



OUR LADY OF THE LAKE UNIVERSITY

PsyD Handbook

2025-2026

The Counseling Psychology PsyD program is accredited by the [American Psychological Association](#) (APA) and meets the specialty guidelines for the delivery of services. For information about APA accreditation status, contact the APA Commission on Accreditation, c/o Office of Program Consultation and Accreditation, 750 First Street NE, Washington, DC 2002-4242, phone: 202-336-5979.

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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.

<http://www.apa.org/ethics/code/>

Student Signature

Date

Student's Printed Name

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 students in the **profession-wide competences and discipline specific knowledge that prepares students for further training in health service psychology** 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”)

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, Leadership Studies and Social Work.

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 Marriage and Family Therapy 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. Magnolia Ceballos, *Office Manager, Psychology Department, Moyer 413* Ms. Ceballos holds an MBA and an MS in Leadership Studies. She coordinates activities, resources, and schedules for the Psychology Department.

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.

PsyD Core Faculty

Dr. Monte Bobele, *ABPP Professor (Emeritus), Moyer 416, 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. Bernadette Hassan-Solórzano, *Professor, Director of the Community Counseling Service, Coordinator of MS & 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

Dr. Deborah Healy, Professor, Chair, Department of Psychology, Moyer 412 (210) 528-7118

Dr. Healy earned her BA from Syracuse University (Utica College campus), her Master's at The State University of New York at Albany and her Doctorate from Our Lady of the Lake University. She is a Licensed Psychologist in Texas and a TX Licensed Professional Counselor and TEA-Certified School Counselor. Dr. Healy began her career in 1976, as a high school English teacher in New York. She worked for the Northside Independent School District in San Antonio, TX from 1986 to 2014. She served as a Reading Specialist, School Counselor, and Director of the District's Guidance & Counseling Program. She has taught: Positive Psychology, Child and Adolescent Counseling, History and Systems of Psychology, and Consultation. Her theoretical orientation is systemic/ relational and strengths-based (Narrative, Collaborative and Solution-Focused). Dr. Healy's research interests include positive psychology, the use of expressive arts modalities in psychotherapy, and strength-based approaches to psychotherapy.

Dr. Deborah Hendren, Associate Professor, PsyD Training Director, Moyer 405

Dr. Hendren earned her BA (Psychology) from Stephen F. Austin State University, her MS (Clinical Psychology) from St. Mary's University and her PsyD (Counseling Psychology) from Our Lady of the Lake University. Dr. Hendren began her career at St. Mary's University where she worked as a Staff Psychologist from 1998 -2001. In 2001, Dr. Hendren relocated to the Lower Rio Grande Valley where she served as the Director of the Counseling Center at The University of Texas at Brownsville and Texas Southmost College (UTB/TSC) from 2001 -2007. Dr. Hendren transitioned into the faculty at UTB/TSC in 2007 and taught at both the undergraduate and graduate level from 2007 – 2019. Dr. Hendren joined the OLLU faculty in 2019. The graduate courses she has taught include: Abnormal Psychology, Personal Growth and Development, and Theories of Psychotherapy. Dr. Hendren is a Licensed Psychologist in Texas and uses strengths-based approaches to therapy. Dr. Hendren's research interests include Health Psychology, Positive Psychology, Growth Mindset and Metacognition.

Dr. Kristin O'Donnell, Professor, Moyer 407, 210-434-6711 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.

***Dr. Ezequiel Peña, Professor of Psychology, Moyer 215,
(210) 431-4148***

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 multicultural issues in counseling. He is interested in social constructionist, multicultural, and interdisciplinary 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.

PsyD Associated Faculty

Dr. Kathryn Anderson, Professor. Moyer 410, 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 Quantitative Research Design. 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. Maria De La Cruz, Associate Professor, Moyer 403, 434-6711 x 3926. Dr. De La Cruz earned her Bachelors of Arts from the University of Texas at Austin, her Masters of Arts in Clinical Psychology from St. Mary's University in San Antonio, and her PhD in Educational Psychology from The University of Texas at Austin. She began her professional career as a Science teacher in the Edgewood Independent School District, and had subsequent stints as School Psychologist, therapist, consultant and as Director of a charter school within a residential treatment facility. The courses she has taught include Life Span Development, Introductory Psychology, Child Development, Cognitive Psychology, Research Methods, Learning Frameworks, Psychology in the Classroom, and Counseling 1. Her professional service and research interests include effective teaching and counseling with abused children and adolescents, best practices with posttraumatic stress disorder in children, the role of children in family therapy, and addressing the mental health of special needs children and youth.

Dr. Adriana Gil-Wilkerson, Assistant Professor, Marriage & Family Therapy – Houston Program Dr. Adriana Gil-Wilkerson, Assistant Professor of Psychology, Marriage and Family Therapy Program- Houston Campus. Dr. Gil-Wilkerson earned her B.A. degree in Psychology from the University of Houston, her M.S. degree in Psychology with a focus in Marriage and Family Therapy at Our Lady of the Lake University-Houston. Her Ph.D. is in Counselor Education and Supervision from Sam Houston State University. Dr. Gil-Wilkerson is a Licensed Marriage and Family Therapist-Supervisor in Texas and is an AAMFT approved supervisor candidate. Dr. Gil-Wilkerson has worked in many roles at the Houston Galveston Institute including intern, therapist, supervisor, faculty, and Clinical Director. Dr. Gil-Wilkerson OLLU-Houston as an adjunct faculty member in 2010. She has taught Bilingual Practicum; English, monolingual Practicum; and has been a teaching assistant to San Antonio faculty to support the Houston, MFT students in the Psychological Services for Spanish Speaking Clients Certification program. Her approach to therapy, supervision, and teaching is centered in postmodern philosophy. She conducts therapy and supervision from a Collaborative-Dialogic Perspective. Her areas of interest in research and writing are training and supervision of bilingual therapists, postmodern philosophies in clinical practice, immigration evaluation, single session-collaborative therapy, and walk-in therapy services.

Dr. John P. Gómez, Professor. Moye 408, 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. Codina Fayed, Assistant Professor of Psychology, Marriage and Family Therapy Program

(Moye 402), 210-434-6711 Dr. Fayed earned both her B.A. degree in Psychology and her M.A. degree in Marriage and Family Therapy (MFT) from Syracuse University. She completed her Ph.D. in Human Development and Family Science (HDFS) with specialization in Couple and Family Therapy (CFT) from The Ohio State University. She is a licensed marriage and family therapist and AAMFT approved supervisor candidate. Dr. Fayed's scholarship and passion include developing and researching social-justice oriented clinical approaches with marginalized populations. Her clinical experience involves working with resettled refugee and immigrant populations, and working with individuals, couples and families. Some of Dr. Fayed's research interests are infidelity, betrayal trauma, systemic approaches, therapeutic alliance, relational ethics, dyadic data analysis and quantitative research. Training and Collaboration

Dr. Brenda Guerrero, Professor. Moye 417, 210-434-6711 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. Marlo Mitchell-Gonzalez Assistant Professor MOYE 414 earned her BS from Texas State University (Psychology) and MA in School Psychology from Trinity University and PhD in Educational Psychology from Texas Tech. She worked as a Licensed Specialist in School Psychology from 2004-2015 for the Northside Independent School District and was an LSSP in the Harlandale Independent School District from 2015-2021. She enjoyed supervising practicum and intern students while practicing as an LSSP and continues to mentor early-career LSSPs. Her research interests include Social Justice and Advocacy in School Psychology, Self-Regulation and Reading Fluency of Students in Special Education, Response to Intervention/Multi-Tiered System of Supports prior to referral, recruitment and retention of LSSPs in Texas, ELL (Spanish) Students and Special Education Evaluation, Anxiety and Counseling in Schools, and Parent Training and Collaboration

Dr. Loranel (Lane) Pace, Professor. *Moye 401, 210-434-6711, ext. 2489.*

Dr. Pace 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. Carlos Ramos, Associate Professor of Psychology REMOTE FACULTY *210-434-6711*

Dr. Ramos earned his BA in psychology from Florida International University, his Masters in Movement Science from Barry University, and completed his PhD in Marriage and Family Therapy from Nova Southeastern University. As a board-certified behavior analyst, Dr. Ramos worked with the foster care population in South Florida for approximately ten years. He also specializes in medical family therapy, in which he incorporates relational hypnosis in the treatment of a wide range of clinical problems. Trained as a post-modern therapist, his theoretical orientation is grounded in Ericksonian and systemic concepts. Dr. Ramos's research interests include systemic approaches, clinical hypnosis, single-session therapy, supervision and training, multicultural therapy, and qualitative research.

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 health service 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 training 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 Health Service Psychology, specifically 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 professional 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.

COVID-19 RESOURCE STATEMENT-

- The importance of self-care and mental health: these are stressful times and many people have added demands on their time and finances. Many are caregivers and/or member of their family have lost their jobs. Please know that you are not alone. Asking for support or assistance is not a sign of weakness or stigma, but a sign of courage and self-awareness. I am here to support you and to help you find resources when you need it, including confidential counselors, financial support, or other concerns you may have. If you need to chat, please do not be afraid to ask me for guidance. I will treat you and your situation with respect and privacy. Here are several FREE resources you can use if needed: · OLLU Counseling Services (counseling@ollusa.edu), offers confidential services via Skype or phone · OLLUcares (ollucare@ollusa.edu) is support for sexual assault, stalking, domestic violence. Contacts: Jackie Walter, MA jlwalter@ollusa.edu
- Optum Emotional Support Help Line is staffed by professionally trained mental health experts 866-342-6892
- National Suicide Prevention Lifeline 988 1-800-273-8255
- The importance of self-care and mental health: these are stressful times and many people have added demands on their time and finances. Many are caregivers and/or member of their family have lost their jobs. Please know that you are not alone. Asking for support or assistance is not a sign of weakness or stigma, but a sign of courage and self-awareness. OLLU faculty and staff are committed to supporting our students. Please let them know if you need assistance. Here are several FREE

resources you can use if needed: · OLLU Counseling Services (counseling@ollusa.edu), offers confidential services via Skype or phone · OLLU-Cares (ollucare@ollusa.edu) is support for sexual assault, stalking, domestic violence. Contacts: Jackie Walter, MA jlwalter@ollusa.edu

- · Optum Emotional Support Help Line is staffed by professionally trained mental health experts 866-342-6892
- · National Suicide Prevention Lifeline 1-800-273-8255 Emergency financial assistance is available through the OLLU Caritas Student Emergency Fund.
- Additional resources may be available in your community: San Antonio Area Resources Houston Area Resources RGV Area Resources

COVID-19 ATTENDANCE STATEMENT

- In the interest of keeping our community safe, please do not come to class **if you are ill or have been exposed to any infectious disease and follow the CDC and/or local health officials' guidelines**. There may also be times where you must miss class to care for yourself and/or family members. When possible, your instructor will accommodate absences or alternate forms of attendance (e.g., a remote presence in a face-face class) by allowing flexibility with attendance policies. Please communicate with your instructor early and regularly about your individual situation for specific academic guidance for this course. Students who have extended absences or fall behind in assignments may be asked to contact the **Services to Students with Disabilities Office for support and accommodations**.
- Please note that there may be course requirements for external accreditation or certification requirements, so please contact your instructor regarding the best resolution for your successful completion of course/program objectives. Please know that OLLU is committed to your success and that we care about you.

Profession-Wide Competencies - American Psychological Association (APA)

Implementing Regulation—APA Standards of Accreditation, 2016 C-8 D. Profession-Wide Competencies (Commission on Accreditation, October 2015) Introduction The Commission on Accreditation (CoA) requires that all trainees who complete accredited training programs, regardless of substantive practice area, degree type, or level of training, develop certain competencies as part of their preparation for practice in health service psychology (HSP). The CoA evaluates a program's adherence to this standard in the context of the SoA sections that articulate profession-wide competencies at the doctoral (Section II.B.1.b), internship (Section II.A.2), and postdoctoral (Section II.B.1) levels. This Implementing Regulation refers specifically to aspects of a program's curriculum or training relevant to acquisition and demonstration of the profession-wide competencies required in all accredited programs. The CoA acknowledges that programs may use a variety of methods to ensure trainee competence, consistent with their program aim(s), degree type, and level of training. However, all programs must adhere to the following training requirements: Consistency with the professional value of individual and cultural diversity (SoA Introduction, Section II.B). Although Individual and Cultural Diversity is a profession-wide competency, the CoA

expects that appropriate training and attention to diversity will also be incorporated into each of the other profession-wide competencies, consistent with SoA Introduction, Section II.B.2.a. Consistency with the existing and evolving body of general knowledge and methods in the science and practice of psychology (SoA Introduction, Section II.B.2.d). The CoA expects that all profession-wide competencies will be grounded, to the greatest extent possible, in the existing empirical literature and in a scientific orientation toward psychological knowledge and methods. Level-appropriate training. The CoA expects that training in profession-wide competencies at the doctoral and internship levels will provide broad and general preparation for entry level independent practice and licensure (SoA Introduction, Section II.B.2.b) Training at the postdoctoral level will provide advanced preparation for practice (SoA Introduction, Section II.B.2.c). For postdoctoral programs that are accredited in a specialty area rather than a developed practice area of HSP, the program will provide advanced preparation for practice within the specialty. Level-appropriate expectations. The CoA expects that programs will require trainee demonstrations of profession-wide competencies that differ according to the level of training provided (i.e., doctoral, internship, post-doctoral). In general, trainees are expected to demonstrate each profession-wide competency with increasing levels of independence and complexity as they progress across levels of training. Evaluation of trainee competence. The CoA expects that evaluation of trainees' competence in each required profession-wide competency area will be an integral part of the curriculum, with evaluation methods and minimum levels of performance that are consistent with the SoA (e.g., for clinical competencies, evaluations are based at least in part on direct observation; evaluations are consistent with best practices in student competency evaluation).

The APA NINE Profession Wide Competencies:

I Research This competency is required at the doctoral and internship levels. Demonstration of the integration of science and practice, but not the demonstration of research competency per se, is required at the postdoctoral level 3 The CoA recognizes science as the foundation of HSP. Individuals who successfully complete programs accredited in HSP must demonstrate knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research. This area of competence requires substantial knowledge of scientific methods, procedures, and practices. Trainees are expected to: Doctoral students: ✓ Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. ✓ Conduct research or other scholarly activities. ✓ Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

II. Ethical and legal standards This competency is required at the doctoral, internship, and post-doctoral levels. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training. Trainees at all levels are expected to demonstrate competency in each of the following areas: ✓ Be knowledgeable of and act in accordance with each of the following: o the current version of

the APA Ethical Principles of Psychologists and Code of Conduct; o relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and o relevant professional standards and guidelines.

✓ Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas. ✓ Conduct self in an ethical manner in all professional activities.

III. Individual and cultural diversity This competency is required at the doctoral, internship, and post-doctoral levels. Effectiveness in health service psychology requires that trainees develop the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population. Therefore, trainees must demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics.

The Commission on Accreditation defines cultural and individual differences and diversity as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. The CoA recognizes that development of competence in working with individuals of every variation of cultural or individual difference is not reasonable or feasible.

Trainees at all levels are expected to demonstrate: o an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves; ✓ knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service; ✓the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training. Trainees are expected to: Doctoral students: ✓ Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

IV. Professional values and attitudes This competency is required at the doctoral and internship levels. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training. Doctoral students and Interns are expected to: ✓ Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others ✓ Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve

performance, well-being, and professional effectiveness. ✓ Actively seek and demonstrate openness and responsiveness to feedback and supervision. ✓ Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

V. Communication and interpersonal skills This competency is required at the doctoral and internship levels. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training. The CoA views communication and interpersonal skills as foundational to education, training, and practice in health service psychology. These skills are essential for any service delivery/activity/interaction, and are evident across the program's expected competencies. Doctoral students and interns are expected to: ✓ Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. ✓ Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. ✓ Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

VI. Assessment This competency is required at the doctoral and internship levels. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training. Trainees demonstrate competence in conducting evidence-based assessment consistent with the scope of Health Service Psychology. Doctoral students and Interns are expected to demonstrate the following competencies: ✓ Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. ✓ Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. ✓ Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

VII. Intervention This competency is required at the doctoral and internship levels. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training. Trainees demonstrate competence in evidence-based interventions consistent with the scope of Health Service Psychology. Intervention is being defined broadly to include but not be limited to psychotherapy. Interventions may be derived from a variety of theoretical orientations or approaches. The level of intervention includes those directed at an individual, a family, a group, an organization, a community, a population or other systems. Doctoral students and Interns are expected to demonstrate the ability to: ✓ Develop evidence-based intervention plans specific to the service delivery goals. ✓ Implement interventions informed by the current scientific

literature, assessment findings, diversity characteristics, and contextual variables. ✓
 Demonstrate the ability to apply the relevant research literature to clinical decision making.
 ✓ Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking, ✓ Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

VIII. Supervision This competency is required at the doctoral and internship level. The CoA views supervision as grounded in science and integral to the activities of health service psychology. Supervision involves the mentoring and monitoring of trainees and others in the development of competence and skill in professional practice and the effective evaluation of those skills. Supervisors act as role models and maintain responsibility for the activities they oversee. Trainees are expected to: Doctoral students: ✓ Demonstrate knowledge of supervision models and practices.

IX. Consultation and interprofessional/interdisciplinary skills This competency is required at the doctoral and internship level. The CoA views consultation and interprofessional/interdisciplinary interaction as integral to the activities of health service psychology. Consultation and interprofessional/interdisciplinary skills are reflected in the intentional collaboration of professionals in health service psychology with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities.

Trainees are expected to: Doctoral students and Interns: ✓ Demonstrate knowledge and respect for the roles and perspectives of other professions. Doctoral students: ✓ Demonstrates knowledge of consultation models and practices.

MEASUREMENT OF PROGRESS

A rubric will be used for student demonstration of each competency and the skills listed under each competency (see above). Each skill must be mastered and demonstrated throughout the PsyD program.

Competency	Skill / Competency Not Yet Introduced	Emergent Skill Development Expected Progress at Introductory Level	Does not Meet the Minimum Level of Achievement (MLA)	Meets the Minimum Level of Achievement (MLA)	Exceed the Minimum Level of Achievement (MLA)
Skills for Competency					

DISCIPLINE SPECIFIC KNOWLEDGE

PsyD students are expected to master and demonstrate their mastery of discipline specific knowledge in the following areas: Affective, Biological, Cognitive, Developmental and Social aspects of human behavior, as well as the integration of two or more of these areas. Additional areas to be mastered include Research Methods, Statistical Analysis, and Psychometrics. Students will read current primary source materials and focus on demonstrating their mastery of scientific knowledge and critical thinking as it relates to counseling psychology / health psychology at the graduate level.

Practitioner Focus

The faculty of the PsyD program focuses on designing classroom experiences that are relevant to the practice of health service 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](#), see page 17 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 requires students to demonstrate their skills in a video recorded session with an actual client and subsequently lead a discussion with the faculty doctoral committee on the theories, clinical decisions and principles that guided the session. (See [Clinical Qualifying Examination](#), p.19 in this *PsyD Handbook* for more information)

At the end of their coursework, and after successful completion of the Clinical Qualifying Examinations (Oral and Written) 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 requires students to attend APA-accredited internship programs – rare exemptions may be granted. (See Appendix A for Completion of Requirements for the PsyD Degree and Appendix O for the Internship Application Approval Form for more information)

Academic Policies

Course Load and Continuous Enrollment

In accordance with accreditation standards, 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 T). 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. (See COVID-19 STATEMENT, p.16)

Directed Study

Directed 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 PsyD 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 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 T). 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 T). 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 **2017 APA Commission on Accreditation (CoA) Standards of Accreditation (SoA) for Health Service Psychology Programs**. The curriculum provides a foundation of training and knowledge that enables students to gain the discipline specific knowledge needed to demonstrate the profession wide competency standards expected of professional health service psychology practitioners. Academic course requirements are **117 semester hours, 107 semester hours for students entering under the 2023 Fall Catalog and thereafter**. 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 the State of Texas. Please refer to the Texas State Board of Examiners of Psychologists Requirements for Licensure at <https://www.bhec.texas.gov/texas-state-board-of-examiners-of-psychologists/index.html>

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), a university-sponsored clinic, is the initial practicum placement for all 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 approved by PsyD program faculty. In the **second** year, doctoral students may be placed off-campus for their practicum experience, but it is required that students remain on two CCS teams. 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**. All CCS teams involve Live supervision (direct observation). All off-site practicum require direct observation at least one time per semester, per site.

Off-Campus Placements

After completing a minimum of two 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 P). 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 and must be observed "live" or by video one time per semester per off-site placement.

ADA Accommodations for Paid Off-Campus Placements

ADA Accommodations:

It is the responsibility of the student to work together with their site placement and the Accessibility Office at OLLU regarding any reasonable accommodations that may need to be made on behalf of the student during the term of the practicum. Since the student will be a paid employee of the site placement it will be the responsibility of the student to work directly with the site placement to request any reasonable ADA accommodations needed to complete their onsite tasks at the practicum sites. Students should contact the SSD office for any accommodations needed to complete any course components related to the practicum courses. If the student needs assistance in coordinating with the site placement for reasonable accommodation requests they may work with the SSD office to seek assistance in the coordination of that request.

Please do not hesitate to contact me should questions arise!

Attendance

Practicum training is a professional experience. As such, students are expected to be available for each regularly scheduled practicum 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; however, students **MUST** remain enrolled in PSYC 9197 as long as they are seeing clients as part of their PsyD program.

Up to 500 hours (no more than 100 assessment hours) of direct client service hours from supervised practica in a master’s 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/>). 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. 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).

One week before the scheduled examination, the student will submit to the PsyD Training Director a recording of an actual CCS therapy session they conducted (without a co-therapist)

off-team. Students should report to the psychology office at least 30 minutes before **the examination is scheduled to begin.**

A minimum of three doctoral faculty members examine the student on eight of the following **Profession Wide Competencies (excluding research)**:

II. Ethical and Legal Standards
III. Individual and Cultural Diversity
IV. Professional Values and Attitudes
V. Communication and Interpersonal Skills
IV. Assessment
VII. Intervention
VIII. Supervision
IX. Consultation and Inter-Professional / Interdisciplinary Skills

Students are evaluated for their ability to articulate case conceptualization, theoretical approach, 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). A score of 2 (meets the MLA) 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 knowledge integration (Discipline Specific Knowledge in **Developmental, Biological, Cognitive, Social Psychology** (2 areas) a four-hour written qualifying examination. 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. Students take the Written Qualifying Examination in spring prior to the start of year 4. 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 spring following the student's third year. **Four hours** will be allowed for completing the exam. The question is scenario-based and requires the student to develop a case conceptualization and treatment plan INTEGRATING APA discipline-specific knowledge in the following bases of behavior → Social, Biological, Cognitive, Affective. (Appendix M).

Students will have up to one week to select an exam date and time, however, once a student begins the examination they must complete that section **in one four-hour sitting**.

The qualifying examination will be scored by two or more faculty members on a three-point scale (high pass = 3, pass, meets the minimum level of achievement = 2, fail = 1). An average score of 2 across all questions in a section is required to pass that section. Students who fail will be allowed one opportunity to re-take that section. Second failures 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 request that the Training Director complete the forms to 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 contact the Training Director to complete and submit the Application for Advancement to Doctoral Candidacy to the Office of the Academic Affairs.

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

NOTE: 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 after completing PSYC 9381 and 9383 (Qualitative Research I & II). 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, 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. Students who plan to participate in the Spring Commencement Ceremony, must successfully defend the dissertation by **May 1** of that semester. 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 N.

***NOTE:** No single faculty member may Chair more than one-third of the total doctoral dissertations in progress.

Dissertation Research

DISSERTATION PROCEDURES

AA-AC-PR-008

OVERVIEW

All doctoral programs require that a candidate prepare a dissertation. The dissertation is a scholarly, original study that represents a significant contribution to the knowledge of the chosen field. Students should be continuously enrolled in a minimum of one dissertation hour after coursework is completed and until the semester in which the dissertation is defended.

PROCEDURES

1. Following departmental guidelines, a dissertation chairperson will be selected and a committee consisting of two additional members formed. The Dissertation Committee shall include at least two faculty members from the student's department, with the student's dissertation chairperson serving as Committee chairperson. The remaining member must have an earned doctorate in the specific area of inquiry of the dissertation. This individual may be chosen from the student's department, the faculty

of the University, or from outside the University, and must be approved by the dissertation chairperson.

2. Beginning in the semester the dissertation committee is formed, the student must register for dissertation credits following departmental guidelines. The student must enroll in a minimum of one semester hour of dissertation course credit each fall and spring semester until the dissertation is accepted. The dissertation chairperson and the program director must approve any exceptions.

3. The student will meet with committee members, either individually or collectively to review the dissertation proposal and set a date for the proposal defense.

4. At the proposal defense the committee members examine the student on the dissertation proposal and related topics. After the examination, a majority of “pass” votes (including a “pass” vote by the dissertation chairperson) by the committee is required to approve the proposal. Results of the examination will be recorded in the student’s file by the chairperson of the Dissertation Committee.

5. If the proposed research involves human participants, the student must obtain approval from the Institutional Review Board (IRB) to assure that the rights of subjects are

protected. This approval must be obtained after the proposal is approved and before data are collected. IRB application materials and instructions can be found on the OLLU Portal.

6. 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. The student should follow the University’s Guide for Writing Theses and Dissertations.

7. When the Chairperson has approved the dissertation for review, the student will distribute copies to all Committee members. Following departmental guidelines, when a majority of the Committee and/or program faculty have indicated to the Chairperson that the dissertation is an academically sound and defensible scholarly product by, a final dissertation defense meeting can be scheduled. The dissertation chairperson must submit an announcement of the public defense Communication and Marketing Department for distribution to the University community at least 10 working days prior to the defense date.

8. 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. The committee may recommend acceptance contingent on changes needed in the final copy. A student who fails the dissertation defense will be given one or more opportunities to defend the dissertation, according to program guidelines. The dissertation chair must notify the Chief Academic Officer of date of subsequent defense date(s) at least two weeks prior to the date. The Chief Academic Officer will then appoint a faculty representative to monitor subsequent defense(s). The outcome of the Dissertation Defense will be recorded by on the dissertation title page, copies of which are sent to Registrar to confirm completion of the dissertation requirement.

9. The dissertation must be completed and approved within the time-line set in advance by the program. The program director must approve exceptions.

10. In order to graduate in the semester in which the dissertation is accepted, the student must submit the dissertation, including the signatures of committee members on the title page, to ProQuest ETD at least two weeks prior to the deadline for submitting grades for graduating students. If revisions are requested, the revised document with all the requested changes must be submitted through ProQuest ETD at least two days prior to the deadline for submitting grades for graduating students. Students who submitted their dissertations for initial review prior to the deadline but fail to make all the needed corrections will be allowed to participate in the commencement ceremony but their degree will not be conferred until the following semester. Students will need to enroll in GRAD 8000 for the subsequent semester and contact the Registrar’s Office to re-apply for graduation for their degree to be conferred.

Copies of the bound thesis will be provided to the student, the program or department, and the Library by the Office of Academic Affairs. The student may request additional bound copies through ProQuest ETD.

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. Students will demonstrate their proficiency in SoA **Profession Wide Competency #I, Research** throughout the dissertation process (among through other opportunities: coursework, presentation / publication requirements of the program.

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 Training Director of the date and time of the defense. The dissertation chair or the Training Director must submit an announcement of the public defense Communication and Marketing Department for distribution to the University community at least 10 working days prior to the defense date

Final 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. Passing indicates that the student has met the **Minimum Level of Achievement in Standard I: Research**. 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 College of Professional Studies must approve exceptions.

Electronic Submission Instructions

Electronic submission of the dissertation for publication, copyright, and binding through our account with ProQuest ETD is required for graduation. In order to graduate in the semester in which the dissertation is accepted, the student must meet deadlines set by the University and published by the Registrar's Office 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.

The process for electronic submission is:

1. Visit OLLU's ETD administrator site to open an account: <http://www.etdadmin.com/ollusa>.
2. On the first page find the "Sign up and Get Started Today!" at the bottom of the page.
3. You will then be taken to a page to set up an account. Will need an email address, name, create username and create a password. When you setup your account, use your OLLU

email, this is the most appropriate address for students and faculty use when communicating via email.

4. You will receive a “**ProQuest ETD Administrator Account Confirmation for Firstname/Lastname**” email in inbox of the email you provided. Click on: **Please confirm your account**. This will take you to your student page to complete the online form and upload your work. You can also use this page to check the status of your submission.
 - Through your Proquest/ETD account you will have access to many resources to assist you with the submission of your work including how to format in PDF, details regarding copyright, and much more. See PDF tab in the navigation panel for help.
5. Complete a submission agreement and upload the PDF your dissertation. If your manuscript is in Word or RTF format, it can be converted through the submission process. Be sure the signatures are included on the title page. If the committee members signed a paper copy of the title page, scan the title page as a PDF and replace the non-signed copy of the title page after you convert your document to a PDF.
 - Use the navigation panel on the left side of the screen to move through the submission process. A list of codes is available on the Instructions page (click “Instructions” at the top of the navigation panel to the left of your screen).
6. Your dissertation will be reviewed one more time by the committee chair and the Office of Graduate Studies for grammar and formatting. You may be asked to make corrections and resubmit.
7. Use your ProQuest account to track the progress of your dissertation in both the review stage (internal at OLLU) and post submission for publication (once ProQuest has the green light to publish and provide bound copies of work).

If you have any questions or concerns regarding the submission process, please contact Office of Academic Affairs (210.431.5504).

Fees

The course fee for PSYC 9397 covers the following submission expenses:

- Traditional Publishing
- Copyright
- Four Hardcover 8 1/2x11in library copies (for you, your dissertation chair, the department, and the OLLU Library). The bound copies will be shipped to OLLU and you will be contacted when your copy is ready for pickup/shipping.

If you request any additional services or copies, the fees will be billed to you.

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 requires 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 O) 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 N 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 and their supervisor's evaluation of their work, 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 two 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.

Every practicum training site where the student has trained must be listed on the student's Curriculum Vitae along with the name of the supervising psychologist and the practicum site location along with all other pertinent data.

Dissertation Registration

Students may begin enrolling for dissertation credits, when approved by their advisor and after completing Qualitative Research I & II (PSYC 9381 & 9383). Students are required to complete at least nine semester hours of dissertation hours distributed roughly as follows:

PSYC 9395	Dissertation proposal
PSYC 9396	Data collection and analysis
PSYC 9198	Final Defense / Repeated each semester fall and spring semesters until completion of dissertation

Internship Registration

Students must 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. Magnolia Ceballos 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 and Psychology Graduate Student Association, Rainbow Coalition

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 2017-2018 faculty advisors for PGSA are Dr. Solórzano / Dr. O'Donnell.

Student Academic Grievance Procedure

Our Lady of the Lake University provides a uniform method by which students can pursue grievable academic issues.

Note:

- Sex and Gender discrimination should follow the Title IX Policy and Procedures at www.ollusa.edu/titleix.
- Concerns regarding discrimination other than sex or gender should follow Student **NON-DISCRIMINATION AND MANDATORY REPORTING STATEMENT** (will open new page)
- Concerns regarding ADA accommodations should follow the **ACCESSIBILITY SERVICES STATEMENT** (will open new page)
- Sex and Gender discrimination should follow the Title IX Policy and Procedures at www.ollusa.edu/titleix.
- If the complaint is against another student, the student should consult with the Assistant Vice President for Student Life or the Director of Residence Life.
- If the complaint is against a student employee's supervisor, the procedures in the Student Employment Handbook should be followed.
- To appeal a determination of financial aid ineligibility contact the financial aid office or submit the Academic Progress Appeals form.

Definition. An academic grievance is an allegation that something has occurred that violates existing University academic policy or established practices, or is intrinsically wrong. Grievable academic issues include but are not limited to complaints about alleged violations of the institution's academic policies (e.g., application of grading policies), unfairness in the application of policies (e.g., accusation of plagiarism or cheating), or other academic matters.

Evaluation of a student's academic performance in a course or program of the University, when conducted by a faculty member, is presumed to be valid unless there is proof that the evaluation was significantly and adversely affected by prejudice (bias against the student as an individual or as a member of a group or class) and/or capriciousness (unjustifiable deviation from generally acceptable

academic standards or procedures, or from explicit understandings established for the course or through the course syllabus, which is the de facto contract for course objectives, requirements and expectations).

Procedures

Step 1--Informal Resolution

First, the student must talk with the faculty member about his/her complaint within 30 business days¹ of the end of the term. The faculty member is required by University policy to confer with a student who requests redress within 10 business days. Adhering to the University's core values, the intent during this step is to maintain open communication between the student and the faculty member. The student may choose to have a support person accompany her/him but the support person is not allowed to speak on the student's behalf.

If the faculty member does not respond within 10 business days, the student may proceed to Step 2.

Step 2—Formal Resolution

If the student and the faculty member are unable to resolve the matter in good faith, through reexamination of the issues and negotiation, the student must then talk with the faculty member's department chair or designee appointed by the dean, who will attempt to collaboratively resolve the complaint between the parties. In preparation for and prior to this meeting, the student must submit the academic grievance in writing to the department chair within 10 business days of the meeting in Step 1. The grievance must include all of the following:

1. The name the respondent parties (the person(s) against whom the grievance was filed). How the decision or action is unfair and harmful to the grievant.
2. A list of the University policies or state or federal laws that have been violated, if known.
3. A statement as to how the respondents are responsible for the action or decision.
4. Evidence in support of the complaint.
5. A statement of the requested remedy.

The department head is empowered to hear both sides of the matter, to examine all relevant documents and evidence held by either the student or the faculty member, to bring the student and the faculty member together (in person or through electronic communication tools) for further clarification, discussion and negotiation, and to suggest possible compromises or other remediation of the issue. The student may choose to have a support person accompany her/him but the support person is not allowed to speak on the student's behalf.

If the academic grievance concerns the department chairperson or other officials of the department, the student has a right to bypass Step 2 and proceed directly to the College/School Level.

If the complaint is not satisfactorily resolved through Steps 1 and 2, a student may proceed to Step 3, Mediation.

Step 3--Mediation

When an academic grievance is not resolved at the level of the department chair, the issue goes to the dean of the school or college to mediate. Similar to the department head, the dean is empowered to hear both sides of the matter, to examine all relevant documents and evidence held by either the student or the faculty member, to bring the student and the faculty member together for further clarification, discussion and negotiation, and to suggest possible compromises or other remediation of the issue. The student may choose to have a support person accompany her/him but the support person is not allowed to speak on the student's behalf.

The dean, the faculty member, and the student will collaborate to try to resolve the matter within 10 business days of the dean's receiving the mediation request.

Step 4 – Appeal and Final Resolution

If the mediating efforts in Step 3 do not satisfactorily resolve the matter at the level of the dean, the student is required to submit a letter of appeal to the Chief Academic Officer (CAO) requesting a review of the matter by the CAO or an Academic Affairs delegate within 10 days of the Dean's decision. The letter of appeal must include all information presented at Steps 1 and 2 and any additional relevant information. The CAO or delegate will review the materials within 15 business days of receipt of the appeal. This may or may not include a meeting with relevant parties to substantiate or clarify presented information. The student may choose to have a

support person accompany her/him to any meetings but the support person is not allowed to speak on the student's behalf.

Once the CAO's decision is made, all parties will be notified in writing of the decision and any actions related to this petition. Communication of the decision ends institutional due process on the grievance, and no further appeal is possible.

¹ Business day is defined as a day in which the university is in full operation, excluding Saturday and Sunday.

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 /2016) <https://www.apa.org/ethics/code/ethics-code-2017.pdf> 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).

Title IX Statement

Our Lady of the Lake University places a high commitment on the core values of community, integrity, trust, and service, and it is our policy to provide an educational experience and workplace free of sexual misconduct. Sexual misconduct includes, but is not limited to, sexual harassment, sexual violence, dating violence, domestic violence and stalking, as well as gender based discrimination. Sexual misconduct is not tolerated at OLLU, and we have a responsibility to address sexual misconduct in accordance with several federal laws including, but not limited to, Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act, the Clery Act and the Campus Save Act.

All OLLU employees are considered "responsible employees" with a duty to report incidents of sexual violence or any other misconduct to the Title IX Coordinator within 72 hours of learning of the event. In the event that confidentiality is requested by the student complainant, the Title IX Coordinator will make a determination as to whether OLLU can provide a safe nondiscriminatory environment for its students while honoring the request.

To review the entire policy, reporting contacts and the online report form please visit www.ollusa.edu/titleix.

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 wellbeing 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

- American Psychological Association (2010). Ethical Principles of Psychologists and Code of Conduct. Retrieved from <http://www.apa.org/ethics/code/index.aspx>
- American Psychological Association (2017). Revision of Ethics Code Standard 3.04, Avoiding Harm. Retrieved from <http://www.apa.org/ethics/code/standard-304.aspx>
- American Psychological Association (1981). Specialty Guidelines for the Delivery of Services by Counseling Psychologists. *American Psychologist*, 36, 652-663.
- Meara, N. M., Schmidt, L. D., Carrington, C. H., Davis, K. L., Dixon, D. N., Fretz, B. R., Meyers, R. A., Ridley, C. R., & Suinn, C. R. (1988). Training and accreditation in counseling psychology. *The Counseling Psychologist*, 16, 366-384.
- Stoltenberg, C. D., Pace, T. M., Kashubeck-West, S., Biever, J. L., Patterson, T., & Welch, I. D. (2000). Training models in Counseling Psychology: Scientist –Practitioner versus Practitioner Scholar. *The Counseling Psychologist*, 28, 622-640.

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 _____

PsyD Degree Plan

School	Course (preq.), [offered]	S.H.	S/Yr	Grade
	BIOLOGICAL BASES OF BEHAVIOR			
	PSYC 9325 Behavioral Neuroscience [fall, odd]	3		
	COGNITIVE AND AFFECTIVE BASES OF BEHAVIOR			
	PSYC 9326 Cognition and Emotion [fall, odd]	3		
	SOCIAL BASES OF BEHAVIOR			
	PSYC 9330 Social Psychology [spring, odd]	3		
	CULTURAL BASES OF BEHAVIOR			
	PSYC 8356 Family Processes Across Cultures [spring, summer]	3		
	PSYC 9356 Latina/o Psychology [fall, odd]	3		
	INDIVIDUAL DIFFERENCES			
	PSYC 7351 Life Span Developmental Psychology [summer, fall]	3		
	PSYC 9333 Abnormal Psychology [fall, even]	3		
	ETHICS AND PROFESSIONAL IDENTITY			
	PSYC 8303 Professional Practice: Skills and Issues [spring]	3		
	PSYC 9101 Doctoral Colloquium I [fall]	1		
	PSYC 9102 Doctoral Colloquium II [spring]	1		
	COUNSELING THEORIES AND METHODS			
	PSYC 6358 Life Planning and Career Development [fall, summer]	3		
	PSYC 9166 Selected Topics in Counseling Theory & Practice:	1		
	PSYC 9166 Selected Topics in Counseling Theory & Practice:	1		
	PSYC 9166 Selected Topics in Counseling Theory & Practice:	1		
	PSYC 9304 Theories of Multicultural Counseling [fall, even]	3		
	PSYC 9307 Positive Psychology [summer]	3		
	PSYC 9310 Introduction to Behavioral Health [spring]	3		
	PSYC 9334 Strengths-Based Approaches to Psychotherapy [fall]	3		
	PSYC 9338 History and Systems of Psychology and Psychotherapy [spring, odd]	3		
	PSYC 9351 Clinical Supervision (PSYC 9388, 9389) [spring]	3		
	PSYC 9364 Seminar in Cognitive and Behavioral Therapies [summer, odd]	3		
	PSYC 9372 Consultation & Program Evaluation	3		
	PSYCHOLOGICAL ASSESSMENT			
	PSYC 6342 Psychoeducational Assessment (PSYC 6321) [fall]	3		
	PSYC 9322 Personality Assessment (PSYC 6321) [spring]	3		
	PSYC 9342 Advanced Psychological Measurement and Evaluation [Fall]	3		
	CLINICAL PRACTICE			
	PSYC 9197 Practicum [must take seven semesters and repeat until practicum requirements are met]	7		
	PSYC 9190 Internship I (Written and Clinical qualifying exams)	1		
	PSYC 9191 Internship II	1		
	PSYC 9192 Internship III	1		
	RESEARCH DESIGN AND METHODOLOGY			
	PSYC 6380 Research Methods and Procedures [summer]	3		
	PSYC 9195 Professional Writing I [summer]	1		
	PSYC 9196 Professional Writing II [summer]	1		
	PSYC 9380 Quantitative Research Design (PSYC 6380) [spring, even]	3		
	PSYC 9381 Qualitative Research Design I (PSYC 6380) [spring]	3		
	PSYC 9383 Qualitative Research Design II (PSYC 9381) [fall]	3		

	DISSERTATION			
	PSYC 9395 Dissertation I (Written qualifying exam and dissertation proposal)	3		
	PSYC 9396 Dissertation II (PSYC 9395)	3		
	Total hours required	95		
	ELECTIVES			
	ELECTIVE CONCENTRATIONS			
	Psychological Services to Spanish Speaking Populations			
	6332 Bilingual Assessment [fall]			
	PSYC 6370 Professional/Technical Spanish [fall]			
	PSYC 8330 Sociocultural Foundations of Counseling Latina/os [summer, even]			
	PSYC 8327 Counseling Spanish Speaking Immigrants & Refugees [summer, odd]			
	PSYC 8331 Language and Psychosocial Variables in Interviews and Assessments with Latina/os [fall]			
	Child, Adolescent and Family Therapy			
	PSYC 8355 Psychotherapy with Children Adolescents & Their Families [fall]			
	PSYC 9348 Integrated Health Care [spring, odd]			
	Behavioral Health			
	PSYC 9332 Psychological Hypnosis [summer even]			
	PSYC 9348 Integrated Health Care [spring, odd]			
	PSYC 6427 Biofeedback [Summer]			
	PSYC 9347 Assessment in Health Psychology [fall, even]			
	Miscellaneous Electives			
	PSYC 6322 Psychological Testing (PSYC 6321) [spring]			
	PSYC 6324 Achievement Testing and Individualized Assessment (6342) [summer]			
	PSYC 8343 Projective Testing in Personality Assessment (PSYC 9322) [summer]			
	PSYC 9360 Special Topics			
	PSYC 9166 Beyond the required 3 s.h.			
	8359 Couples and Sex Therapy			
	8366 Cultural, Spiritual and Religious Healing Practices			
	Minimum hours of electives	12		
Student Signature: Date: Advisor Signature: Date:				

Appendix C (1): Starting in an ODD # Year Typical Course Sequence

Year 1	FALL ODD Numbered Year	SPRING Even	SUMMER Even
	9101 Doctoral Colloquium I	9102 Doctoral Colloquium II	9307 Positive Psychology
	9334 Strengths-Based Approaches to Psychotherapy	9330 Social Psychology	9195 Professional Writing I
	9356 Latinx Psychology	9342 Advanced Psychological	9166 (1-3 courses)
	9322 Personality Assessment	9381 Qualitative Research Design I	9197 Doctoral Practicum
	PSYC 9326 Cognition & Emotion	9197 Doctoral Practicum	Other as needed ^{1,2}
	10-13 hours	11-14 hours	6-8 hours
Year 2	FALL Even	SPRING Odd	SUMMER Odd
	6342 Psychoeducational Assessment (if not transferred)	9310 Introduction to Behavioral Health	
	9304 Theories of Multiculturalism	9351 Clinical Supervision	9307 Positive Psychology
	9383 Qualitative Research Design II	9352 Consultation	9197 Doctoral Practicum
	9325 Behavioral Neuroscience	9197 Doctoral Practicum	Other as needed ^{1,2}
	9197 Doctoral Practicum		
	10-13 hours	7 hours	5-8 hours
Year 3	FALL Odd	SPRING Even	SUMMER Even
	9333 Abnormal Psychology	93702 Consultation / Program Evaluation	Elective(s)
	9197 Doctoral Practicum	9338 History & Systems of Psychology & Psychotherapy	9196 Professional Writing II
	9395 Dissertation I	9197 Doctoral Practicum	9197 Doctoral Practicum (if needed)
	Elective or other as needed ^{1,2}	9396 Dissertation II	
	CLINICAL QUALIFYING EXAM	DISSERTATION PROPOSAL	WRITTEN QUALIFYING EXAM
		ADVANCE TO CANDIDACY	
	7-10 hours	10 hours	1-5 hours
Year 4	FALL Even	SPRING Odd	SUMMER Odd
	9326 Cognition & Emotion	9380 Quantitative Research Design	Elective(s)
	9397 Dissertation III	9197 Doctoral Practicum	9197 Doctoral Practicum
	9197 Doctoral Practicum	9198 Dissertation IV (if needed)	
	INTERNSHIP APPLICATIONS	INTERNSHIP INTERVIEWS	
	6-7 hours	3-5 hours	0-4 hours
Year 5	FALL Odd	SPRING Even	SUMMER Even
	9190 Internship I	9191 Internship II	9192 Internship III
	9198 Dissertation IV (if needed)	9198 Dissertation IV (if needed)	9198 Dissertation IV (if needed)
	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

Leveling Courses¹

- 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 transferred²

- 6342 Psychoeducational Assessment: Cognitive Testing
- 6358 Life Planning and Career Development (Fall)
- 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): Starting in an Even # Year Typical PSSSP Course Sequence

Typical PSSSP Course Sequence *

Year 1	FALL Even Numbered Year	SPRING Odd Year	SUMMER Odd
	9101 Doctoral Colloquium I	9102 Doctoral Colloquium II	9364 Seminar in Cognitive and Behavioral
	9334 Post Modern Perspectives in Psychotherapy		9195 Professional Writing I
	9304 Theories of Multicultural Counseling	9330 Social Psychology	9166 (1-3 courses)
	9342 Advanced Psychological Measurement & Evaluation	9322 Personality Assessment	9197 Doctoral Practicum
	6370 Professional/Technical Spanish	9381 Qualitative Research Design I	6326 Latinx Psychology
		9197 Doctoral Practicum	
	10-13 hours	11-14 hours	8-11 hours
Year 2	FALL Odd	SPRING Even	SUMMER Even
	6342 Psychoeducational Assessment (if not transferred)	9310 Introduction to Behavioral Health	9307 Positive Psychology
	9197 Doctoral Practicum	9351 Clinical Supervision	
	9383 Qualitative Research Design II		9197 Doctoral Practicum
	9325 Behavioral Neuroscience	9197 Doctoral Practicum	Other as needed ^{1,2}
	8331 Language and Psychosocial Variables in Interviews and Assessments w/ Latinas/os		8330 Sociocultural Foundations of Counseling Latinas/os (immersion course) or 8327 Counseling Spanish Speaking Immigrants & Refugees
	10-13 hours	7 hours	8-11 hours
Year 3	FALL Even	SPRING Odd	SUMMER Odd
	9333 Abnormal Psychology	9372 Consultation / Program Evaluation	Elective(s)
	9197 Doctoral Practicum	9338 History & Systems of Psychology & Psychotherapy	9196 Professional Writing II
	9395 Dissertation I	9197 Doctoral Practicum	9197 Doctoral Practicum (if needed)
	6332 Bilingual Assessment	9396 Dissertation II	WRITTEN QUALIFYING EXAM
	CLINICAL QUALIFYING EXAM	DISSERTATION PROPOSAL	
		ADVANCE TO CANDIDACY	
	7-10 hours	10 hours	1-5 hours
Year 4	FALL Odd	SPRING Even	SUMMER Even
	9326 Cognition & Emotion	9380 Quantitative Research Design	Elective(s)
		9197 Doctoral Practicum (if needed)	9197 Doctoral Practicum (if needed)
	9197 Doctoral Practicum (if needed)	9198 Dissertation IV (if needed)	
	INTERNSHIP APPLICATIONS		
	6-7 hours	3-5 hours	0-4 hours
Year 5	FALL Even	SPRING Odd	SUMMER Odd
	9190 Internship I	9191 Internship II	9192 Internship III
	9198 Dissertation IV (if needed)	9198 Dissertation IV (if needed)	9198 Dissertation IV (if needed)
	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. See Appendix C (1) above for leveling courses and courses that are often transferred.

Appendix D: Title Page Format for Dissertations

PSYCHOLOGICAL IMPLICATIONS OF USE OF ISOLATION TECHNIQUES IN THE SCHOOL

By

Graciela Elena Torres, MA

DISSERTATION
Presented to the Faculty of the Department
of Psychology
Our Lady of the Lake University
in Partial Fulfillment of the Requirements

For the Degree of
Doctor of Psychology
in Counseling Psychology

Our Lady of the Lake University
San Antonio, Texas
April 15, 20XX

Committee Chairperson

Committee Member

Committee Member

APPENDIX E: Dissertation Guidelines

OUR LADY OF THE LAKE UNIVERSITY DISSERTATION POLICIES AND PROCEDURES

1. Following departmental guidelines, a dissertation chairperson will be selected and a committee consisting of two additional members formed. The Dissertation Committee shall include at least two faculty members from the student's department, with the student's dissertation chairperson serving as Committee chairperson. NOTE: No faculty member may Chair more than one-third of the dissertations in process at any given time. The remaining member must have an earned doctorate in the specific area of inquiry of the dissertation. This individual may be chosen from the student's department, the faculty of the University, or from outside the University, and must be approved by the dissertation chairperson.
2. Beginning in the semester the dissertation committee is formed, the student must register for dissertation credits following departmental guidelines. The student must enroll in a minimum of one semester hour of dissertation course credit each fall and spring semester until the dissertation is accepted. The dissertation chairperson and the program director must approve any exceptions.
3. The student will meet with committee members, either individually or collectively to review the dissertation proposal and set a date for the proposal defense.
4. At the proposal defense the committee members examine the student on the dissertation proposal and related topics. After the examination, a majority of "pass" votes (including a "pass" vote by the dissertation chairperson) by the committee is required to approve the proposal. Results of the examination will be recorded in the student's file by the chairperson of the Dissertation Committee
5. If the proposed research involves human participants, the student must obtain approval from the Institutional Review Board (IRB) to assure that the rights of subjects are protected. This approval must be obtained after the proposal is approved and before data are collected. IRB application materials and instructions can be found on the OLLU Portal.
6. 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. The student should follow the *University's Guide for Writing Theses and Dissertations*.
7. When the Chairperson has approved the dissertation for review, the student will distribute copies to all Committee members. Following departmental guidelines, when a majority of

the Committee and/or program faculty have indicated to the Chairperson that the dissertation is an academically sound and defensible scholarly product by, a final dissertation defense meeting can be scheduled. The dissertation chair must submit an announcement of the public defense Communication and Marketing Department for distribution to the University community at least 10 working days prior to the defense date.

8. 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. The committee may recommend acceptance contingent on changes needed in the final copy. A student who fails the dissertation defense will be given one more opportunity to defend the dissertation. Second failures will result in dismissal from the program. The outcome of the Dissertation Defense will be recorded by on the dissertation title page.
9. After passing the Dissertation Defense, the student will follow guidelines provided for electronic submission of the dissertation. Final dissertation checks will be performed by the dissertation chair and the Associate Provost for Academic Affairs prior to the final electronic submission.
10. The dissertation must be completed and approved within the time-line set in advance by the program. The program director must approve exceptions.
11. In order to graduate in the semester in which the dissertation is accepted, the student must meet the deadline for submitting grades for graduating students set by the University and published in the Schedule of Courses.

OLLU GUIDE FOR WRITING THESES AND DISSERTATIONS

1. Time New Roman or a similar 12-point font must be used. Script or ornamental fonts should not be used except for italic where conventionally appropriate.
2. Manuscript margins should be 1 1/2 inches left, 1-inch right, top, and bottom.
3. Double-space the manuscript throughout, except where single-spacing is conventional or needed to improve readability (e.g. in table titles and headings, figure captions, etc.).
4. Use the following order of material in the manuscript: title page (see sample appended), abstract, copyright page (if needed), table of contents, list of illustrations (if applicable), lists of tables (if applicable), preface (including acknowledgments), text of manuscript, appendices (if applicable), end-notes (if permitted by director), glossary (if applicable), index (if applicable). The bibliography or list of references may be placed immediately before or after the appendices.
5. Preliminary sections of the manuscript (abstract through preface) should be paginated consecutively in lower-case Roman numbers. No number is placed on the title page, although it is counted as page i.
6. The main body of the manuscript, beginning with the first chapter, or its equivalent, (e.g., Introduction), is paginated in Arabic numerals. Pagination must be continuous from page number 1 through the last page. Major divisions should always begin on a new page with the heading centered and typed in all uppercased letters.
7. On the first page of any major division (including preliminary pages), the page number should be centered horizontally approximately 3/4 inch from the bottom edge of the paper. On all other pages the number should be placed in the upper right corner.
8. Obtain written permission from the copyright holder for use of any copyrighted material, which exceeds the “fair use”, permitted by copyright law. The student should consult with his or her thesis or dissertation director if there is any doubt about what constitutes “fair use”.
9. In all matters not specified here, follow guidelines in the latest edition of the style sheet or publication manual designated by your college or school. For the College of Arts and Sciences, the designated manual is that of the Modern Language Association; for Sociology, the designated manual is the most recent Style Guide of the American Sociological Association, for all other programs the designated manual is the most recent edition of the Publication Manual of the American Psychological Association.

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
- Crucial Reflections (formerly Limitations)
- Future Research
- Conclusion

References**Appendices**

- Recruitment Flyers
- Demographic Questionnaire (if used)
- Interview Protocol
- Consent Form(s)

Appendix H: Evaluation of Practicum Students (CCS-Live Supervision)

Student:	Practicum Course:	Semester/Year:
Supervisor:	Agency: CCS	
Please rate supervisee on the following competencies using the following scale: 1 = Needs Improvement 2 = Demonstrates minimal levels of achievement 3 = Exceeds minimal levels of achievement		
	Standard VII Intervention VI Assessment & I Research. ____ Develops a strong therapeutic alliance with clients during assessment & feedback. ____ Demonstrates respect for clients and an interest in understanding clients' experiences. ____ Selects appropriate assessment measures for cases. ____ Identifies areas of client functioning where further assessment is needed. ____ Administers assessments appropriately by adhering to standardized procedures. ____ Provides appropriate feedback to clients based on assessment measures. ____ Applies concepts of normal/abnormal behavior to case formulation and diagnosis within a developmental and environmental context. ____ Writes assessment reports and progress notes effectively. ____ Provides rationale for conceptualization based on theory, research, systemic issues and client data. ____ Formulates appropriate interventions based on conceptualization. Examples/Comments	
	Standards III & VII. Cultural Issues ____ Initiates open-ended dialog that allows for client comments on culture, spirituality, and worldview ____ Demonstrates the ability to incorporate clients' culture and values into the assessment plan. ____ Exhibits an understanding of systemic and interactional dynamics in assessment that may be related to culture. Examples/Comments	
	Standard IX Consultation and Inter-Professional /Interdisciplinary Skills ____ Demonstrates an understanding for the roles other professionals may have in treatment of clients or families (ie., medical, legal, social service, etc) and incorporates this into the assessment recommendations. ____ Attends to and incorporates larger systems issues (family, referral source, school, CPS, etc.) ____ Exhibits the ability to engage in ethical, effective and respectful consultation with team members, and others involved in the assessment process. ____ Effectively implements consultative/collaborative team approach and/or utilizes intersession consultations ____ Consistently contributes helpful ideas to team discussion and/or case staffing. Examples/Comments	

	Standard IV Professional Values and Attitudes ___ Conducts self within legal, ethical standards of the profession of psychology ___ Dresses in a professional manner (as outlined in the clinic handbook) ___ Is consistently on time, focused, self-reflective, open to feedback, and prepared for team ___ Conveys a sense of hope and optimism to team and clients. ___ Demonstrates cultural humility, curiosity, and respect ___ Conveys a professional demeanor (through organization, coherence, language) Examples/Comments
	Standard II Ethical and Legal ___ Demonstrates an understanding of, and the ability to apply, ethical and legal principles. ___ Follows guidelines for University practicum and other relevant laws and standards in the State of Texas ___ Adheres to the Code of Ethics of the APA in the delivery of psychological services. Examples/Comments
	Standard V, Communication and Interpersonal Skills ___ Poses well-formulated questions during the assessment process ___ Articulates clear and concise spoken communications ___ Produces clear communications in written form (reports) ___ Engages in clear, collaborative and respectful communications with team and supervisors Examples/Comments
	Standard VIII Supervision ___ Works collaboratively with supervisor(s) and colleagues. ___ Acknowledges and implements feedback from supervisors and colleagues Examples/Comments
Student shows strengths in these areas	
Suggested tasks for the future:	
Absences:	Tardies:
Student Signature:	Date:
Co-Supervisor Signature:	Date:
Supervisor Signature:	Date:

Appendix I: Off-Site Practicum Evaluation Form

Student:	Semester:	Year:
Supervisor:		
Please rate supervisee on the following competencies using the following scale: OFF SITE Practicum		
Minimal Levels of Achievement (MLA)		
1	2	3
–Does not Meet MLA	Meets MLA	Exceeds MLA
Standard VII. Intervention, Standard I. Research , VI Assessment		
☐ Develops a strong therapeutic alliance with clients, evidenced by client feedback ☐ Demonstrates respect for clients and an interest in understanding clients' experiences. ☐ Demonstrates the ability to assist clients in goal formation ☐ Uses assessment as appropriate to support therapy ☐ Delivers psychological services within the standards of care and the APA Code of Ethics ☐ Implements therapy from recognized theories of psychotherapy within the practice of Psychology ☐ Seeks client feedback on therapeutic effectiveness ☐ Effectively deals with crisis situations		
Examples/Comments		
Standards III & VII. Cultural Issues		
☐ Initiates open-ended dialog that allows for client comments on culture, spirituality, and worldview ☐ Exhibits respect for client cultural belief systems and worldview ☐ Demonstrates the ability to incorporate clients' culture and values into treatment plan. ☐ Demonstrates the ability to work with clients effectively as related to research on individual and family process across cultures ☐ Exhibits an understanding of systemic and interactional dynamics in therapy that may be related to culture.		
1. Examples/Comments		
Standard IX Consultation and Inter-Professional /Interdisciplinary Skills		
☐ Demonstrates an understanding of the roles other professionals may have in treatment of clients or families (ie., medical, legal, social service, etc) ☐ Works well with other professionals on a multi-disciplinary treatment team ☐ Attends to and incorporates larger systems input (family, referral source, school, CPS, etc.) ☐ Exhibits the ability to engage in ethical, effective and respectful consultation with team members, and others involved in client treatment ☐ Effectively implements relevant consultative information ☐ Consistently contributes helpful ideas to treatment team discussion and/or case staffing.		
Examples/Comments		

	Standard IV Professional Values and Attitudes ☐ Conducts self within legal, ethical standards of the profession of psychology and agency/ entity ☐ Dresses in a professional manner (as outlined in the clinic handbook) ☐ Is consistently on time, focused, self-reflective, open to feedback, and prepared ☐ Conveys a sense of hope and optimism to clients and other professionals ☐ Recognizes client strengths ("extra-therapeutic factors") and incorporates them into treatment ☐ Demonstrates cultural humility, curiosity, and respect ☐ Conveys a professional demeanor (through organization, coherence, language) ☐ Demonstrates skills in counseling and health service psychology Examples/Comments
	Standard II Ethical and Legal ☐ Demonstrates an understanding of, and the ability to apply, ethical and legal principles. ☐ Follows guidelines for University practicum and other relevant laws and standards in the State of Texas ☐ Follows rules, guidelines, requirements of the Off-Site Practicum Agency/ Entity ☐ Adheres to the Code of Ethics of the APA in the delivery of psychological services. Examples/Comments
	Standard V, Communication and Interpersonal Skills ☐ Poses well-formulated questions in therapy ☐ Articulates clear and concise spoken communications ☐ Produces clear communications in written form (client case notes, etc) ☐ Engages in clear, collaborative and respectful communications with team and supervisors Examples/Comments
	Standard VIII Supervision ☐ Works collaboratively with supervisor(s) and colleagues. ☐ Acknowledges and implements feedback from supervisors and colleagues Examples/Comments
	FOR SPANISH-SPEAKING CLIENTS 2. Demonstrates linguistic competence when working with Spanish speaking clients.
Student shows strengths in these areas: 	
Suggested improvements for the future: 	
As required by APA Standards, beginning January 1, 2017, this student was OBSERVED at least one time this semester YES NO Date of Observation	
Electronic signature:	Date:

Appendix J: Supervisor Evaluation for PsyD Students Supervising MS Students

Student:	Practicum Course:	Semester/Year:
Supervisor:		Agency: CCS for Students Who are Supervising MS Students
Please rate supervisee on the following competencies using the following scale: 1 = Needs Improvement 2 = Demonstrates minimal levels of achievement 3 = Exceeds minimal levels of achievement		
	Standard VIII Supervision ___ Works collaboratively with supervisees, colleagues and supervisors ___ Acknowledges and implements feedback from supervisors and colleagues ___ Demonstrates and understanding of the difference between their role as a therapist and their role as a supervisor. ___ Identifies learning needs of supervisees and actively discusses in group supervision of supervision. ___ Creates a supportive team environment to facilitate supervisees' self-exploration of strengths, limitations and concerns. Examples/Comments	
	Standard VII Intervention VI Assessment & I Research. ___ Develops a strong alliance with supervisees, evidenced by evaluations completed by supervisees ___ Applies relevant theory-based research in therapy interventions as co-created with supervisees ___ Incorporates discussion of theory in session with supervisees ___ Demonstrates respect for supervisees and an interest in understanding their experiences. ___ Demonstrates the ability to collaborate with supervisees to assist client in goal formation ___ Monitors progress toward clients' therapeutic goals as demonstrated by the ORS, scaling questions, or other methods. ___ Monitors client progress and adjusts intervention accordingly ___ Models effective crisis management for team when seeing clients in crisis. ___ Implements therapy from recognized theories of psychotherapy within the practice of Psychology ___ Seeks client feedback on therapeutic effectiveness through the evidence-based PCOMS System ___ Assesses therapeutic effectiveness using the PCOMS System. ___ Articulates theoretical framework for treatment plan and interventions during supervision and/or team discussions. Examples/Comments	

	Standards III & VII. Cultural Issues _____ Initiates open-ended dialog that allows for supervisees' comments on culture, spirituality, and worldview _____ Demonstrates the ability to incorporate supervisees' culture and values into their clinical conversations. _____ Demonstrates the ability to work with supervisees effectively as related to research on family process across cultures and client social identity development _____ Exhibits an understanding of systemic and interactional dynamics in therapy that may be related to culture. Examples/Comments
	Standard IX Consultation and Inter-Professional /Interdisciplinary Skills _____ Models an understanding for the roles other professionals may have in treatment of clients or families (ie., medical, legal, social service, etc) _____ Attends to and incorporates larger systems issues (family, referral source, school, CPS, etc.) when supervising the team. _____ Exhibits the ability to engage in ethical, effective and respectful consultation with team members, and others involved in client treatment _____ Effectively implements (consultative) reflecting teams and/or utilizes intersession consultations _____ Consistently contributes helpful ideas to team discussion and/or case staffing. Examples/Comments
	Standard IV Professional Values and Attitudes _____ Conducts self within legal, ethical standards of the profession of psychology _____ Dresses in a professional manner (as outlined in the clinic handbook) _____ Is consistently on time, focused, self-reflective, open to feedback, and prepared for team _____ Conveys a sense of hope and optimism to team and clients. _____ Recognizes client "extra-therapeutic factors" and incorporates them into supervision conversations _____ Demonstrates cultural humility, curiosity, and respect _____ Conveys a professional demeanor (through organization, coherence, language) Examples/Comments
	Standard II Ethical and Legal _____ Demonstrates an understanding of, and the ability to apply, ethical and legal principles. _____ Follows guidelines for University practicum and other relevant laws and standards in the State of Texas _____ Adheres to the Code of Ethics of the APA in the delivery of psychological services. Examples/Comments

	Standard V, Communication and Interpersonal Skills ____ Poses well-formulated questions in supervision ____ Articulates clear and concise spoken communications ____ Produces clear communications in written form (client case notes, written supervisory feedback, etc) ____ Engages in clear, collaborative and respectful communications with team and supervisees Examples/Comments	
Student shows strengths in these areas		
Suggested tasks for the future:		
Absences	Tardies	
Signed:	Date:	

Appendix K: EVALUATION OF PRACTICA SUPERVISORS

Name & Position of Supervisor: _____ Name of Agency: _____
 Period Covered by the Report: _____

I. 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 L: 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 extra-therapeutic contributed to the change? How did your theory of change fit with the clients' theory of change?
2. **PWC III, Individual and Cultural Diversity:** 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. **PWC II Ethical and Legal:** 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. **PWC VI, Assessment:** What client assets and resources did you identify and how did you use them in therapy?
5. **PWC VII, Intervention:** 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?
 - d) What did you do 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?

PWC II and VI. Ethical Legal Issues and Assessment

- 6. From a DSM-5 diagnostic framework, who did you identify as client(s) in this scenario?
- 7. What DSM-5 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-5 diagnosis, were there any other cultural descriptions that fit for this case? In other words, was there an alternate way to assess this case other than using a DSM-5 framework?

PWC VII and IX, Intervention and Consultation (Inter-Professional / Interdisciplinary Skills)

- 11. a) What crises did you anticipate 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?

PWC IV. Professional Values and Attitudes

- 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?

See below for the Scoring Rubric and competency indicators:

Doctoral Oral Clinical Examination of Profession Wide Competencies

Scoring Rubric

Candidate: _____

Please circle your evaluation of the candidate's overall performance on each question. An average of 2.0 or better is required to pass each item.

I. Systemic Case Conceptualization, Assessment, Treatment Plan, and Therapy (PWC Standards)	Pass Exceeds Minimal Level of Achievement	Pass Meets Minimal Level of Achievement	Fail Does not Meet Minimal Levels of Achievement
1. Case Conceptualization & Treatment Planning PWC VII. Intervention Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training. Trainees demonstrate competence in evidence-based interventions consistent with the scope of Health Service Psychology. Intervention is being defined broadly to include but not be limited to psychotherapy. Interventions may be derived from a variety of theoretical orientations or approaches. The level of intervention includes those directed at an individual, a family, a group, an organization, a community, a population or other systems. <u>Student has demonstrated the ability to:</u> • - establish and maintain effective relationships with the recipients of psychological services. • - develop evidence-based intervention plans specific to the service delivery goals. •	3	2	1

implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. • apply the relevant research literature to clinical decision making. • modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking, • evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation			
2. Cultural Issues –PWC III <u>Student has demonstrated the ability to:</u> - o understand how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves; - o - express the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service; - o - to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic	3	2	1

characteristics, or worldviews create conflict with their own. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training. Trainees are expected to: Doctoral students: • Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.			
3. Ethical/Legal PWC II <u>Student has demonstrated that s/he is:</u> <u>knowledgeable of and can act in accordance with each of the following:</u> - o the current version of the APA Ethical Principles of Psychologists and Code of Conduct; - o relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and - o relevant professional standards and guidelines. • Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.	3	2	1

• Conduct self in an ethical manner in all professional activities. • Articulate who is identified as the client with working with a family system.			
4. Client Assets/Resources In keeping with Strengths-Based Models, student can identify client strengths and assets and articulate how they may be beneficial in therapy.	3	2	1
II. Traditional Diagnostic Considerations	Pass		Fail
DSM-5 Diagnosis VI. Assessment This competency is required at the doctoral and internship levels. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training. Trainees demonstrate competence in conducting evidence-based assessment consistent with the scope of Health Service Psychology. Doctoral students and Interns are expected to demonstrate the following competencies: o Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. O Articulate the ethical considerations in diagnosing o Interpret assessment results, following current research and professional standards and guidelines, to	3	2	1

inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. o Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.			
III. Crisis Management	Pass		Fail
5. Handling Crises PWC IX. Consultation and interprofessional/interdisciplinary skills This competency is required at the doctoral and internship level. The CoA views consultation and interprofessional/interdisciplinary interaction as integral to the activities of health service psychology. Consultation and interprofessional/interdisciplinary skills are reflected in the intentional collaboration of professionals in health service psychology with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities. Trainees are expected to: Doctoral students: • Demonstrate knowledge and respect for the roles and perspectives of other professions. Doctoral students: • Demonstrates knowledge of consultation models	3	2	1

and practices. VIII. Supervision This competency is required at the doctoral and internship level. The CoA views supervision as grounded in science and integral to the activities of health service psychology. Supervision involves the mentoring and monitoring of trainees and others in the development of competence and skill in professional practice and the effective evaluation of those skills. Supervisors act as role models and maintain responsibility for the activities they oversee. Trainees are expected to: Doctoral students: • Demonstrate knowledge of supervision models and practices.			
IV. Professional/Personal	Pass		Fail
V. Communication and interpersonal skills This competency is required at the doctoral and internship levels. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training. The CoA views communication and interpersonal skills as foundational to education, training, and practice in health service psychology. These skills are essential for any service delivery/activity/interaction, and are evident across the program's expected competencies.			

Doctoral students and interns are expected to: • develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. • produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. • demonstrate effective interpersonal skills and the ability to manage difficult communication well.			
6. Assets & Strengths/Limitations IV. Professional values and attitudes This competency is required at the doctoral and internship levels. Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training. Doctoral students are expected to: • behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of	3	2	1

others. • engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. • actively seek and demonstrate openness and responsiveness to feedback and supervision. • respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.			
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Appendix M: Written Qualifying Exam Questions

Graded / evaluated INTEGRATION EXPERIENCE

Students receive a scenario and must demonstrate their ability to integrate factors related to Developmental, Social, Cognitive, Affective and Biological Bases of Behavior when responding to the questions posed related the scenario.

Appendix N: 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 O: 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. _____

6. Summary of post-masters degree professional experience.

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 P: 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:

Appendix Q: Transfer of Credit Form



OUR LADY OF THE LAKE UNIVERSITY

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.

Course Number and Title	Term/Yr	Semester Hours	Grade	Substitute for Required	Substitute for Elective
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Signature of Academic Advisor _____

Print Name _____

Date _____

Signature of Dean _____

Print Name _____

Date _____

Appendix R: IRB Approval Request

See this information in the OLLU Portal.

IRB Online Forms

IRB Application

[Approval Request Form](#)

Please refer to "Forms and Guides" to access the worksheet for this document. Using the worksheet will allow you to draft your protocol, possibly eliminating errors that would result in delay of approval.

Consent Forms

[Adult Informed Consent Form](#)

Please refer to the section below to access the guide on suggested responses.

[Parental Informed Consent Form](#)

For children under 18 years of age

[Adult Informed Consent Form - Spanish Version](#)

Approval of Protocol Change Form

[Approval of Protocol Change Form](#)

Continuing Review Form

[Continuing Review Form](#)

End-of-Project Form

[End-of-Project Form](#)

Attach Documents

[Attach Documents](#)

This form is intended to be used with the Approval of Protocol Change Form, Continuation Form, and End of Project Form, when needed.

NIH Mandatory Training

[NIH Mandatory Training](#)

This training is required for all persons listed on the OLLU IRB Request Form for all IRB applications. All persons listed on the OLLU IRB Request Form must have a current training certificate on file with the Sponsored Programs' Office. Certificates may be uploaded as supplemental IRB documents when applying. Certificates are valid for three (3) years after issuance.

Instructional Videos

OLLU IRB Tutorial on E-Signatures

Learn more of the newly implemented e-signature process.

Forms and Guides		
	Type	Name
		Adult Informed Consent Form
		Guide - Adult Informed Consent Form
		Guide - Parental Informed Consent Form
		Worksheet - Approval Request Form
		

Policies

Name	
Type	
	 Estimated Timeline For IRB Review
	 IRB Review Process

Appendix T: Petition for Exception

Student Name: _____

Student ID No.: _____ Date: ____/____/____

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

based on the following facts/circumstances:

Signature: _____ Date: ____/____/____

Advisor:

_____ Approved

Comments:

_____ Not Approved

Signature: _____ Date: ____/____/____

Training Director:

_____ Approved

Comments:

_____ Not Approved

Signature: _____ Date: ____/____/____

APPENDIX U: Annual Student Evaluation

Our Lady of the Lake University - PsyD Program Annual Evaluation of Students The 9 APA Profession Wide Competencies

SCALE:

0 = Does not Meet the MLA (Minimum Level of Achievement)

1 = Competency not yet introduced

2 = Satisfactory early competency development

3. Meets the MLA (Minimal Level of Achievement) for this competency

4 = Exceeds the MLA (Minimal Level of Achievement) for this competency

Student Evaluator Date Click or tap to enter a date.

STANDARD I. Research

Demonstration of the integration of science and practice, but not the demonstration of research competency per se, is required at the post-doctoral level

The CoA recognizes science as the foundation of HSP. Individuals who successfully complete programs accredited in HSP must demonstrate knowledge, skills, and competence sufficient to produce new knowledge, to critically evaluate and use existing knowledge to solve problems, and to disseminate research. This area of competence requires substantial knowledge of scientific methods, procedures, and practices.

Doctoral student:

Choose One Demonstrates the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

Choose One Conducts research or other scholarly activities.

Choose One Critically evaluates and disseminates research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

Comments:

STANDARD II. Ethical and legal standards

Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training.

Doctoral student demonstrates knowledge of and acts in accordance with each of the following:

Choose One The current version of the APA Ethical Principles of Psychologists and Code of Conduct;

Choose One Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and

Choose One Relevant professional standards and guidelines.

Choose One Recognizes ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.

Choose One Conducts self in an ethical manner in all professional activities.

Comments:

STANDARD III. Individual and cultural diversity

Effectiveness in health service psychology requires that trainees develop the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population. Therefore, trainees must demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics. The Commission on Accreditation defines cultural and individual differences and diversity as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. The CoA recognizes that development of competence in working with individuals of every variation of cultural or individual difference is not reasonable or feasible.

Doctoral student:

Choose One Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves;

Choose One Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service;

Choose One Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

Choose One Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Choose One Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

Comments:

STANDARD IV. Professional values and attitudes

Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training.

Doctoral student:

Choose One Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

Choose One Engages in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.

Choose One Actively seeks and demonstrates openness and responsiveness to feedback and supervision.

Choose One Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Comments:

STANDARD V. Communication and interpersonal skills

Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training.

The CoA views communication and interpersonal skills as foundational to education, training, and practice in health service psychology. These skills are essential for any service delivery/activity/interaction, and are evident across the program's expected competencies.

Doctoral student:

Choose One Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

Choose One Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

Choose One Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Comments:

STANDARD VI. Assessment

Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training.

Trainees demonstrate competence in conducting evidence-based assessment consistent with the scope of Health Service Psychology.

Doctoral students demonstrate the following competencies:

Choose One Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.

Choose One Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while

guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

Choose One Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Comments:

STANDARD VII. Intervention

Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training.

Trainees demonstrate competence in evidence-based interventions consistent with the scope of Health Service Psychology. Intervention is being defined broadly to include but not be limited to psychotherapy. Interventions may be derived from a variety of theoretical orientations or approaches. The level of intervention includes those directed at an individual, a family, a group, an organization, a community, a population or other systems.

Doctoral students demonstrate the ability to:

Choose One Establish and maintain effective relationships with the recipients of psychological services.

Choose One Develop evidence-based intervention plans specific to the service delivery goals.

Choose One Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

Choose One Demonstrate the ability to apply the relevant research literature to clinical decision making.

Choose One Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking,

Choose One Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

Comments:

STANDARD VIII. Supervision

The CoA views supervision as grounded in science and integral to the activities of health service psychology. Supervision involves the mentoring and monitoring of trainees and others in the development of competence and skill in professional practice and the effective evaluation of those skills. Supervisors act as role models and maintain responsibility for the activities they oversee. **Doctoral**

student:

Choose One Demonstrate knowledge of supervision models and practices.

Comments:

STANDARD IX. Consultation and inter-professional/interdisciplinary skills

The CoA views consultation and inter-professional/interdisciplinary interaction as integral to the activities of health service psychology. Consultation and inter-professional/interdisciplinary skills are reflected in the intentional collaboration of professionals in health service psychology with other

individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities.

Doctoral student:

Choose One Demonstrates knowledge and respect for the roles and perspectives of other professions.

Choose One Demonstrates knowledge of consultation models and practices.

Comments: