 18th century Lorraine, France. Members of the Congregation arrived in Texas in 1866, where they initially established themselves in Austin in 1866, and then in Castroville in 1868. The order continues as the sponsoring organization of the University.

By 1895 educational programs were started at the current site of the main campus of Our Lady of the Lake University. The first college program began in 1911 as a two-year curriculum for women. In 1919 the curriculum was expanded to four years and the institution was admitted to membership in the Texas Association of Colleges.

Our Lady of the Lake became, in 1923, the first San Antonio institution of higher education to receive regional accreditation; it is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. In 1927 it became the third Texas school to be approved by the American Association of Universities.

Graduate work, begun in 1942, was coeducational from its inception; all programs became fully coeducational in 1969. In 1975 the name of the institution was changed from Our Lady of the Lake College to Our Lady of the Lake University of San Antonio.

Living up to its mission of providing education to those with limited access, the University introduced Weekend College to Texas in 1978, starting in San Antonio. The undergraduate Weekend College was expanded to Houston in 1986 followed by graduate and MBA programs with complete class schedules on weekends. The Dallas Weekend College was opened in 1994 and later added graduate degrees and the MBA. Today the University’s scheduling alternatives include summer sessions, daytime and evening classes at its main campus in San Antonio, as well as undergraduate and graduate weekend degree programs in San Antonio, Houston, and the...
Rio Grande Valley. The University has articulation agreements with community colleges in San Antonio, Houston, Dallas, and El Paso.

Our Lady of the Lake University currently offers bachelor’s degrees in 56 areas of study, master’s degrees in 21 areas of specialization, and doctorates in Counseling Psychology and Leadership Studies.

Non-Discrimination Policy

Our Lady of the Lake University provides equal employment opportunities to all qualified applicants and employees without regard to their race, color, ancestry, religion, gender (except where gender is a bona fide occupational qualification), sexual orientation, age, national origin, veteran status, disability, genetic information, or any other characteristic or status that is protected by federal or Texas law. The University’s policy is to ensure that recruitment, hiring, training, education, promotion and all other employment actions, such as compensation, benefits, transfers, layoffs, return from layoff, tuition reimbursement, social and recreational programs are administered in accordance with these protections for all employees.

Department of Psychology

History of the Department of Psychology

The Department of Psychology began by offering undergraduate degrees. The Master of Science (MS) in Psychology programs were developed in the 1980s. The current master’s concentrations include Family, Couples and Individual Psychotherapy and School Psychology. The Doctor of Psychology (PsyD) in Counseling Psychology program began admitting students in Fall 1990. The Counseling Psychology program has been accredited by the American Psychological Association (APA) since 1995.

Administrative Staff

Ms. Cynthia Peña, Administrative Assistant, Department of Psychology. Moye 413, (210) 431-3914. Ms. Peña joined the psychology department in Spring 2011.

Ms. Gayla Murr, Office Manager, Community Counseling Service. 590 N. General McMullen, (210) 434-1054. Prior to joining the CCS staff in 2007, Ms. Murr worked for the Hill Country Community MHMR for seventeen years as a Business Manager for clinics in Junction, Llano and Fredericksburg.

Core Faculty

Dr. Joan Biever, Professor, Psychology Department Chair. Moye 412, (210) 431-4008
Dr. Biever earned her BS from Ball State University, and her MA and PhD (Counseling Psychology) from the University of Notre Dame. She joined the OLLU faculty in 1990. The graduate courses she has taught include Introduction to Systemic Approaches to Counseling,
Psychotherapy with Children, Adolescents, & Their Families, Pre-practicum, Practicum, Family Processes Across Cultures, Sociocultural Foundations of Counseling Latinos, and Strengths-Based Approaches to Psychotherapy. Dr. Biever supervises at the CCS and uses strengths-based approaches to therapy. Her research interests include psychotherapy outcomes using strengths-based approaches, multicultural issues, and training biliterate therapists.

**Dr. Monte Bobele, Professor, Moye 408, 434-6711 x 2492**
Dr. Bobele earned his BS, MA and PhD (Psychology) from the University of Houston. Dr. Bobele taught at OLLU 1981-1984 and rejoined the faculty in 1989. The graduate courses he has taught include Systemic Approaches to Counseling, Introduction to Health Psychology, Doctoral Colloquium, Qualitative Research Methods, Supervision, Psychological Hypnosis, Professional Writing, Strengths-Based Approaches to Psychotherapy, and Practicum. He supervises at the CCS and his theoretical orientation is systemic, and strengths-based. Dr. Bobele’s research interests include walk-in/single session therapy, supervision and training, systemic therapy, health psychology, multicultural psychology, qualitative research methods, and post-modern approaches to psychotherapy.

**Dr. Ezequiel Peña, Associate Professor, Training Director, Counseling Psychology Program. Moye 410, (210) 431-6711 x2224**
Dr. Peña received his BA in Psychology from Trinity University and his PhD in Counseling Psychology from The University of Texas at Austin. Dr. Peña joined the OLLU faculty in August 2008. He has taught Doctoral Colloquium I & II, Theories of Multicultural Counseling, Latina/o Psychology (English & Spanish sections), PrePracticum Counseling Lab: Basic Interviewing Skills (Bilingual section), and Professional Writing II. A major area of interest for Dr. Peña is in working with the Psychological Services for Spanish Speaking Populations (PSSSP) program. He is interested in social constructionist Spanish-language and multicultural approaches to counseling practice, supervision, teaching, theory, and research. Dr. Peña has worked in various university counseling center and community mental health center (CMHC) settings, including an inner-city CMHC serving various Latino/a and Latin American communities.

**Dr. marcela polanco, Assistant Professor, Moye 402, 210-434-6711, ext. 4059**
Dr. polanco earned her B.S. from Universidad de Los Andes, Bogotá, Colombia, her MS (Community Psychology) from Pontificia Universidad Javeriana, Bogotá, Colombia, and her MA (Mental Health Counseling) and PhD (Family Therapy) from Nova Southeastern University. She joined the OLLU psychology faculty in Fall 2012. The graduate courses she teaches include Introduction to Systemic Approaches to Counseling, Psychotherapy with Children, Adolescents, & Their Families, Qualitative Research Design I, and Pre-practicum. Her research interests include bilingual (Spanish-English), feminist, and postmodern practices with special interest in narrative therapy, and autoethnographic and decolonizing methodologies.

**Dr. Bernadette Hassan Solórzano, Associate Professor, Director of the Community Counseling Service, Coordinator of MS and undergraduate practica. Community Counseling Service, (210) 434-1054.**
Dr. Solórzano received her BA (English) from the University of Texas at San Antonio and her MS (Psychology) and PsyD (Counseling Psychology) from Our Lady of the Lake University. Dr. Solórzano joined the OLLU faculty in 2002. The courses she has taught include Practica, Pre-
practicum Lab, Psychotherapy with Children, Adolescents, & Their Families, Introduction to Systemic Approaches to Counseling, Violence Prevention and Intervention, Professional Writing, Qualitative Research I, and Supervision. Dr. Solórzano supervises in the CCS and her theoretical orientation is Narrative Therapy. Her research interests are the impact of immigration issues on Families, Torture Survivors, Ethics, and Training and Supervision.

**Affiliated Faculty**

**Dr. Kathryn Anderson, Professor.** Moye 400, 434-6711 x 2495
Dr. Anderson received her BA from Trinity University and her MA and PhD (Social Psychology) from the University of Missouri-Columbia. The graduate courses she has taught include Social Psychology and Experimental Design and Statistics. Her research interests center around environmental, social, gender and personality effects on aggression, as well as evolutionary and social structural explanation of mate attraction.

**Dr. Debra Corey, Assistant Professor.** Moye 402, 434-6711, ext. 3926
Dr. Corey earned her BS from Texas A&M University (Psychology) and MA and PhD from the University of Texas at El Paso (Experimental Psychology). Her research interests include applied setting issues such as the influence of social and cognitive factors in eyewitness accuracy, and program evaluation research. Her newer arenas of interest are in social and cognitive factors in resilience and forgiveness and effective pedagogical techniques. Courses taught are: Physiological Psychology, Statistics, Research Methods, Introduction to Psychology, and Social Psychology.

**Dr. John P. Gómez, Professor.** Moye 405, 434-6711 x 2728
Dr. Gomez earned his BA from St. Mary's University and his MA and PhD (Clinical Psychology) from the University of Michigan at Ann Arbor. The graduate courses he has taught include Experimental Design and Statistics, Seminar in Cognitive and Behavior Therapy, and Research Methods and Procedures. His research interests include mental health diagnoses and clinical judgment, especially the diagnostic relevance of race/ethnicity; intergroup relations and stigmatization involving ethnic minorities (race) and women (gender); and measurement and psychometrics, especially questionnaire design.

**Dr. Cynthia González, Professor, Program Director for School Psychology.** Moye 414, 434-6711 x 8152
Dr. González earned her BS from Pan American University, her MEd from Southern Methodist University, and her PhD (Educational Psychology/School Psychology) from Texas A & M University. The graduate courses she has taught include Psycho-educational Assessment, Psychological Assessment, Operational and Organization of Schools, Ethics and Professional Practice, Consultation in the Schools, School Psychology Practicum and Internship, and Language and Psychosocial Variables in Assessment and Therapy with Latino Populations. Her professional interests include assessment and intervention with children, adolescents, and their families, consultation and collaboration with community and educational organizations, and Spanish speaking services.

**Dr. Loranel Martinuzzi Graham, Professor.** Moye 403, 210-434-6711, ext. 2489.
Dr. Graham earned her BA from the University of Texas at San Antonio (Psychology) and MA
and PhD from University of Louisville (Cognitive Psychology). Her research interests include: Individual differences in cognition, interactions between language and cognitive processes. She has taught the following courses: Statistics, Research Methods, Cognition, Learning, Perception, Introductory Psychology

Dr. Brenda Guerrero, Professor. Moye 416, 434-6711 x 2488.
Dr. Guerrero earned her BA from the University of Cincinnati and her MA and PhD (Developmental Psychology) from Bowling Green State University. The graduate courses she has taught include Life Span Developmental Psychology and Special Topics in Psychology of Aging, Death & Dying, and Social Gerontology. Her professional interests include gerontology, death & dying, and cancer research.

Dr. Kristin O’Donnell, Assistant Professor, Moye 407, 434-6711 x 8197.
Dr. O’Donnell received her doctoral degree in Educational Psychology at Texas A & M University, Commerce. She earned her MS in Psychology (School Psychology concentration) from Our Lady of the Lake University. Graduate courses she has taught include Psychological Measurement and Evaluation, Psychological Assessment, Achievement Testing and Individualized Assessment, Autism Assessment, Lifespan Developmental Psychology, Applied Learning and Development, Professional Practice: Skills and Issues, Counseling Skills in School Settings, and school psychology practicum and internship. Her professional interests included assessment and intervention in the early childhood and school age population. Her research interests include parent satisfaction with assessment and special education services, research based educational and behavioral interventions, and Autism Spectrum Disorders.
Doctor of Psychology in Counseling Psychology

Overview of the PsyD Program

The PsyD is a professional degree, preparing students for careers in the professional practice of psychology. The first PsyD program in the United States began admitting students in the late 1960s. At the Vail Conference in 1973, the APA endorsed the PsyD model as an alternative to the PhD in the training of individuals who offer direct psychological services. The content of the PsyD program is consistent with guidelines specified at the Vail Conference for training programs in counseling psychology.

As a professional program in Counseling Psychology, the PsyD at OLLU emphasizes the direct delivery of professional services and the evaluation and improvement of such services. Further, the program adheres to the principles outlined in the American Psychological Association’s Specialty Guidelines for the Delivery of Services (1981). The Guidelines define Counseling Psychology as the practice of.

principles, methods, and procedures for facilitating effective functioning during the life-span developmental process. In providing such services, counseling psychologists approach practice with a significant emphasis on positive aspects of growth and adjustment within a developmental orientation. These services are intended to help people acquire or alter personal-social skills, improve adaptability to changing life demands, enhance environmental coping skills, and develop a variety of problem-solving skills and decision-making capabilities. Counseling Psychological services are used by individuals, couples, and families of all age groups to cope with problems connected with education, career choice, work, sex, marriage, family, or other social relations, health, aging, and handicaps of social or physical nature. (p. 654)

The PsyD is a professional degree in counseling psychology designed to train graduates for the independent practice of psychology with individuals, couples, families and groups and for the supervision and training of mental health practitioners. Within our practitioner-scholar model of training, scientific training is integrated into the practice-training component. Scientific activities are in the service of practice. Although this differs from traditional training in scientist-practitioner model programs, many authors have suggested such integration is crucial for scientist-practitioner model programs as well. Indeed, the description of scientific training provided by Meara et al. (1988) in their report on scientist-practitioner model training stated: "The model emphasizes systematic and thoughtful analysis of human experiences and judicious application of the knowledge and attitudes gained from such analyses. An attitude of scholarly inquiry is critical to all the activities of those educated in the scientist practitioner model" (p. 368). This model was more thoroughly elaborated by Joan Biever, Terry Patterson, and David Welch in the article, Training models in Counseling Psychology: Scientist –Practitioner versus Practitioner Scholar (Stoltenberg et al., 2000).

Counseling psychology services include assessment, evaluation and diagnosis; intervention with individuals, couples, families, and groups; professional consultation and program development with organizations; and supervision and evaluation of counseling psychology services. The program is designed to provide students with the skills necessary to provide these services. The
program emphasizes brief, systemic, strengths-based, social constructionist, cognitive, and developmental approaches to psychotherapy.

Because it is the only doctoral psychology training program in South Texas, the program emphasizes training and service for the multiple cultures of the region. Through coursework and practica, students work with clients from a wide variety of ethnic, economic, educational, and religious backgrounds. The Community Counseling Service (CCS), the program-sponsored clinic offers services to traditionally under-served populations on a sliding fee basis.

**Student Outcomes**

- Mastery of strengths-based approaches to psychotherapy.
- Proficiency in supervision, consultation, and psychological assessment.
- Ability to implement appropriate methodologies to evaluate clinical practice, efficacy, and outcome.
- Ability to contribute to the profession through scholarship.
- Multicultural competence.
- Competence in ethical practice.

**Practitioner Focus**

The faculty of the PsyD program focuses on designing classroom experiences that are relevant to the practice of psychology. Beyond that, many courses have a practical component in which students are required to apply their developing knowledge. Thus, courses go beyond awareness and knowledge and focus on skill development.

Students who enter the PsyD program begin their practicum training during the spring semester of their first year. This experience typically begins on two practicum teams at the Community Counseling Service (CCS). The team approach provides a supportive environment whereby the first year students and a core faculty supervisor meet weekly to provide psychological services to the CCS’s client population. In addition, the first semester of practicum includes readings and case conferencing. After the first semester, and with the approval of the supervisors, students are then permitted to participate on other teams at the CCS and other pre-approved practicum experiences off campus. Students are required to obtain a minimum of 1000 hours of direct delivery of services and supervision. (See Practicum Requirements, p.16 in this PsyD Handbook for more information)

The Clinical Qualifying Examination is designed to assess a student’s integration of theory, treatment planning, individual and cultural differences, ethics, diagnosis and assessment, and crisis management. The Clinical Qualifying Examination is modeled after the Texas oral examination for psychologists. (See Clinical Qualifying Examination, p.18 in this PsyD Handbook for more information)
At the end of their coursework, and after successful completion of the Clinical Qualifying Examination and Dissertation proposal, students typically engage in a national search to secure a pre-doctoral internship. **Students are strongly urged to complete their dissertations prior to beginning their internship experience.** The internship experience is a full-time, year long (or half-time for two years), intensive training experience that serves as a “capstone” for the pre-doctoral training. The faculty encourages students to attend APA-accredited internship programs. (See Appendix A for Completion of Requirements for the PsyD Degree and Appendix N for the Internship Application Approval Form for more information)

### Academic Policies

#### Course Load and Continuous Enrollment

In accordance with accreditation guidelines, the PsyD program requires 3 full-time academic years of study in residence at OLLU. Students must enroll full time (a minimum of nine hours) every fall and spring term during those 3 years. Students may request a leave of absence for up to two consecutive semesters by completing the Petition for Exception form (see Appendix L). Such leaves must be approved by the student's advisor and Training Director. Students on internship, or ABD status, are required to remain continuously enrolled, but are exempt from the full-time status requirement.

Once students begin enrollment for dissertation credits they register for dissertation credits each fall and spring semester until the dissertation is completed. Enrollment for 9198 in the summer term is required if students plan to hold their proposal or final defense meetings during that term. Students who have completed their internship are required to register for at least one hour of dissertation credit (PSYC 9198) each semester until the dissertation is completed.

Failure to remain continuously enrolled may lead to dismissal from the program. This policy is particularly relevant to students who have completed coursework but have yet to complete their dissertations or internships. Students who have completed coursework will be required to maintain continuous registration each fall and spring semester until the dissertation and internship are completed.

#### Attendance Policy

Class attendance in all courses is required. Students are expected to be present at each class session. Medical emergencies, serious acts of nature, and other legitimate absences from class are unavoidable. Personal vacations, work conflicts, and family business are not considered excusable absences. Students are responsible for planning personal activities according to published academic calendars. Attendance policies for each course are described in the course syllabus.

#### Independent Study

Independent study for credit is a means of supplementing a degree plan. Students seeking such credit must submit a written proposal for study to the professor who would be supervising the independent study. Approval is made on an individual basis.
Course Waivers

The department may waive particular course requirements if the student has completed an equivalent course, or demonstrates competence in the subject area. A course waiver does not reduce the total minimum number of hours needed to complete the PsyD. Approved elective courses will be substituted for the waived courses.

Transfer of Credit

During the development of a student’s initial degree plan, the Training Director will evaluate previous graduate work that may be appropriate for transfer (see Appendix B for Degree Plan form). The student’s advisor will present the proposed degree plan (including transfer and waived courses) to the doctoral faculty for approval. To transfer a course students must: (a) provide course outlines and/or catalog descriptions for the course and (b) demonstrate current knowledge in the content areas covered by the course (e.g., course is less than 5 years old, ongoing involvement in field, etc.).

Time Limitations

All degree requirements must be fulfilled within ten (10) years of initial enrollment (including any authorized leaves of absence). Extensions to the 10-year limit are highly unusual, rarely granted, and require the approval of the faculty.

Leave of Absence

In rare circumstances, students may be granted a leave of absence from the program contingent upon approval by the program faculty. Students may request a leave of absence for a total of two contiguous semesters by completing the Petition for Exception Form (see Appendix L). The student is essentially requesting an exception to the continuous enrollment policy. All conditions of the leave will be specified in the petition. A majority of the doctoral faculty must approve such leaves in advance. If the student requires more than two semesters of leave, reapplication to the doctoral program may be required.

Petition for Exception to Program Policies

Students who wish to be considered for exceptions to any of the Departmental or Program policies must complete the Petition for Exception Form (see Appendix L). The student must provide a rationale justifying the exception. The student’s advisor, the Training Director, and a majority of the doctoral faculty must approve such requests.

Petition for Exemption from University Policies

Students are directed to the current Graduate Bulletin and Student Handbook for information about exemptions from OLLU policies.
Program Requirements

Curriculum and Degree Plan

The PsyD program curriculum follows the program requirements outlined in the 2012 APA Commission on Accreditation (CoA) Guidelines and Principles for Accreditation of Programs in Professional Psychology. The curriculum provides a foundation of training and knowledge that enables students to meet competency standards expected of professional practitioners in psychology. Academic course requirements are 117 semester hours, including dissertation and internship. The distribution of required and elective courses can be found in the PsyD degree plan (Appendix B). Typical Course Sequences can be found in Appendix C.

The curriculum is designed to meet the academic requirements for licensing as a psychologist in Texas. Please refer to the Texas State Board of Examiners of Psychologists Requirements for Licensure at [www.tsbep.state.tx.us](http://www.tsbep.state.tx.us).

Students develop a Degree Plan with the PsyD Training Director prior to or during the first semester of study (see Appendix B for the Degree Plan and Appendix C for Typical Course Sequence). Together with the Training Director, students will identify any academic deficiencies that may be remedied with additional courses. After reviewing the student’s transcript(s) of previous graduate work to determine the appropriate transfer courses, a provisional Degree Plan is developed. Students may transfer no more than 39 semester hours of previous graduate coursework. Transfer credit is applied following successful completion of the Written Qualifying Exam.

Practicum Requirements

General Policies

The Community Counseling Service (CCS) is the primary practicum placement for doctoral students. All students will participate in practicum, which involves the supervised practice of psychology including individual, family and group psychotherapy, psychological assessment, consultation, supervision, psychoeducational activities, and case management at CCS, or a designated off-campus site. Students typically begin doctoral practicum in the spring semester of their first year. During the first semester of doctoral practicum, students are assigned to a first year doctoral team and one additional team. During the summer, fall, and spring following their first practicum in the CCS, doctoral students must continue on at least two teams at the CCS and may participate in up to eight hours a week at sites that contract with CCS for supervision. In the third year, doctoral students may be placed off-campus for their practicum experience, but it is required that students remain on one CCS team supervised by one of the doctoral faculty during that year.

Off-Campus Placements

After completing a minimum of four semesters of practica at the CCS, and with the recommendations of their most recent CCS supervisors and the Training Director, doctoral students may be placed at approved off-campus practicum sites. Students should work closely with the Training Director to select a site that meets their training needs. The first step in this
process is the completion of the Off-Campus Placement Form (Appendix O). The weekly group supervision or any other on-campus supervision is not a substitute for supervision at an off-campus site. Students must be supervised by a licensed psychologist for a minimum of one hour per week at each off-campus site.

**Attendance**

Practicum training is a professional experience. As such, students are expected to be available for each regularly scheduled team meeting. The CCS and other off-campus sites do not necessarily adhere to an academic schedule. Students should anticipate continuing their practicum responsibilities during holidays and vacations. *Students who fail to attend, or are late for, practicum meetings may have their grade lowered.* Earning a “C” in practicum is grounds for expulsion from the program.

**Total Hours Required**

Students must enroll in the doctoral practicum course (PSYC 9197) for a minimum of 7 consecutive semesters. Continuous enrollment in this course must be maintained until completion of the 1000 direct contact hour requirement is fulfilled. Only 7 practicum credits will be counted toward the degree plan. Up to 500 hours (no more than 100 assessment hours) of direct client service hours from supervised practica in a masters program may be counted for this requirement. Students must submit documentation of prior practicum training to the Training Director by midterm of the semester before enrolling in PSYC 9197 for determination of the number of acceptable hours. Direct client contact hours at CCS are “in the room” hours; time spent observing behind the mirror and participating in reflecting team discussions is **not** direct service. In keeping with APPIC standards providing supervision is counted as direct service hours.

Students providing counseling, therapy, testing, or any other clinical services as part of a course requirement may **not** count those hours toward fulfillment of the practicum requirements. For example, administering tests as part of a research course or a psychological assessment course, does not count toward the required practicum hours.

**Practica Log**

Students must record all practicum hours, both direct and indirect, by using the *Time2Track* electronic practicum log ([http://time2track.com/](http://time2track.com/)). The most recent summary of total hours accrued must be submitted to the Training Director at the end of each semester. Students are required to enter data into the electronic log from their first semester in practicum as it will facilitate the completion of their internship applications. The PsyD Practicum Log (Appendix R) may be used as a data entry form but will not take the place of enrollment in Time2Track. Students must complete data entry of their hours in Time2Track every semester in order to receive credit for the course. Failure to do so could lead to an incomplete grade or failure in the course. Evidence of data entry must be submitted to the Training Director each semester on or before the first day of finals. All totals should be reflected on the most recent summary.

A summary sheet indicating that 750 direct contact hours have been completed should be submitted to the Training Director prior to verification of readiness to apply for internship. This must occur no later than October 1 of the year the student is applying for internship. In addition,
students must submit their final practicum summary verifying completion of the 1000 direct contact hour requirement prior to leaving for internship.

**Clinical Qualifying Examination**

Students must pass the Clinical Qualifying Exam prior to applying for internship. Students take Clinical Qualifying Examinations during the fall semester before the year they apply for internships (generally the fall of their third year). *Students who are on departmental academic probation are not eligible to take the qualifying examination.*

1. The following courses must be completed successfully before a Clinical Qualifying Exam date can be scheduled: PSYC 9197 Doctoral Practicum (At least 500 direct service hours of practicum must be completed prior to taking the exam), PSYC 6342, PSYC 7351, PSYC 8303, PSYC 9304, and PSYC 9334.

2. Students must have approval from the training director (in consultation with their advisor and other doctoral faculty members who have supervised their clinical work) to sit for the Clinical Qualifying exam.

3. Students must have completed all required clinical record keeping before applying to sit for the Clinical Qualifying examination, supervisor and student feedback forms for each supervision experience, logs of clinical activity must be up-to-date, and all CCS client records must be current.

Students schedule the Clinical Qualifying Examination after the Training Director announces, via e-mail, the dates and times available. Students who intend to take the Clinical Qualifying Examination will notify the Training Director of their intent. The Training Director will then distribute the list of students intending to take the exam to the PsyD faculty for approval.

Students will receive verbal notification of the result of the Clinical Qualifying Examination immediately following the exam and the results are recorded on the Completion of Requirements for the PsyD Degree form (Appendix A).

On the day of the scheduled examination, the student should report to the psychology office at least one hour prior to the time the examination is scheduled to begin. At that time the student is given a copy of the exam questions (Appendix J) and the scenario on which to base the exam answers and discussion. Students are not permitted to bring books, notes, laptops, iPads, cell phones, or other materials with them for the exam preparation. Backpacks, purses, brief cases, cell phones, etc. may be secured in the Psychology Department office during the exam. The department will provide a note pad and a current DSM for reference during the preparation time (Students may not use the DSM text during the oral examination).

A minimum of three doctoral faculty members examine the student on assessment, treatment, and theoretical knowledge related to the case. Students are evaluated for their ability to recognize ethical and sociocultural issues, define problems, organize assessment and treatment plans, develop interventions, make appropriate referrals, and plan for case closure. The exams will be audio or video recorded. Each faculty member grades the student's performance on a scale of 1 to
3 (fail, pass, and high pass). An average score of 2 is required to pass each question. All materials including recordings, exam questions, and student’s notes are destroyed immediately following a successful exam.

If one or more questions are failed, the student will be given one opportunity to retake the failed questions. Students who fail multiple questions may be required to re-take the entire exam. Students who fail the clinical qualifying exam will be given the option to retake the exam later in the same semester or in the following semester, depending on the amount of remediation recommended by the faculty. Second failures lead to dismissal from the program.

Students who wish to appeal a second failure must follow the procedures outlined in the OLLU Student Handbook in the section “Protection Against Unfair Evaluation.” As per this policy, the only grounds for appeal are prejudice or capriciousness on the part of evaluators. Students must notify the Training Director of the intention to appeal no later than four weeks after learning the results of the examination.

Recordings of clinical examinations are the property of the Psychology Department and will be retained for four weeks following a failed examination unless notice of intent to appeal is received by the Training Director.

**Written Qualifying Examination**

Students must pass the Written Qualifying Exam prior to applying for internship. For the Written Qualifying Exam students must demonstrate competence in clinical supervision and program evaluation through an eight-hour written qualifying examination administered through Lake Online. Students take the Written Qualifying Examination no later than the summer semester before they apply for internship. *Students who are on departmental academic probation are not eligible to take the qualifying examination.*

1. The following courses must be completed successfully before a Written Qualifying Exam date can be scheduled: PSYC 9351 Clinical Supervision and PSYC 9370 Program Evaluation.

2. Students must have approval from the training director (in consultation with their advisor and other doctoral faculty members who have supervised their clinical work) to sit for the Written Qualifying exam.

Students schedule the Written Qualifying Examination after the Training Director announces, via e-mail, the dates and times available. Students who intend to take the Written Qualifying Examination will notify the Training Director of their intent. The Training Director will then distribute the list of students intending to take the exam to the PsyD faculty for approval.

The Written Qualifying Exam will be offered at least once per academic year, generally in the summer following the student’s third year. Four hours will be allowed for each section (four for Supervision and four for Program Evaluation). Each section is comprised of a scenario followed by a set of questions to which the student must respond (Appendix K). Students scheduled to take the qualifying exam will be enrolled in a Lake Online course titled: *PsyD - qualifying exam.*
Once approved to take the exam, students should check Lake Online to see if the PsyD-qualifying exam course shows up on their list of Lake Online courses. Enrollment in the course will occur at least one day prior to the exam. The student should alert the Training Director immediately if this course does not appear on their list Lake Online courses.

Students will have up to one week to complete their exams, however, once a student begins a section (either Supervision or Program Evaluation) she or he must complete that section in one four-hour sitting. *(For example, the student must complete the Supervision section in one sitting of up to 4 hours. The student will then need to complete the Program Evaluation section in another 4 hour sitting, which can be right after she/he is done with the Supervision section, later that day, or on another day.)* The student must complete one exam at a time. Once enrolled students will be given additional information on accessing the exams.

Each qualifying examination section will be scored by two faculty members on a three-point scale (high pass = 3, pass = 2, fail = 1). An average score of 2 across all questions in a section is required to pass that section. Students who fail a section will be allowed one opportunity to re-take that section. Second failures of either section will result in dismissal from the program.

Students who wish to appeal a second failure must follow the procedures outlined in the OLLU Student Handbook in the section “Protection Against Unfair Evaluation.” As per this policy, the only grounds for appeal are prejudice or capriciousness on the part of evaluators. Students must notify the Training Director of the intention to appeal no later than four weeks after learning the results of the examination.

Students will receive email notification of the result of the Written Qualifying Examination within two weeks following the exam. The results will be recorded on the Completion of Requirements for the PsyD Degree form (Appendix A).

**Doctoral Candidacy**

Upon completion of departmental requirements as defined below, doctoral students may petition the Office of the Chief Academic Officer for doctoral candidacy.

**Admission to Doctoral Candidacy**

Admission to doctoral candidacy is a prerequisite to receiving any doctoral degree. To qualify for admission to doctoral candidacy, a student must:

- Be in a doctoral program offered by OLLU
- Have been continuously enrolled in the program without withdrawal, or have been readmitted to the program without condition
- Complete the departmental course work requirements with a cumulative GPA of 3.0 or better
- Pass the written and oral sections of the doctoral candidacy examination
It is the responsibility of the student to apply for candidacy admission by submitting the Application for Advancement to Doctoral Candidacy to the Office of the Academic Affairs through their department chair or program director.

**Successful Academic Progress in Candidacy**

Doctoral candidates registered for dissertation credit hours will be evaluated on a Pass/Fail (P/F) grading by their dissertation chair/advisor.

**Financial Aid Eligibility**

Students who have advanced to candidacy and register for 1 credit hour of dissertation or internship will be considered full-time and eligible to financial assistance accordingly.

**Presentation of Professional Knowledge**

All PsyD students are required to demonstrate their professional knowledge by either: (a) authoring a paper accepted for publication by a peer reviewed journal in the field of psychology or (b) presenting a paper, symposium, or workshop at a state, national or international professional conference. The student's advisor must approve the specific conference or journal in advance. Joint authorship is acceptable in a manuscript published in a peer reviewed journal regardless of authorship order. Co-authorship is acceptable if the student is the first or second author for a paper, symposium, or workshop presentation. Students are encouraged to demonstrate their professional knowledge in both areas as doing so will serve them in their efforts to secure a pre-doctoral internship. Students must document publications or presentations to receive credit for this requirement. Examples of adequate documentation include a copy of the conference program listing their presentation, a copy of the acceptance letter from the journal editor, or a copy of the published article. Satisfaction of this requirement will be noted on the Completion of Requirements for the PsyD Degree form (Appendix A).

**Dissertation**

The dissertation is a collaborative endeavor between faculty and student designed to develop scholarly abilities in keeping with the program’s Counseling Psychology practitioner-scholar model. Students are required to select topics of interest relevant to the advancement of the practice of professional Counseling Psychology. Dissertations may involve qualitative research designs or may be theoretical. Theoretical dissertations may be historical or descriptive investigations that concern themselves with the development of theoretical approaches or paradigms pertinent to counseling psychology practice. In consultation with the dissertation chair, the student will formulate an original research question and the most suitable research design for the dissertation.

Students may begin enrolling for dissertation credits, with permission of their advisor, any time during their second year. Beginning in the semester the dissertation committee is formed, the student must register for dissertation credits following departmental guidelines. Students should register for 9395, 9396, and 9397 in consecutive semesters (summer registration is optional) and continue to register for 9198 Dissertation IV each semester (Fall and Spring) until the
dissertation defense is completed. Students must be registered for a dissertation course the term that the dissertation is defended, included the summer term. The dissertation chairperson and the department chair must approve any exceptions.

If the assigned academic advisor is not the student's choice for dissertation chair, the student should request a change of advisor so that the dissertation chair can also serve as the academic advisor. The Change of Advisor Request form is found in Appendix K.

Proposal

When the dissertation proposal is reasonably developed with the dissertation chair and at her or his discretion, the student selects a committee of at least three members. The chair of the dissertation committee must be one of the Counseling Psychology core faculty members. Of the remaining two members, one must also be a member of the Counseling Psychology core faculty. The remaining member must have an earned doctorate in the specific area of inquiry of the dissertation. This individual may be chosen from the core faculty, other psychology faculty members, faculty from other departments at the University, or from outside the University. All committee members must be approved by the dissertation chairperson. The student will communicate with committee members, either individually or collectively, to review the dissertation proposal and set a date for the proposal defense.

At the Dissertation Proposal Defense, the student presents an overview of the proposed study and is examined by the committee in the areas of knowledge of relevant literature, research design, and significance of the study. At the time of the Proposal Defense, the document should have a reasonably complete statement of purpose, a comprehensive literature review, and a completed methods section. In other words, the first three chapters of the dissertation should be completed at this time. See Appendix G for the suggested format for Chapters 1-3. A majority of "pass" votes by the committee is required to approve the dissertation proposal. Results are recorded on the Completion of Requirements for the PsyD Degree form (see Appendix A).

If the proposed research involves human or animal subjects, the student subsequently obtains appropriate approval from the Institutional Review Board (IRB) to assure that the rights of subjects are protected. This approval must be obtained after the dissertation proposal is approved and before data are collected. Students may not begin conducting the research study until IRB approval has been attained. See Appendix Q for the IRB Approval Request Form. The student can obtain an IRB Packet online through the Academic Affairs website or office. The student must conform to any constraints imposed by the IRB in carrying out the intended research.

Students must pass their proposal defense by no later than May 1 of their third year, preferably sooner, and must pass their proposal defense prior to applying for internship. Students generally apply for internship in the fall semester of their fourth year in order to secure an internship to be completed during the fifth year.

Dissertation Research

The Dissertation Chairperson and committee will monitor the research and writing of the dissertation. If any modifications of the proposed research are needed, they must be accepted by the dissertation chairperson and submitted in writing to the Committee members and approved
by a majority. Please refer to the Suggested Dissertation Format (Appendix G) for more detail regarding dissertation requirements.

**Final Defense**

When a majority of the Committee have indicated to the Chairperson that the dissertation is an academically sound and defensible scholarly product, a final dissertation defense meeting can be scheduled. Once the committee has approved the completed dissertation for defense, the student distributes copies to all committee members. The date and time of the defense will be set by the Dissertation Chairperson in collaboration with the student and Committee. The Dissertation Chairperson notifies the Office of Academic Affairs (AA) and the Training Director of the date and time of the defense by submitting the Defense of Dissertation Request form (see Appendix D) at least ten working days prior to the defense date. Upon receipt of the Defense of Dissertation Request form, the AA Office selects a faculty member from another department to represent the Faculty at the defense. The Training Director will announce the upcoming defense via email to the university community and arrange to have the defense publicized in the University’s electronic newsletter. No less than five working days before the defense date, a copy is furnished to the Faculty Representative. The Faculty Representative monitors the proceedings as a non-voting member.

Dissertation defenses are open to the OLLU community. At the dissertation defense, the student presents a summary of the findings and is examined orally by the committee. At the conclusion of the defense, the committee members vote "pass" or "fail" with a majority of "pass" votes required for the dissertation to be accepted. Students are given verbal notification of the outcome immediately following the presentation. A successful outcome of the dissertation defense is recorded on the Approval Page of the dissertation and on the Completion of Requirements for the PsyD Degree form (Appendix A). The committee may vote to pass the candidate pending revisions in the final document. In that event, the dissertation is not officially completed until the advisor certifies that all requested changes have been made. In the event that a majority of the committee does not pass the candidate, a remediation plan will be developed for the student by the committee.

The dissertation must be completed and approved within the time-line set in advance by the program. The department chair and the Dean of the School of Professional Studies must approve exceptions.

**Final Copies**

Students are required to submit five final copies of the dissertation, properly signed by the committee members on the signature page, to the Office of Academic Affairs. The student must also sign the UMI Dissertation Publishing authorization form (available from the Psychology Department Administrative Assistant) at this time. These copies for binding are to be in the AA’s office by the day final grades for graduating students are due in the Registrar’s office the semester the student wishes to graduate. The AA office will send the copies for copyrighting, binding and inclusion in appropriate dissertation databases. It normally takes 8-10 weeks to receive the bound copies of the dissertation in the departmental office.
The course fee for PSYC 9395 Dissertation I covers binding, copyrighting, and electronic archiving. Copies of the bound dissertation will be provided to the student, the dissertation chairperson, the psychology department, and the Library (2 copies). The student may submit additional copies and pay an additional fee for binding, if desired.

In order to graduate in the semester in which the dissertation is accepted, the student must meet deadlines set by the University and published in the Schedule of Courses. The student must be mindful that within-department deadlines for completion of the dissertation (including revisions following the defense) will come much earlier than final deadlines set forth by the registrar and academic calendar. Therefore, completion of the dissertation well before graduation application deadlines is imperative. It is the responsibility of the student to negotiate a reasonable timeline for completing, defending, and, if needed, revising the dissertation with her/his dissertation chair and committee.

Pre-Doctoral Internship

The program requires a one year, full-time (1,900-2,000 hours) pre-doctoral internship. The internship may be completed by working half time over two years, although availability of two-year internship programs is quite low. The Program encourages students to complete APA accredited internships. Students must receive permission from their advisor and the Training Director before applying for internship. Students are required to be in good standing and have passed both Qualifying Examinations and their dissertation proposal defense before submitting applications for internships. Students must also complete all of the practicum requirements before beginning internship. In particular, students must have completed all 750 hours of direct client services for PSYC 9197 at the time the internship applications are approved. If a student has not completed all 1000 hours of the practicum requirements at the time of internship application, the students must provide their advisors with a realistic plan to complete the hours prior to beginning internship. Students must provide evidence of completion of 1000 hours of direct contact prior to leaving for internship.

The Internship Application Approval Form (Appendix N) must be completed and given to the Training Director no later than October 1 prior to the year a student hopes to begin internship in order to provide adequate time to complete the Internship Verification Form. The student’s advisor and Training Director will review each student’s experience and goals for internship and help students select appropriate internship programs for application. The APPIC Internship Application must be completed by the student online. There is a section on the Application requesting Doctoral Program Information, and includes a link permitting the Training Director to access your application and verify its contents. The Training Director will complete the requested information for the students’ applications.

Students must complete their internships in programs that are either APA accredited or that are APPIC member sites and meet the minimum equivalency requirements set forth by the Texas State Board of Examiners of Psychologists.
Degree Completion

Degrees are conferred in May, August, and December; however, commencement ceremonies are held only in May and December. Students must be enrolled in the semester in which their degree is conferred. Applications for graduation are available in the Registrar’s office in the Walter Center and must be submitted prior to the deadline set by that office. Information regarding regalia and announcements are provided there, as well. Students who have completed all requirements except internship by the date required for August degree conferral and who finish their internship between that date and August 31 will have their degrees conferred and dated after the completion of their internship.

Course/Practicum Scheduling & Registration

Advising

The Training Director serves as the advisor for all first-year students. Students may request a change of advisor after the first year (see Appendix M for the Change of Advisor Request form). Once students begin their dissertations, dissertation chairs serve as advisors.

Course Registration

Students’ registration for the first semester occurs prior to or during the new graduate student orientation. After the first semester, following their degree plan, students may register through WebAdvisor after consulting with their advisor. The OLLU web site, www.ollusa.edu, details the instructions for registering by WebAdvisor. Alternatively, students may register online or in person during scheduled registration times. The Registrar’s Office distributes information about registration dates and times, adding and dropping classes and the refund schedule to students prior to each enrollment period. Although the Psychology Department faculty and staff may occasionally facilitate registration for out of town students, the final responsibility for registration and payment of fees lies with the student. The introduction of on-line registration through WebAdvisor allows students, regardless of their location to register without assistance.

Add/Drop Courses

Students who wish to drop a course or withdraw from the program must initiate this process with their advisor. The Registrar’s Office distributes information regarding the dates for adding and dropping courses every semester and the refund schedule. This information may also be found on the web pages of the Registrar’s Office, www.ollusa.edu/Registrar, and the Student Business Office, www.ollusa.edu/StudentBusinessOffice.

Class Cancellation

The University reserves the right to cancel any class that has insufficient enrollment. Doctoral classes usually require a minimum of five students.
Practicum Registration

First year doctoral students register for practicum (PSYC 9197) in the spring semester of their first year in the program. Practicum registration occurs at the time of regular registration. Students registering for practicum at the CCS must complete a practicum availability worksheet so they can be assigned to therapy teams. These worksheets are distributed prior to the early registration period each fall and spring semester and during the summer term. Therapy teams typically meet Monday through Saturday. The specific hours vary according to supervisors’ schedules and availability. In the first practicum semester, students are assigned to two teams: one team with their cohort and at least one other team in the clinic. Students are engaged in practicum each semester until they have met the 1000 direct delivery of service hour requirement. Students will not receive a grade for PSYC 9197 Practicum until they have submitted their Time2Track practicum log summary, due on or before the first day of finals. Failure to do so could lead to an incomplete grade or failure in the course.

Generally, students are eligible for off-campus placement after completing a minimum of four semesters of practica at the CCS, and with the recommendations of their most recent CCS supervisors and the Training Director. Students must request off-campus practica placement for PSYC 9197 through the PsyD Training Director (see Practicum Requirements of this Handbook). Once eligible, students should request off-campus placements as soon as possible, but no less than three months before the anticipated practicum start date. The Training Director will facilitate arranging agreements with new sites we have not used before.

All students in practicum must demonstrate proof of student liability insurance prior to beginning practicum. This insurance must be maintained while the student is in the Program. Information about student liability insurance is available at the CCS or through the American Psychological Association.

Dissertation Registration

Students may begin enrolling for dissertation credits, when approved by their advisor. Students are required to complete at least nine semester hours of dissertation hours distributed roughly as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 9395</td>
<td>Dissertation proposal</td>
</tr>
<tr>
<td>PSYC 9396</td>
<td>Data collection and analysis</td>
</tr>
<tr>
<td>PSYC 9397</td>
<td>Final defense</td>
</tr>
<tr>
<td>PSYC 9198</td>
<td>Repeated each semester fall and spring semesters until completion of dissertation</td>
</tr>
</tbody>
</table>

Internship Registration

Students register for internship credit (9190 - 9192) each semester of their internship year (fall, spring, summer). Registration may be accomplished through WebAdvisor. Students are responsible for registering and paying tuition every semester while on internship. A student’s
internship Training Director will be notified of a student’s status if registration is not completed for each semester, on time.

**Student Evaluations**

**Annual Performance Review**

All students are evaluated on an annual basis by the program faculty. The evaluation is designed to be comprehensive in nature. It reflects faculty assessment of students’ accomplishments and recommendations for growth in academic performance, scholarly activity, clinical skills, professionalism, personal attributes and work habits, and compliance with program requirements. Each student completes his or her portion of the PsyD Student Annual Performance Review. Advisors summarize the results and discuss the evaluation with each advisee. Students are required to sign an acknowledgement that they have read the review and had an opportunity to discuss it with their advisor. The reviews are placed in students’ files.

**Course Evaluations**

Courses in the PsyD curriculum lead to the development of basic competencies in awareness, knowledge, and skills fundamental to the practice of professional counseling psychology. Because mastery of courses is essential to satisfactory performance in supervised professional practice, courses must be passed with a grade of “B” or better. Grades of C, D or F are unacceptable. Students must repeat required courses in which they earn less than a B at the first available opportunity.

A syllabus with assignments and due dates is distributed and discussed on the first day of each class. Expectations regarding mastering course content, activities, and conduct (attendance policy, academic honesty) are also discussed on the first day of class. Students have a right to expect timely and fair feedback in coursework.

At the end of the course students will have an opportunity to provide feedback to the instructor. Students are encouraged to be thoughtful and precise in the feedback so the instructor can benefit from this process.

**Practicum Evaluations**

Mid-semester and end-of-semester practicum evaluations are conducted with all of the on-campus clinical supervisors in attendance. The supervisors complete a practicum evaluation form for each student and give this feedback to their supervisees. During the evaluation meeting, each supervisor has an opportunity to discuss progress the student has made as well as areas for growth. See Appendix H for a copy of this form. Students receiving an unsatisfactory grade in practicum (a “C” or below) will be removed from the practicum and a remediation plan will be developed. If the situation(s) that resulted in the unsatisfactory grade was of sufficient gravity (an ethics or legal violation), the program reserves the right to dismiss the student from the program.
At the end of each semester, students are required to complete a Supervisor Evaluation form. This is an opportunity for students to give helpful feedback to their supervisors. The Supervisor Evaluation form is available at the CCS.

Failure to submit Supervisor Evaluation forms and up-to-date logs of hours will affect a student’s practicum grade.

**Grading Policies**

Refer to the Graduate Bulletin for University grading policies.

**Academic Discipline**

To remain in good academic standing, students must maintain an overall GPA average of 3.0 or higher. Students whose GPA falls below a 3.0 will automatically be placed on Scholastic Probation for the next nine semester hours. Failure to improve the GPA to at least a 3.0 by the end of the probation period will result in Enforced Scholastic Withdrawal from the University. A grade of “F” in a graduate course results in the student being placed on Enforced Scholastic Withdrawal without a prior period of Scholastic Probation.

**Graduate Assistantships**

Application forms for Graduate Assistantships can be obtained through Ms. Cynthia Peña in the Psychology Department’s office. Applicants are selected as needed by the department and selection is not normally based on financial need. Graduate Assistants are assigned to work in the CCS and in the psychology department as needed.

**Psychology Graduate Student Association**

Each April, two representatives from the PsyD program are elected by their peers to serve on the Psychology Graduate Student Association (PGSA) Council of Representatives for a one-year term. Student representatives are expected to provide their fellow students with support and information in a variety of areas. Student representatives are invited to attend faculty departmental meetings and are encouraged to report to the PGSA a summary of the meetings. Student representatives are not permitted to attend faculty meetings where other students are discussed. Student representatives are also excused from meetings dealing with faculty personnel issues. Student representatives are further expected to facilitate discussion between students and faculty. The 2013-2014 faculty advisor for PGSA is Dr. Solórzano.

**Grievance Procedures**

**Student Complaints/Concerns**

Students who have concerns or complaints about the program, courses, faculty, or another student should try first to resolve the concern informally with the person(s) involved. If this is not feasible (for whatever reason), or fails to resolve the issue, students may: (a) ask a PGSA Representative to relay the concern to the person(s) involved, (b) ask a PGSA Representative to
relay the concern to the appropriate administrator, or (c) share the concern with the appropriate administrator. Administrators should be approached in the following sequence: (a) course instructor/supervisor, (b) Training Director or CCS director, (c) Department Chair, (d) Dean of the School of Professional Studies, and (e) Vice President of Academic Affairs' office.

Concerns/complaints may be relayed anonymously; however, this will place limits on the formal actions that may be taken.

**Remediation and Appeals Policies**

*Consequences of Unsatisfactory Academic Performance*

Unsatisfactory or unacceptable performance or behaviors in any facet of the program, including coursework, practica, dissertation or other research, qualifying examinations, or internship will result in a full review of the student’s file. This review will be conducted by the PsyD faculty, adjunct faculty, and supervisors as needed. The outcome of such a review may permit the student to continue in the program without consequences. Or, recommendations may include the following: academic probation, remediation of a course or other academic requirement, additional supervision, psychotherapy, or termination from the program.

*Probation and Termination*

Formal probation is considered when serious concerns persist about a student’s competence, professionalism, emotional stability or ethical practice. Formal probation is determined by a consensus of the faculty following a meeting called by the Training Director to review a complaint (or complaints) against a student. Grounds for probation include, but are not limited to: failure to make adequate progress in a remedial action plan; consistent lack of responsibility in one’s professional duties at a practicum site; significant psychological or medical condition (as determined by a licensed mental health or medical practitioner) that interferes with the ability to deliver adequate services to clients or work with other staff and faculty; and a serious breach of APA code of ethics, the laws of psychological practice in the State of Texas, or a violation of the student codes of conduct outlined in the OLLU Student Handbook.

When the faculty places a student on departmental probation, they designate the length of the probationary status as well as the requirements that must be met before the probationary status will be lifted. These conditions will be communicated verbally, in writing, and documented in the student’s file, with copies going to the student, supervisor(s), advisor, training director, and department chair. Failure to comply with the plan and make progress will result in dismissal from the program. If a decision is made to dismiss a student from the program, the student’s advisor will conduct an exit interview.

Unacceptable behaviors that violate student codes of conduct, professional codes of conduct, or the law may cause immediate termination from the program without the option for remediation.

*Psychotherapeutic Remediation*

In some instances, the faculty may require a student to undertake more extensive remedial actions. In circumstances where professional or interpersonal conduct is a concern, the faculty may recommend psychotherapy with a licensed professional in the community at the student’s
expense. Because such extenuating circumstances usually involve extensive remediation, resumption in the program is normally contingent on successful completion of these requirements. Evidence of the student’s remediation will be required from the treating therapist.

**Appealing a Course Grade or Other Formal Evaluation**

A student who disputes a course grade or other formal evaluation must appeal first to the course instructor, clinical supervisor, or other individual responsible for the evaluation. If the concern is not resolved at this level, the student must seek the advice of her or his advisor, Training Director, or Department Chair, in this order. If a student is dissatisfied with the advisor’s or supervisor’s evaluation report, or if he/she disagrees with the proposed remedial action procedures, a special review meeting may be arranged. The department chair will convene the meeting, which would include the student, supervisor(s), advisor, Training Director, and/or the practicum coordinator, as needed. Other faculty involved with specific concerns about the student should also be in attendance. The student may invite other faculty or staff to serve as advocates or to present supporting information. The student may also invite a student representative to lend moral support. Following this meeting, the department chair will determine what action is appropriate in response to the trainee’s appeal. Such action might take the form of: accepting the advisor’s/supervisor’s report of the concern and recommendation for remedial action; directing that a new report be written on the basis of information or issues raised by the student; or dismissing the concerns. The outcome of the appeal will be written and distributed to the concerned parties.

Students who cannot resolve the concern informally or within the Department should follow the procedures outlined in the OLLU Student Handbook.

**Compliance with University and Professional Regulations and Standards**

**Rationale**

It is expected that students, staff, supervisors and faculty conduct themselves in a professional and respectful manner that reflects the ethical and professional behavior expected in the profession of psychology. Students must conduct themselves with an awareness that their conduct, personal appearance, attitudes, values, and behavior influence client, peer, and general public opinions. They are expected to behave so that these constituencies view them positively.

The faculty expects that students conduct themselves in accordance with the ethical standards of the profession established by the American Psychological Association (APA, 2002/2010) and the Texas State Board of Examiners of Psychologists. Students are also expected to adhere to the code of conduct described in the OLLU Student Handbook. Students are expected to become familiar with these ethics codes and codes of conduct, to consult them whenever questions may arise about their conduct, and to seek faculty clarification of any part of the documents that they do not understand.
Academic Dishonesty and Plagiarism

All students are expected to comply with the “Student Code of Conduct” published in the OLLU Student Handbook. Plagiarism and academic dishonesty, intentional or not, are violations of the American Psychological Association’s Ethical Standards and the OLLU “Student Code of Conduct.” The Student Handbook clearly states that “penalties for academic dishonesty [and plagiarism] may include expulsion or suspension from the University, failure or grade reduction in the affected course or assignment, or a lesser penalty as appropriate.” It is the student’s responsibility to know what constitutes academic dishonesty and plagiarism and must avoid committing these offenses in their work (see OLLU Student Handbook for definitions).

Student Impairment

Accountability to the public and the maintenance of professional standards are responsibilities of professional psychology. When psychologists become aware of colleagues or trainees whose performance has been impaired by medical conditions, psychiatric/psychological disorders, distressful personal problems, or substance abuse they have a professional responsibility to intervene.

Both the American Psychological Association and the Texas State Board of Examiners of Psychologists address this issue by prohibiting psychologists from delivering psychological services when their objectivity or effectiveness is impaired. Psychologists are required by both of these bodies to intervene to protect the public and profession.

Students in the PsyD program at OLLU have a responsibility to address personal issues that may impair their own performance in academic or clinical training (practica and internship), or may jeopardize the well being of clients or peers.

Of course, it is preferable for impairments to be dealt with through prevention or voluntary intervention. The faculty of the Department of Psychology may occasionally be required to intervene and insist that a student take steps to remediate impairment issues. Impaired students will be treated respectfully and supportively. Although it is a goal of the faculty to help students reach their professional goals it remains the primary responsibility of the faculty to protect the public, the student body, and the profession.

Reporting Impairment

Students are encouraged to discuss concerns about themselves and their perceptions about their ability to function in academic and clinical settings, or interpersonally with peers, supervisors, or faculty with any of the faculty or the Department Chair.

Faculty, staff, supervisors, or students who are concerned about possible impairment in a PsyD student should first talk directly with the student to express concerns about possible impairment and to encourage the student to remediate the problem voluntarily. Specific behavioral examples that support the concerns raised should be provided to the student. The impaired student should be encouraged to discuss these concerns with their advisor or the Training Director.
If the impaired student is unable or unwilling to talk about the concerns raised, then the concerns should be reported to the Training Director or the student’s advisor. The person making this report should be prepared to provide specific behavioral examples that indicate a concern regarding impairment.

**Deciding on a Course of Action**

Once the Training Director or the student’s advisor is alerted to concerns about a student’s impairment, the faculty will convene to discuss the matter and to determine a course of action. If the faculty finds grounds to suspect impairment, they may recommend any of a number of steps to ensure that an appropriate assessment and remedial plan is developed. These steps for remediation may include (a) a modified plan of study that may include extra supervision, or more coursework, (b) a referral to an appropriate medical or mental health professional to evaluate and treat the student for the concerns presented (at the student’s expense), (c) a proposal that the student take a leave of absence, or (d) any combination of the above.

**Student Follow-Through**

If the impaired student chooses to comply with the remediation plan, continued contact with the Training Director should be maintained to ensure a return to good standing or active status in a timely manner.

However, the committee may revise its remediation plan if the student fails to (a) comply with the original remediation plan, (b) successfully complete remediation, or (c) regain and maintain fitness after remediation. In the event of noncompliance, the faculty will recommend dismissal from the Program.

**Appeals Process**

Students who cannot resolve the concern informally or within the Department should follow the due process procedures outlined in the OLLU *Student Handbook*. 
References


Appendix A: Completion of Requirements for the PsyD Degree

Student: ___________________________ ID No. ___________________________

☐ Presentation /Publication
   Date of Presentation/Publication:
   Title:
   Journal/Conference:
   Copy of conference program or published article has been placed in the student’s file.
   Verified by: ___________________________
   Advisor

☐ Written Qualifying Examination
   Date of Exam:
   EPPP Score: _______ or GRE Psychology Score: _______
   Original notification of test score has been placed in the student’s file.
   Verified by: ___________________________
   Advisor

☐ Clinical Qualifying Examination
   Date of Exam:
   Verified by: ___________________________
   Training Director

☐ Dissertation Proposal Defense
   Date of Proposal:
   Dissertation Title:
   Verified by: ___________________________
   Dissertation Chairperson

☐ Dissertation Defense
   Date of Defense:
   Dissertation Title:
   Verified by: ___________________________
   Dissertation Chairperson

☐ Internship
   Dates:
   Site:
   Verified by: ___________________________
   Training Director
### Appendix B: PsyD Degree Plan

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## ELECTIVES

### ELECTIVE CONCENTRATIONS

#### Psychological Services to Spanish Speaking Populations
- **PSYC 6332** Bilingual Assessment [fall]
- **PSYC 6370** Professional/Technical Spanish [fall]
- **PSYC 8327** Counseling Spanish Speaking Immigrants & Refugees [summer, odd]
- **PSYC 8330** Sociocultural Foundations of Counseling Latinas/os [summer, even]
- **PSYC 8331** Language and Psychosocial Variables in Interviews and Assessments with Latinas/os [fall]

#### Child, Adolescent and Family Therapy
- **PSYC 8355** Psychotherapy with Children, Adolescents & their Families [fall]
- **PSYC 9348** Family Systems Medicine [spring, odd]

#### Behavioral Health
- **PSYC 9332** Psychological Hypnosis [summer even]
- **PSYC 9348** Family Systems Medicine [spring, odd]
- **PSYC 5410G** Biofeedback [summer]
- **PSYC 8342** Medical Aspects of Disabilities [fall]
- **PSYC 9347** Assessment in Health Psychology [fall, even]

### Miscellaneous Electives
- **PSYC 6322** Psychological Testing (PSYC 6321) [spring]
- **PSYC 6324** Achvmt Testing and Individualized Assessment (6342) [spring]
- **COUN 6325** Vocational and Aptitude Assessment [spring, odd]
- **PSYC 9166** Beyond the required 3 s.h.
- **PSYC 8343** Projective Testing in Personality Assessment (PSYC 9322) [summer]
- **PSYC 9360** Special Topics
- **PSYC 9198** Dissertation IV {must be repeated each semester until dissertation is completed, does not count towards the required total of 117 credits}

Minimum hours required on this page = **12**

Signed:

Student: ______________________________ Date: ______________________________

Advisor: ______________________________ Date: ______________________________
### Appendix C (1): Typical Course Sequence

**Typical Course Sequence Beginning in 2013**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Summer 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9101</td>
<td>9102</td>
<td>9166</td>
</tr>
<tr>
<td></td>
<td>Doctoral Colloquium I</td>
<td>Doctoral Colloquium II</td>
<td>Selected Topics (1-3 courses)</td>
</tr>
<tr>
<td>9325</td>
<td>Behavioral Neuroscience</td>
<td>Qualitative Research Design I</td>
<td>Introduction to Behavioral Health</td>
</tr>
<tr>
<td>9334</td>
<td>Post Modern Perspectives in Psychotherapy</td>
<td>Personality Assessment</td>
<td>Management of Professional Practices</td>
</tr>
<tr>
<td>9356</td>
<td>Latina/o Psychology</td>
<td>8357 Advanced Systemic Approaches (if not transferred)</td>
<td>9195 Professional Writing I</td>
</tr>
<tr>
<td>9342</td>
<td>Advanced Psychological Measurement &amp; Evaluation</td>
<td>9307 Positive Psychology</td>
<td>9197 Doctoral Practicum</td>
</tr>
<tr>
<td></td>
<td>9197 Doctoral Practicum</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>13 hours</th>
<th>11-14 hours</th>
<th>6-9 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2</td>
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<td>Spring 2015</td>
<td>Summer 2015</td>
</tr>
<tr>
<td>9383</td>
<td>Qualitative Research Design II</td>
<td>9330 Social Psychology</td>
<td>9364 Seminar in Cognitive and Behavioral</td>
</tr>
<tr>
<td>9304</td>
<td>Theories of Multicultural Counseling</td>
<td>9351 Supervision</td>
<td>Elective(s)</td>
</tr>
<tr>
<td>6342</td>
<td>Psychoeducational Assmt (if not transferred)</td>
<td>9370 Program Evaluation</td>
<td>9197 Doctoral Practicum</td>
</tr>
<tr>
<td>9197</td>
<td>Doctoral Practicum</td>
<td>9197 Doctoral Practicum</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>7-10 hours</th>
<th>10 hours</th>
<th>4-7 hours</th>
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</thead>
<tbody>
<tr>
<td>Year 3</td>
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<td>Spring 2016</td>
<td>Summer 2016</td>
</tr>
<tr>
<td>9352</td>
<td>Consultation</td>
<td>Elective(s)</td>
<td></td>
</tr>
<tr>
<td>9326</td>
<td>Cognition &amp; Emotion</td>
<td>9380 Quantitative Research Design</td>
<td>9197 Doctoral Practicum (if needed)</td>
</tr>
<tr>
<td>Elective</td>
<td>9396 Dissertation II</td>
<td>9196 Professional Writing II</td>
<td></td>
</tr>
<tr>
<td>9197</td>
<td>Doctoral Practicum</td>
<td>9197 Doctoral Practicum</td>
<td>WRITTEN QUALIFYING EXAM</td>
</tr>
<tr>
<td>9395</td>
<td>Dissertation I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLINICAL QUALIFYING EXAM</td>
<td>ADVANCE TO CANDIDACY</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<tr>
<td>Year 4</td>
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<td>Spring 2017</td>
<td>Summer 2017</td>
</tr>
<tr>
<td>9333</td>
<td>Abnormal Psychology</td>
<td>9338 History &amp; Systems of Psychology &amp; Psychotherapy</td>
<td>Elective(s)</td>
</tr>
<tr>
<td>9397</td>
<td>Dissertation III</td>
<td>9198 Dissertation IV (if needed)</td>
<td>9197 Doctoral Practicum (if needed)</td>
</tr>
<tr>
<td>9197</td>
<td>Doctoral Practicum (if needed)</td>
<td>9197 Doctoral Practicum (if needed)</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTERNSHIP APPLICATIONS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>6-10 hours</th>
<th>3-8 hours</th>
<th>0-4 hours</th>
</tr>
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<tbody>
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<td>Fall 2017</td>
<td>Spring 2018</td>
<td>Summer 2018</td>
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<tr>
<td>9190</td>
<td>Internship I</td>
<td>9191 Internship II</td>
<td>9192 Internship III</td>
</tr>
<tr>
<td>9198</td>
<td>Dissertation IV (if needed)</td>
<td>9198 Dissertation IV (if needed)</td>
<td>9198 Dissertation IV (if needed)</td>
</tr>
<tr>
<td>9198</td>
<td>Dissertation IV (if needed)</td>
<td>9198 Dissertation IV (if needed)</td>
<td></td>
</tr>
</tbody>
</table>

### Leveling Courses
- 6321 Psychological Measurement and Evaluation (Spring)
- 7333 Psychopathology: Etiology, Diagnosis, and Treatment Planning (Spring)
- 8301 Group and Family Process (Spring, Summer)
- 8345 Theoretical Foundations of Individual and Family Psychotherapy (Fall)
- Practicum (2 semesters)

### Courses that are often transferred
- 6342 Psychoed. Assessment: Cognitive Testing
- 6358 Life Planning and Career Development (Fall, Summer)
- 6380 Research Methods (Summer)
- 7351 Life Span Developmental Psychology (Fall, Summer)
- 8303 Professional Practice: Skills and Issues (Spring)
- 8356 Family Processes Across Cultures (Spring, Summer)
## Appendix C (2): Typical PSSSP Course Sequence

Typical PSSSP Course Sequence Beginning in 2013*

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Summer 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>9101</td>
<td>Doctoral Colloquium I</td>
<td>9102 Doctoral Colloquium II</td>
<td>9166 Selected Topics (1-3 courses)</td>
</tr>
<tr>
<td>9325</td>
<td>Behavioral Neuroscience</td>
<td>9381 Qualitative Research Design I</td>
<td>9310 Introduction to Behavioral Health</td>
</tr>
<tr>
<td>9334</td>
<td>Post Modern Perspectives in Psychotherapy</td>
<td>9322 Personality Assessment</td>
<td>9150 Management of Professional Practices</td>
</tr>
<tr>
<td>9342</td>
<td>Advanced Psychological Measurement &amp; Evaluation</td>
<td>8357 Advanced Systemic Approaches (if not transferred)</td>
<td>9195 Professional Writing I</td>
</tr>
<tr>
<td>6370</td>
<td>Professional/Technical Spanish</td>
<td>9307 Positive Psychology</td>
<td>9197 Doctoral Practicum</td>
</tr>
<tr>
<td></td>
<td>9150 Management of Professional Practices</td>
<td>6326 Latina/o Psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8330 Sociocultural Foundations of Counseling Latinas/os (immersion course) [even years] or Counseling Spanish Speaking Immigrants &amp; Refugees [odd years]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13 hours

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
<th>Summer 2015</th>
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<tbody>
<tr>
<td>9383</td>
<td>Qualitative Research Design II</td>
<td>9330 Social Psychology</td>
<td>9364 Seminar in Cognitive and Behavioral</td>
</tr>
<tr>
<td>9304</td>
<td>Theories of Multicultural Counseling</td>
<td>9351 Supervision</td>
<td>Elective(s)</td>
</tr>
<tr>
<td>6342</td>
<td>Psychoeducational Assmt (if not transferred)</td>
<td>9370 Program Evaluation</td>
<td>9197 Doctoral Practicum</td>
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<td>9197</td>
<td>Doctoral Practicum</td>
<td>9197 Doctoral Practicum</td>
<td></td>
</tr>
<tr>
<td>8331</td>
<td>Language and Psychosocial Variables in Interviews and Assessments w/ Latinas/os</td>
<td>9197 Doctoral Practicum</td>
<td></td>
</tr>
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10-13 hours 11-14 hours 12-15 hours

<table>
<thead>
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<th>Year 3</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Summer 2016</th>
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<tbody>
<tr>
<td>9333</td>
<td>Abnormal Psychology</td>
<td>9352 Consultation</td>
<td>9196 Professional Writing II</td>
</tr>
<tr>
<td>6332</td>
<td>Bilingual Assessment</td>
<td>9380 Quantitative Research Design</td>
<td>9197 Doctoral Practicum (if needed)</td>
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<td>9197</td>
<td>Doctoral Practicum</td>
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<td>Elective(s) (if needed)</td>
</tr>
<tr>
<td>9395</td>
<td>Dissertation I</td>
<td>9197 Doctoral Practicum</td>
<td>WRITTEN QUALIFYING EXAM</td>
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<td></td>
<td>CLINICAL QUALIFYING EXAM</td>
<td>DISSERTATION PROPOSAL</td>
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10 hours 10 hours 4-7 hours

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<th>Year 4</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Summer 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>9333</td>
<td>Abnormal Psychology</td>
<td>9338 History &amp; Systems of Psychology &amp; Psychotherapy</td>
<td>Elective(s)</td>
</tr>
<tr>
<td>9397</td>
<td>Dissertation III</td>
<td>9198 Dissertation IV (if needed)</td>
<td>9197 Doctoral Practicum (if needed)</td>
</tr>
<tr>
<td>9197</td>
<td>Doctoral Practicum (if needed)</td>
<td>9197 Doctoral Practicum (if needed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>INTERNSHIP APPLICATIONS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6-10 hours 3-8 hours 0-4 hours

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
<th>Summer 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>9190</td>
<td>Internship I</td>
<td>9191 Internship II</td>
<td>9192 Internship III</td>
</tr>
<tr>
<td>9198</td>
<td>Dissertation IV (if needed)</td>
<td>9198 Dissertation IV (if needed)</td>
<td>9198 Dissertation IV (if needed)</td>
</tr>
</tbody>
</table>

1-2 hours 1-2 hours 1-2 hours

* Does not include electives, leveling courses (prerequisites that do not count towards the PsyD), or courses that are often transferred from master’s program
Appendix D: Request for Faculty Representative at Dissertation/Thesis Defense

The following request is due to VPAA Office two weeks prior to defense date.

TO: Dr. Robert Bisking, Executive Vice President and Chief Academic Officer
FROM: Chairperson, Dissertation/Thesis Committee
DATE: / /

Please appoint a member of the OLLU Graduate Faculty to participate as a Faculty Representative at the defense of the following dissertation/thesis:

Student Name:
Student ID:
Degree Sought:
Dissertation/Thesis Title:
Proposed Date and Time:
Location:

Once a faculty representative has been assigned the form will be returned to the Chairperson for completion of process.

The following faculty member has been assigned to represent the Faculty at the defense of dissertation/thesis of the above graduate candidate:

Faculty Name: Phone Ext.:

As the Faculty Representative, you are not expected to edit or make corrections to the manuscript; your sole role will be to monitor the proceedings. You will need to verify that the defense was fair and rigorous by completing a form and returning it to the Chairperson of the Dissertation/Thesis Committee.
**Defense Process**

**Doctoral Chairperson**, please complete the following:

1) Provide a copy of the dissertation to the assigned Faculty Representative at least one week prior to defense date.

2) Notify the Registrar’s Office of the time, place, and occasion for Academic Bulletin publication.

3) Notify your School/College Dean/Director.

4) After successful defense, collect all following materials and deliver packet to VPAA Office, Main Building room 104 by the date grades are due for graduation: (do not piecemeal packet)
   - Sufficient copies of original approval pages
   - Required 5 copies of approved dissertation (2-Library, 1-Program Head, 1-Dissertation Chair, 1-Student)
   - If more than one copy of dissertation is requested by student, then collect check made payable to OLLU from student at an additional charge per copy (contact VPAA office for current fee)
   - Completed UMI authorization form (pages A4 and A5)

5) Forward one signature page with original signatures to the Registrar’s Office by the date grades are due for graduation.
Appendix F: Dissertation Approval Page

APPROVAL PAGE

The formal defense of the dissertation noted below was completed on ________.
Student Name: __________________________________________________________

Student ID No.: _________  Degree Sought: _________

Approved Title of Dissertation: ___________________________________________

The dissertation was  APPROVED:  □
                      NOT APPROVED:  □

(Date) _________________________________________________________________

Committee Chairperson

(Date) _________________________________________________________________

(Date) _________________________________________________________________

(Date) _________________________________________________________________

Graduate Faculty Representative
Appendix G: Suggested Dissertation Format--Qualitative

Title Page
Abstract
Copyright Page
Approval Page
Acknowledgments
Table of Contents
List of Tables and Figures
Chapter I: Introduction
- Background Information
- Statement of the Problem
- Purpose of the Study
- Significance of the Study
- This section should be designed to make your reader interested in wanting to read your study. Why do you want to do this?

Chapter II: Literature Review
- The literature review is your conceptual framework
- What is the relevance of each work to your study
- Emphasize relevant pertinent findings, relevant methodological issues and major conclusions
- Normally start with overview and definitions and end with your research questions.

Chapter III: Method
- Introduction to Approach/Design
- Paradigm/Philosophical Underpinnings (What is guiding the research?)
- Researcher as Instrument
  - Define (Why is it important?)
  - Self-reflexivity (assumptions & biases)
  - Insider/Outsider to Culture or Participants
- Participants
  - Criteria for Inclusion
  - Sampling Strategies
  - Participant Recruitment
- Setting (Important for case study research)
- Sources of Data
  - Interview Process (Strategies (e.g., focus groups or individual), location of interviews, interview questions)
  - Archival Data
  - Other Sources of Data (if relevant)
- Data Management and Collection
  - Description of the Interview Process
  - Transcription
  - Electronic Data
- Data Analysis
  - Type of Analysis Congruent with Design (e.g., grounded theory)
Describe Process in Detail
- Reporting of Analysis (What emerges? A theory?)
- Rigor/Trustworthiness
  - Discuss Triangulation (Explain what that is and why that is important – Use Creswell’s 8 ways of obtaining trustworthiness, Lincoln and Guba’s model or any other one you may like)
  - How Attained?
  - Self-reflexive Journal
  - Peer Researchers
  - Audit Trail
  - Participant Checks
  - Field Notes
- Ethical Considerations
  - Potential Issues (What might be issues? (e.g., confidentiality, pseudonyms, storage of data))
  - Include Process of Obtaining IRB Approval

Chapter IV: Findings (formerly Results)
Chapter V: Discussion
- Discussion/Summary of Findings
- Recommendations/Implications for Practice
- Limitations
- Future Research
- Conclusion

References
Appendices
- Recruitment Flyers
- Demographic Questionnaire (if used)
- Interview Protocol
- Consent Form(s)
# Appendix H (1): Practicum Evaluation Form

<table>
<thead>
<tr>
<th>Student:</th>
<th>Practicum Course:</th>
<th>Semester/Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor:</td>
<td>Agency:</td>
<td></td>
</tr>
</tbody>
</table>

Please rate supervisee on the following competencies using the following scale:

3. Outstanding: Exceeds expectations for level of training
2. Meets expectations for level of training
1. Needs improvement (does not meet expectation for level of training)
0. Unacceptable (F grade for practicum, consider dismissal from program)

<table>
<thead>
<tr>
<th>1. Develops a strong therapeutic alliance with clients—Engages each person present in the interview; demonstrates respect for clients and interest in understanding clients’ experiences; develops goals collaboratively</th>
<th>Examples/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Clearly explains practice setting rules and obtains informed consent</td>
<td>Examples/Comments</td>
</tr>
<tr>
<td>3. Articulates theoretical framework for treatment plan and interventions during supervision and/or team discussions</td>
<td>Examples/Comments</td>
</tr>
<tr>
<td>4. Attends to and incorporates larger systems issues (family, referral source, school, CPS, etc.)</td>
<td>Examples/Comments</td>
</tr>
<tr>
<td>5. Conveys a sense of hope and optimism to clients.</td>
<td>Examples/Comments</td>
</tr>
<tr>
<td>6. Elicits and utilizes clients’ strengths and resources.</td>
<td>Examples/Comments</td>
</tr>
<tr>
<td>7. Manage session interactions with individuals, couples, and families</td>
<td>Examples/Comments</td>
</tr>
<tr>
<td>8. Generates strengths-based relational questions and reflexive comments in therapy room and during team discussions</td>
<td>Examples/Comments</td>
</tr>
<tr>
<td>9. Manages progression of therapy towards treatment goals</td>
<td>Examples/Comments</td>
</tr>
<tr>
<td>10. Uses ORS or other method to monitor progress towards goals and identify when treatment needs to be modified</td>
<td>Examples/Comments</td>
</tr>
<tr>
<td>11. Monitors personal reactions to clients and treatment process, especially when own cultural values intersect with therapeutic work</td>
<td>Examples/Comments</td>
</tr>
<tr>
<td>12. Incorporates clients’ culture and values into treatment plan</td>
<td>Examples/Comments</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>13.</td>
<td>Recognizes situations in which ethics, laws and professional liability, and standards of practice apply.</td>
</tr>
<tr>
<td></td>
<td>Examples/Comments</td>
</tr>
<tr>
<td>14.</td>
<td>Addresses ethical dilemmas and develops plans to resolve them.</td>
</tr>
<tr>
<td></td>
<td>Examples/Comments</td>
</tr>
<tr>
<td>15.</td>
<td>Maintains client records with timely and accurate notes.</td>
</tr>
<tr>
<td></td>
<td>Examples/Comments</td>
</tr>
<tr>
<td></td>
<td>Examples/Comments</td>
</tr>
<tr>
<td>17.</td>
<td>Works collaboratively with supervisor(s) and colleagues.</td>
</tr>
<tr>
<td></td>
<td>Examples/Comments</td>
</tr>
<tr>
<td>18.</td>
<td>Acknowledges and implements feedback from supervisors and colleagues.</td>
</tr>
<tr>
<td></td>
<td>Examples/Comments</td>
</tr>
<tr>
<td>19.</td>
<td>Consistently contributes helpful ideas to team discussion and/or case staffing.</td>
</tr>
<tr>
<td></td>
<td>Examples/Comments</td>
</tr>
<tr>
<td>20.</td>
<td>Demonstrates professionalism - conduct, dress, etc.</td>
</tr>
<tr>
<td></td>
<td>Examples/Comments</td>
</tr>
<tr>
<td>21.</td>
<td>Attendance &amp; Punctuality</td>
</tr>
<tr>
<td></td>
<td>Absences:</td>
</tr>
<tr>
<td></td>
<td>Tardies:</td>
</tr>
<tr>
<td>FOR SPANISH TEAMS</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Demonstrates linguistic competence when working with Spanish speaking clients.</td>
</tr>
<tr>
<td></td>
<td>Examples/Comments</td>
</tr>
</tbody>
</table>

Student shows strengths in these areas:

Suggested tasks for the future:

Grade: A (all scores of 2 or 3)  B (no more than 3 scores of 1, no 0)  C (4 or more scores of 1, no 0),  F (any score of 0)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Student Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
## Appendix H (2): Assessment Practicum Evaluation Form

<table>
<thead>
<tr>
<th>Student:</th>
<th>Semester/Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor:</td>
<td>Agency:</td>
</tr>
</tbody>
</table>

Please rate supervisee on the following competencies using the following scale:
- **A** – Acceptable (meets or exceeds expectations for level of training)
- **N** - Needs improvement
- **NA** - Not Applicable

<table>
<thead>
<tr>
<th>1. Develops a strong therapeutic alliance with clients, i.e., demonstrates respect for clients and an interest in understanding clients’ experiences.</th>
<th>Examples/Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Selects appropriate assessment measure for cases.</td>
<td>Examples/Comments:</td>
</tr>
<tr>
<td>3. Identifies areas of client functioning where further assessment is needed.</td>
<td>Examples/Comments:</td>
</tr>
<tr>
<td>4. Provides appropriate feedback to clients based on assessment measures.</td>
<td>Examples/Comments:</td>
</tr>
<tr>
<td>5. Applies concepts of normal/abnormal behavior to case formulation and diagnosis within a developmental context.</td>
<td>Examples/Comments:</td>
</tr>
<tr>
<td>6. Applies concepts of normal/abnormal behavior to case formulation and diagnosis within the context of diversity.</td>
<td>Examples/Comments:</td>
</tr>
<tr>
<td>7. Writes assessment reports and progress notes effectively.</td>
<td>Examples/Comments:</td>
</tr>
<tr>
<td>8. Ties together seemingly discrete and isolated components of client’s behavior</td>
<td>Examples/Comments:</td>
</tr>
<tr>
<td>9. Generates hypotheses concerning client behavior and dynamics</td>
<td>Examples/Comments:</td>
</tr>
<tr>
<td>10. Provides rationale for conceptualization based on psychological theory and research</td>
<td>Examples/Comments:</td>
</tr>
<tr>
<td>11. Provides rationale for conceptualization based on client data.</td>
<td>Examples/Comments:</td>
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<td>12. Formulates appropriate interventions based on conceptualization.</td>
<td>Examples/Comments:</td>
</tr>
<tr>
<td>13. Attends to systemic issues in case conceptualization.</td>
<td>Examples/Comments:</td>
</tr>
<tr>
<td>14. Works collaboratively with supervisor(s) and colleagues.</td>
<td>Examples/Comments:</td>
</tr>
<tr>
<td>15. Acknowledges and implements feedback from supervisors and colleagues</td>
<td>Examples/Comments:</td>
</tr>
<tr>
<td>16. Consistently contributes helpful ideas to team discussion and/or case staffing.</td>
<td>Examples/Comments:</td>
</tr>
<tr>
<td>16. Maintains professionalism - including dress, attendance, completion of case notes, etc.</td>
<td>Examples/Comments:</td>
</tr>
</tbody>
</table>

**Student shows strengths in these areas:**

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<th>Signed:</th>
<th>Date:</th>
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</table>

PsyD Handbook, p. 47 of 68
Appendix I: EVALUATION OF PRACTICA SUPERVISORS

Name & Position of Supervisor: _______________________________ Name of Agency: __________________
Period Covered by the Report: ____________________________

1. Evaluate the supervisor utilizing the following criteria: (1 being never and 5 being always)

1. Provides opportunities for students to participate actively and successfully in clinical experiences:
   a. Solicits student participation ........................................... 1 2 3 4 5
   b. Extends responses/contributions........................................ 1 2 3 4 5

2. Evaluates and provides feedback on student performance:
   a. Communicates learning expectations.............................. 1 2 3 4 5
   b. Monitors student performance...................................... 1 2 3 4 5
   c. Reinforce correct responses/performance....................... 1 2 3 4 5
   d. Provides corrective feedback/clarifies............................ 1 2 3 4 5

3. Organizes materials and students:
   a. Uses procedures and routines....................................... 1 2 3 4 5
   b. Gives clear administrative directions............................ 1 2 3 4 5

4. Maximizes amount of time available:
   a. Begins promptly....................................................... 1 2 3 4 5
   b. Implements appropriate sequence of activities.............. 1 2 3 4 5
   c. Maintains focus/keeps students engaged...................... 1 2 3 4 5

5. Teaches cognitive learning:
   a. Defines/describes concepts/terms............................... 1 2 3 4 5
   b. Elaborates complete concepts.................................... 1 2 3 4 5
   c. Provides for application............................................ 1 2 3 4 5

6. Uses strategies to motivate students for learning:
   a. Relates contents to student experience.......................... 1 2 3 4 5
   b. Reinforces/praises efforts.......................................... 1 2 3 4 5
   c. Challenges students................................................. 1 2 3 4 5

7. Maintains supportive environment:
   a. Gives criticism in a supportive & constructive manner. 1 2 3 4 5
   b. Establishes climate of courtesy................................. 1 2 3 4 5
   c. Encourages............................................................ 1 2 3 4 5
   d. Establishes and maintains positive rapport w/students... 1 2 3 4 5
II. Please evaluate the supervisor and give comments and/or criticism in the following sections:

Global evaluation of supervisor:

Specific strengths:

Specific limitations:

Recommendations:
Appendix J: Clinical Qualifying Exam Questions

Assume that you have successfully concluded therapy with this family and tell us about the therapy. In other words, tell us about this case in the past tense, as though it had already occurred:

I. Systemic Case Conceptualization, Assessment, Treatment Plan, and Therapy

1. What is the theory that you used to conceptualize this case? What was your conceptualization of this case? Specifically, describe how you understood how change occurred for the clients. What factors, therapeutic and extratherapeutic contributed to the change? How did your theory of change fit with the clients’ theory of change?
2. What cultural, racial/ethnic, gender, sexual orientation, and/or lifestyle issues did you consider when working with this case? How did these issues contribute to, or mitigate, the problem? Be sure to incorporate these, as appropriate, in your responses below.
3. What ethical or legal issues were relevant in this case? Be sure to incorporate these, as appropriate, in your responses below. *(We assume that you are familiar with the informed consent process at CCS. We are interested here in your response above and beyond these standard consent issues.)*
4. What client assets and resources did you identify and how did you use them in therapy?
5. Describe your treatment for this case. *(Note how the treatment was consistent with your theoretical conceptualization and what you know about cultural, racial/ethnic, gender, developmental, sexual orientation, or lifestyle issues as discussed above.)*
   a) Who did you involve in the therapy? Explain why. How many sessions?
   b) What was the focus of your treatment? Be sure to be consistent with your theory. How would you describe the clients’ experiences that caused them to request therapy?
   c) What were the treatment goals? How were they developed? What happened in each session?
   d) What did you do in the first session to maximize the common factors?
   e) What interventions did you use? Please give examples of interventions used in each session.
   f) Did your treatment goals change over the course of therapy?
   g) How did you manage the ethical or legal issues discussed above? Please describe all steps you would take to ensure that you were in compliance with ethical and legal requirements.
   h) What criteria did you use to determine a successful conclusion to the case?

II. Traditional Diagnostic Considerations

6. From a DSM-IV-TR diagnostic framework, who did you identify as client(s) in this scenario?
7. What DSM-IV-TR diagnoses, if any, were appropriate for this/these client(s)? What diagnoses did you consider and rule out? Explain why.
8. What are the ethical considerations of diagnosing? How was the diagnosis introduced to the client(s) through the therapeutic process?
9. What further information beyond what was given in the case description did you need to prepare an appropriate diagnosis/formulation of this case? How did you gather this data?
10. Other than a DSM-IV-TR diagnosis, were there any other cultural descriptions that fit for this case, e.g. amok or enmeshment? In other words, was there an alternate way to assess this case other than using a DSM-IV-TR framework?

III. Crisis Management

11. a) What crises did you consider during your work with this case?
   b) How did you structure the therapy to avert or minimize such crises?
   c) How did/would you have handled anticipated crises if they had occurred?

IV. Professional/Personal

12. a) What personal or professional assets and strengths have you identified from your clinical experience that facilitated your work with this case?
   b) What personal or professional limitations have you identified from your work with prior clients that might have interfered with your delivery of competent and ethical services in this case? What would you have done to minimize the effects of these limitations?
Appendix K: Written Qualifying Exam Questions

Section I: Supervision
1. What is the theory of supervision that will be useful to you in formulating your plan to assist her? Elaborate.
2. What are the cultural implications you observe in this situation?
3. In what ways does your own cultural background influence how you will respond to this supervisee?
4. How would you assist your supervisee in her struggle? Describe your supervision plan.
5. How will you evaluate the success of your response to her?

Section II: Program Evaluation
1. Specifically describe your program evaluation question(s) & logic model using the information provided above.
2. Describe your program evaluation design (e.g. Qualitative or Quantitative; Summative or Formative). If Quantitative, discuss whether it will be an Experimental, Quasi-Experimental, or Non-Experimental Design.
3. Describe the time frame of this evaluation, number of participants, number of therapists, and any other pertinent information.
4. Provide as much detail as possible about your procedure (Recruitment, Sampling, Data Collection Strategies)
5. If you will use surveys or questionnaires, describe them. If you will be conducting interviews, describe the questions you will ask.
6. Describe the methods you will use to analyze your data.
7. What are the ethical issues in your program evaluation?
8. How will you ensure that your evaluation is culturally appropriate?
9. What steps will you take to maximize fidelity?
10. What are the strengths of your evaluation design?
11. What are the limitations/weaknesses of your design? What steps have you taken to minimize these limitations?
12. How will your findings be used?
Appendix L: Petition for Exception

Student Name: ___________________________________________________

Student ID No.: __________________________

I would like to apply for an exception to the following policy:

Based on the following facts/circumstances:

Signature: ____________________________ Date: _________________

Advisor

________ Approved

________ Not Approved

Comments:

Signature: ____________________________ Date: _________________

Training Director

________ Approved

________ Not Approved

Comments:

Signature: ____________________________ Date: _________________
Appendix M: Change of Advisor Request

Date: __________
To: Department Chair
From: ________________
Student ID No.: ________________
PsyD Student ________________

Please change my advisor from: _______________________________________
to: _______________________________________

Signatures:
Doctoral Student: _______________________________________
Current Advisor: _______________________________________
Requested Advisor: _______________________________________
(signature indicates acceptance of advising duties including chairing dissertation)

_______ Approved
_______ Not Approved

Comments:
________________________________________________________________________
________________________________________________________________________

Signature: ___________________________ Date: ________________

Department Chair

cc: Training Director
Appendix N: Internship Application Approval Form

Date: ____________________
(Please type or print clearly)

1. Name: ____________________  Home Phone ____________________

2. Date of Matriculation in PsyD Program ____________________

3. Have you applied for approval for internship before?  Yes _______  No _______
   If yes, when? __________
   Briefly outline what transpired: __________________________________________________________

4. Have you applied to internship sites before?  Yes _______  No _______
   If yes, when? __________
   Briefly outline what transpired: __________________________________________________________

5. Have you at present:
   A. Completed a minimum of 750 hours of approved practica?  Yes _______  No _______
   B. Passed the written qualifying exam?  Yes _______  No _______
   C. Passed the clinical qualifying exam?  Yes _______  No _______
   D. Passed the dissertation proposal defense?  Yes _______  No _______
      If yes, date of defense __________
      If no, expected date of defense __________
      Who is chairing your dissertation committee? __________________________________________

For each "No" checked to question 5, briefly indicate how you plan to complete this requirement before beginning internship.
A. ____________________________________________________________
B. ____________________________________________________________
C. ____________________________________________________________
D. ____________________________________________________________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

7. Summary of practica and other relevant training experiences since entering the OLLU doctoral program in Counseling Psychology.
   A. Number of hours of practica _________  Briefly indicate sites and dates: ___________
      ____________________________________________________________
      ____________________________________________________________
      ____________________________________________________________
      ____________________________________________________________

   B. Who were your supervisors? ____________________________________________
C. Describe other relevant educational/training experiences.

8. What type of internship or training setting are you seeking (e.g., VA, state hospital, counseling center, medical center, etc.)? State your plans and preferences for internship.

9. What are your present professional goals beyond the PsyD? Describe briefly:

Approved by:

Advisor __________________________ Date __________

Training Director __________________________ Date __________
Appendix O: Off-Campus Practicum Placement Form

Name: ___________________________ Date: __________

Current Status: 1st year  2nd year  3rd year  4th year

Completed Practicum I: ___________  Completed Practicum II: _________

Type of practicum experience desired (psychotherapy, assessment, behavioral health, counseling center, agency, etc)
________________________________________________________________
________________________________________________________________

Population characteristics desired (children, adolescents, adults, couples, families, medical, GLB, etc)
________________________________________________________________
________________________________________________________________

Specific site desired (if known): _______________________________________

List relevant coursework (for desired practicum experience and population):

List relevant experiences:

Endorsements from previous on-campus supervisors:

________________________________________
________________________________________
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Appendix P: Transfer of Credit Form

Petition for Transfer of Doctoral Credit

Procedure:

1. Advisor completes sections A and B signs form.
2. Please have student sign.
3. Adviser submits petition form to the dean of the school for signature.
4. Dean of the School returns petition form to the Registrar’s Office.

I certify that the course(s) and semester hours specified below were taken in residence, and I request that they be accepted as part of my Doctorate of Psychology Program at Our Lady of the Lake University.

(A) Name of Student: ___________________________ Student ID#: ___________________________

Student Signature: ___________________________ Date: ___________________________

(B) Attached is an official transcript from institution(s): ___________________________

(C) Course(s) are/will be past the 6 year limit: _______YES _______NO

(D) Refer to the current Graduate Bulletin for the limit of transferable hours.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Term/Yr</th>
<th>Semester Hours</th>
<th>Grade</th>
<th>Substitute for Required</th>
<th>Substitute for Elective</th>
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Signature of Academic Advisor: ___________________________ Print Name: ___________________________ Date: ___________________________

Signature of Dean: ___________________________ Print Name: ___________________________ Date: ___________________________
Appendix Q: IRB Approval Request

OLLU INSTITUTIONAL REVIEW BOARD APPROVAL REQUEST FORM
Complete by typing within the gray area (which will expand as needed).
Print and ensure signatures are on last page of this document.
Send two complete, signed hardcopies and two sets of all required supplemental materials to Howard Jones,
Sponsored Programs Officer, Main Building 104.

TITLE OF PROJECT:
Estimated date research will begin: Estimated completion date:
If proposal is for external or internal funding: Agency: Deadline:

PRINCIPAL INVESTIGATOR:
☐ OLLU Faculty ☐ OLLU Student ☐ Other (Please Describe)
Department and Office Address:
Phone: Email:

If the Principal Investigator is a student or staff member, provide the following information:
The research is:
☐ Undergraduate research ☐ Graduate research
☐ Dissertation/thesis research ☐ Other (describe)
Faculty Advisor (required):
Department and Office Address:
Phone: Email:

CO-INVESTIGATOR:
☐ OLLU Faculty ☐ OLLU Student ☐ Other (Please Describe)
Department and Office Address:
Phone: Email:

CO-INVESTIGATOR:
☐ OLLU Faculty ☐ OLLU Student ☐ Other (Please Describe)
Department and Office Address:
Phone: Email:

CO-INVESTIGATOR:
☐ OLLU Faculty ☐ OLLU Student ☐ Other (Please Describe)
Department and Office Address:
Phone: Email:

Note: At least one investigator must be an employee or student of OLLU.
A. ABSTRACT OF THE RESEARCH  Provide a brief (no more than 300 words) description of the research.

B. RESEARCH PURPOSE  State the primary research questions or hypotheses.

C. DATA

Will all data be collected as part of this research and used only for this research?

☐ Yes  ☐ No  If No, explain:

Are any pre-existing data sources being used in this research (e.g., school, medical, employment, or other records)?

☐ Yes  ☐ No

If Yes, describe the type and source of the records:

*If pre-existing records are used, a memo of approval to access and use of the records must be included with the IRB submission packet. The memo should be on official letterhead and signed by an appropriate authorizing official.*

Will any data collection involve biological specimens, such as blood, saliva, tissue, or fluids?

☐ Yes  ☐ No

If Yes, explain:

D. PARTICIPANT CHARACTERISTICS

Indicate the participant information in each category as appropriate:

Number of adult participants:  Age range:

Number of minor (under 18) participants:  Age range:

Total number of participants:

Indicate the participant population (check all that apply):

☐ OLLU students or employees

☐ Individuals who are not students or employees of OLLU

Describe:

☐ A vulnerable group, such as children, elderly, pregnant women, prisoners, or decisionally-impaired

Describe:

Indicate the gender of participants:

☐ Only males  ☐ Only females  ☐ Both genders will participate
Indicate the race/ethnicity of participants (check all that apply):

- Hispanic
- Black/African-American
- White/non-Hispanic
- Asian or Pacific Islander
- American Indian or Alaskan Native
- Other, describe

Briefly summarize the participant inclusion and exclusion criteria, and how each will be determined:

Inclusion:

Exclusion:

Explain any restriction to participation based on gender, race, or ethnicity:

Will any non-English or limited-English speakers participate in the research?

- Yes
- No

If yes, copies of all recruitment materials, research instruments, and informed consent documents must be translated into the participants’ language and copies of those translations should be provided as part of the IRB submission packet.

E. PARTICIPANT RECRUITMENT

Describe how participants will be recruited (when, how, and by whom):

Will any participants be recruited through existing records (such as a list of an organization’s members, school records, etc.)?

- Yes
- No

If yes, a memo of approval to access and use of the records must be included with the IRB submission packet. The memo should be on official letterhead and signed by an appropriate authorizing official.

All recruitment materials, such as flyers, letters, advertisements, or e-mail/phone scripts must be included as part of the IRB submission packet.

Will participants be recruited from any entity other than OLLU?

- Yes
- No

If yes, describe:

If participants are recruited from any entity other than OLLU, a memo of approval to recruit participants at that entity must be included with the IRB submission packet. The memo should be on official letterhead and signed by the appropriate authorizing official.

Describe any incentives, compensation, or benefits which participants will receive for their participation.
F. RESEARCH PROCEDURES AND MATERIALS

Explain what participants will be asked to do and provide an outline of the study procedures:

How much time is required for participation?

List and briefly describe all materials (questionnaires, surveys, tests, interview questions, etc.) to be used in the study and provide available reliability/validity information.

Note: Researchers have a responsibility to ensure that they have not violated copyright law in the use of research materials. When materials have not been made freely available for use, the researcher has the responsibility to either purchase materials or obtain written permission to use the materials from the copyright holder.

Copies of all research materials must be included as part of the IRB submission packet.

G. RISKS

Risk can include physical, psychological, social or economic risk. Check a response to each as it pertains to your research:

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</table>
| ☐   | ☐  | 1. Use of records containing confidential information, such as medical, mental health, employment, financial, or educational records.  
| ☐   | ☐  | 2. Observation of people in places where privacy can be reasonably expected.  
| ☐   | ☐  | 3. Physical or psychological stressors, such as physical exertion, medical procedures, social isolation, sensory deprivation, etc.  
| ☐   | ☐  | 4. Use of deception. (Debriefing script must be submitted to IRB if research involves deception.)  
| ☐   | ☐  | 5. Recording of responses to surveys, questionnaires and interviews in such a way that the subjects could be identified, and identification of responses could reasonably place the participants at risk of civil or criminal liability or be damaging to the participants financial standing, employability, or reputation.  
| ☐   | ☐  | 6. Collection of data that could place the subjects at risk of criminal or civil      
| ☐   | ☐  | 7. Collection of data that could be damaging to the subjects' financial standing, employability or reputation.  
| ☐   | ☐  | 8. Presentation of materials which subjects might consider offensive, threatening, or degrading.  
| ☐   | ☐  | 9. Collection of sensitive information, such as information related to sexual practices, substance abuse, illegal behavior, medical conditions, psychological well-being or mental health.  
| ☐   | ☐  | 10. Other

If Yes was checked for any of the above:

Describe the risk:

Describe the precautions that will be used to safeguard participants' welfare:
H. BENEFITS

Describe any potential benefits for individual participants and/or for humankind in general:

I. CONFIDENTIALITY

Will data in this study will be collected in such a way that it is anonymous (there is no way to link a participant’s identity with their data)?

☐ Yes  ☐ No

Will names or identifying information (e.g., SSN, student ID) be associated directly with data, for example through a coded list linking participants’ names to study IDs?

☐ Yes  ☐ No

If Yes, explain and describe how long identifying information will be kept, how information will be stored, who will have access to the information, what measures will be taken to ensure confidentiality, and when identifying information will be destroyed:

Will any data be gathered through audio or video recording?

☐ Yes  ☐ No

If Yes, explain and describe how long the recordings will be kept, how they will be stored, who will have access to them, what measures will be taken to ensure confidentiality, and when the recordings will be destroyed:

J. INFORMED CONSENT

Describe how informed consent will be obtained and by whom:

Check the type(s) of procedures which will be used to obtain informed consent:

☐ Informed Consent Form ☐ Parental Consent Form ☐ Child Assent Form
☐ Oral Consent Procedure
☐ Other, describe

Federal regulations (Federal Policy for the Protection of Human Subjects §46.116) require that informed consent documents include certain elements. Please ensure that your informed consent documents include the elements listed below and checkmark each to verify.

Note: A document with guidelines and a template for adult informed consent is posted on the IRB section of the Academic Affairs website. It is suggested that you use the template in creating the informed consent form.

<table>
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<tr>
<th>Yes</th>
<th>Basic Elements (Required)</th>
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<tr>
<td>☐</td>
<td>Statement that the study involves research</td>
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<tr>
<td>☐</td>
<td>Description of the purpose of the study</td>
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<tr>
<td>☐</td>
<td>Description of the procedures to be used</td>
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Copies of all informed consent documents must be included with the IRB submission packet.

Note: According to federal guidelines, if informed consent is obtained orally, a witness to the oral presentation is required. Also, the IRB must approve a written summary of what is to be said to the participant.
IRB SUBMISSION PACKET CHECKLIST AND SIGNATURE PAGE

Provide **two** complete IRB Submission Packets (**hardcopies**) to Howard Jones, Sponsored Programs Officer.

Each submission packet should include the following items. Please check each to verify:

<table>
<thead>
<tr>
<th>YES</th>
<th>N/A</th>
<th>ITEM</th>
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<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>Complete, signed OLLU IRB Approval Request Form</td>
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<td>☐</td>
<td>☐</td>
<td>Copies of all recruitment materials</td>
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<td>☐</td>
<td>Copies of all research materials (surveys, tests, interview questions, etc.) and translations as applicable</td>
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<td>Copies of all informed consent documents</td>
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<td>Memo of approval to access existing data, if applicable</td>
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<td>Memo of approval to access records, if applicable</td>
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<td>Memo of approval to recruit participants at an entity other than OLLU, if applicable</td>
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<td>☐</td>
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<td>Debriefing script if research involves deception</td>
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<td>Other</td>
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List below:

Do not include copies of dissertation/thesis proposals or grant applications.

Make certain to keep a complete copy of your submission packet for your own records.

---

REQUIRED SIGNATURES

I confirm that the information provided in this application is accurate and will be followed in the course of the research. I will notify the IRB of any changes or problems that occur during the research process.

Principal Investigator

__________________________________________________________

Faculty Advisor
(required if P.I. is a student or staff member)

__________________________________________________________

Co-Investigator

__________________________________________________________

Co-Investigator

__________________________________________________________

Co-Investigator

I confirm that this project has received my review and I have found the submission to be complete:

__________________________________________________________

OLLU Department Head/Dean
# Appendix R: PsyD Practicum Log

<table>
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<tr>
<th>Type</th>
<th>Indirect</th>
<th>Group</th>
<th>Socioeconomic Status</th>
<th>Disability</th>
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# Appendix Q: PsyD Practicum Log