

OUR LADY OF THE LAKE UNIVERSITY

San Antonio, Texas

COUNSELING PSYCHOLOGY

Doctor of Psychology (PsyD)

2026–2027 STUDENT HANDBOOK

Psychology Department
Our Lady of the Lake University
San Antonio, Texas

This handbook describes program expectations, policies, training requirements, and professional standards for students in the Counseling Psychology PsyD Program.

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 intended to serve as a guide to the policies, procedures, expectations, and requirements of the Counseling Psychology PsyD Program at Our Lady of the Lake University (OLLU). It supplements, but does not supersede, the policies and standards contained in the OLLU Student Handbook, the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association (APA), and applicable laws, regulations, and professional standards governing the education, training, and practice of psychology. Students are responsible for becoming familiar with these documents and for remaining informed about applicable requirements throughout their enrollment in the Program.

OLLU and the Psychology Department reserve the right to revise program requirements, curricula, degree plans, course offerings, policies, procedures, and other provisions described in this Handbook when such changes are necessary or appropriate. The University cannot guarantee enrollment in a particular course or section. Tuition and fees are subject to change in accordance with University policy.

Personal and Professional Development

Education and training in professional psychology involve more than the acquisition of academic knowledge and clinical skills. The PsyD faculty encourage students to attend to their personal and professional development and to recognize the relationship between self-awareness, professional functioning, and competence as a psychologist.

Throughout the Program, students may participate in courses, practica, supervision, and other training experiences that include experiential and reflective activities. These experiences may invite students to examine psychological, interpersonal, social, cultural, and professional factors relevant to their development and work with others.

Faculty members of the PsyD Program are committed to the ethical principles and standards of the APA and to respecting the rights and dignity of students. When concerns about a student's functioning are reasonably related to the student's ability to fulfill academic, clinical, training, ethical, or professional responsibilities, the program may recommend or require appropriate remediation in accordance with established program and University policies. Remediation may include psychotherapy or other appropriate professional services when warranted. Any required remediation will be addressed through applicable evaluation, remediation, due process, and appeal procedures.

Graduation and Licensure

Admission to and continued enrollment in the PsyD program does not guarantee completion of the degree or eligibility for professional licensure. Successful completion of the program depends upon satisfactory fulfillment of academic, clinical, research, ethical, professional, and other program requirements.

The Program is committed to providing students with the education, training, supervision, evaluation, and opportunities necessary to pursue successful completion of established program requirements.

Professional Licensure

The Counseling Psychology PsyD Program is designed to prepare graduates to pursue licensure as psychologists in the State of Texas. The Program meets the educational requirements for psychologist licensure in Texas as identified by the applicable Texas licensing authorities.

Professional licensure requirements vary by jurisdiction and may change over time. Students who intend to seek licensure outside the State of Texas are responsible for reviewing the current requirements of the licensing authority in the state or jurisdiction in which they intend to practice and for determining whether additional education, supervised experience, examinations, documentation, or other requirements may apply.

Students are encouraged to review OLLU's current professional licensure disclosures and to contact the appropriate state licensing board directly for the most current information.

Completion of the PsyD Program does not guarantee licensure in Texas or any other jurisdiction, as licensing decisions are made by the applicable regulatory authority.

Student Responsibility for Records and Documentation

OLLU maintains official student records in accordance with University record-retention policies and applicable law. Students, however, are responsible for maintaining their own copies of important academic, clinical, training, and professional documentation throughout the Program and following graduation.

Students should retain records that may later be required to document or verify their education and professional training. These may include, as applicable, degree plan, course syllabi, practicum and internship records, evaluations, supervision documentation, training-hour records and logs, qualifying examination documentation, dissertation approvals, remediation documentation, and other records relevant to degree completion, licensure, credentialing, employment, or verification of supervised professional experience.

Students should not assume that every document generated during their education and training will be retained indefinitely by OLLU, the Psychology Department, practicum or internship sites, or supervisors. Students are responsible for obtaining and securely maintaining appropriate documentation before leaving a training site, graduating from the Program, or otherwise losing access to University, departmental, clinical, or external systems.

Student Responsibility and Acknowledgment

Successful doctoral education is a collaborative process involving both the student and the faculty. Faculty are responsible for providing appropriate education, training, supervision, evaluation, and guidance. Students are responsible for actively participating in their education and professional development and for meeting the academic, clinical, ethical, and professional expectations of the Program.

I understand that successful completion of the PsyD Program cannot be guaranteed and depends upon my satisfactory progress toward and completion of program requirements.

I acknowledge that I am responsible for becoming familiar with and adhering to the policies and requirements contained in the PsyD Handbook and the OLLU Student Handbook, as applicable. I also acknowledge my responsibility to conduct myself in accordance with the ethical and

professional standards applicable to my education and training, including the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association.

I understand that I am responsible for maintaining my own copies of academic, clinical, training, and professional records that I may need in the future and that I should not rely solely upon OLLU, the Psychology Department, training sites, supervisors, or other entities to retain all such documentation indefinitely.

By signing below, I acknowledge that I have received and reviewed the PsyD Handbook and understand my responsibility to comply with the policies, standards, expectations, and requirements applicable to my education and professional training.

Student's Printed Name: _____

Student Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

How to Use This Handbook

This handbook is organized to help students understand the sequence of doctoral training, locate program requirements, and identify the policies that govern academic, clinical, research, and professional progress. Students should use the Table of Contents and section headings to locate detailed requirements and should consult the PsyD Training Director or their advisor when clarification is needed.

PsyD Training Sequence and Major Milestones

1. Welcome and Degree Planning - Initial advising, review of prior graduate coursework, and review of the PsyD Degree Plan.
2. Foundational Coursework and Practicum - Completion of required coursework and progressive supervised clinical training, beginning at the Community Counseling Service (CCS).
3. Ongoing Evaluation - Performance review and evaluation of discipline-specific knowledge, profession-wide competencies, academic performance, and professional development.
4. Clinical and Written Qualifying Examinations - Demonstration of integrated profession-wide competencies and discipline-specific knowledge as required by the program.
5. Doctoral Candidacy - Advancement to candidacy after completion of applicable University and program requirements.
6. Dissertation - Formation of the dissertation committee, proposal approval, completion of the study, and successful final defense.
7. Internship Readiness and Application - Verification of required coursework, examinations, practicum experience, dissertation progress, and program approval to apply for predoctoral internship.
8. Predoctoral Internship - Successful completion of the program-approved internship requirement.
9. Degree Completion - Completion and documentation of all academic, clinical, dissertation, internship, and University requirements for the PsyD degree.

The sequence above is an overview only. Detailed eligibility requirements, deadlines, minimum levels of achievement, remediation procedures, and exceptions are governed by the applicable sections of this handbook and University policy.

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, Speech-Language Pathology, 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, Moye 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. Bernadette Hassan-Solórzano, *Professor, Director of the Community Counseling Service, Coordinator of MS & undergraduate practica, Community Counseling Service, (210) 434-1054*.

Dr. Solórzano earned 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, Moye 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. Ezequiel Peña, Professor, Moyer 215,
(210) 431-4148.***

Dr. Peña earned 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), Abnormal Psychology, Life Span Developmental Psychology, Family Processes across Cultures, Couples and Sex Therapy, Cultural, Spiritual, and Religious Healing Practices, and Professional Writing II. A major area of interest for Dr. Peña is working with 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.

Dr. John Weston Wyble, Distinguished Faculty

Dr. Wyble earned his BA in music and psychology from Texas State University (2005), his MS in clinical psychology from St. Mary's University (2008), and his PsyD from Our Lady of the Lake University (2022). He completed his predoctoral internship as well as his postdoctoral work at Colorado Mental Health Hospital in Pueblo (CMHHIP). He was licensed in 2023 and returned

to San Antonio where he began early career work at San Antonio State Hospital (SASH). Dr. Wyble works full time as a unit psychologist on the civil admitting unit, as well as a forensic evaluator completing competency to stand trial evaluations and violence risk assessments. He also serves as the Director of Training at SASH, overseeing psychology practicum students and predoctoral interns. Additional work includes completing compensation and pension evaluations for the veteran population at Sunrise Psychological Services, as well as teaching and supervising at OLLU. Dr. Wyble's areas of interest include serious mental illness, general psychological assessment, posttraumatic growth, and positive psychology. His next endeavor is to earn Board Certification in Serious Mental Illness.

PsyD Associated Faculty / Psychology Department Faculty

Dr. Kathryn Anderson, Professor. Moyer 410, 434-6711 x 2495.

Dr. Anderson earned 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. 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. Maria De La Cruz, Associate Professor, Moyer 403, 434-6711 x 3926.

Dr. De La Cruz earned her Bachelor of Arts from the University of Texas at Austin, Master of Arts in Clinical Psychology from St. Mary's University in San Antonio, and 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 roles 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 and 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 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 taught at 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 Populations 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. Moyer 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 Hasselmayr, Associate Professor, Marriage and Family Therapy Program (Moyer 402, 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. Moyer 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, Moyer 414. Dr. Mitchell-Gonzalez earned her BS from Texas State University (Psychology), MA in School Psychology from Trinity University, and PhD in Educational Psychology from Texas Tech University. 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. Kristin O'Donnell, Professor, Moyer 407, 210-434-6711 x 8197.

Dr. O'Donnell earned 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, Life Span 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. Loranel (Lane) Pace, Professor. Moyer 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, REMOTE FACULTY, 210-434-6711.

Dr. Ramos earned his BA in psychology from Florida International University, Masters in Movement Science from Barry University, and 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

Program Identity and Training Model

The OLLU Counseling Psychology PsyD Program prepares students for entry-level independent practice in health service psychology through a practitioner-scholar model. Psychological science informs professional practice, and questions arising from practice inform scholarly inquiry, evaluation, and continued professional development.

Training is competency-based and developmental. Students build discipline-specific knowledge and progressively demonstrate the APA Profession-Wide Competencies through integrated coursework, supervised clinical training, psychological assessment, scholarship, consultation, supervision, qualifying examinations, dissertation work, and predoctoral internship. Expectations increase in independence and complexity as students progress through the Program.

Consistent with the identity of counseling psychology, the program emphasizes strengths-based, systemic, developmental, and culturally responsive approaches to understanding and promoting human functioning. Training attends to the psychological, interpersonal, social, cultural, and contextual factors that shape well-being and professional practice.

The Program's location in South Texas provides opportunities for students to train with individuals and communities representing varied cultural, linguistic, socioeconomic, educational, and religious backgrounds. The Community Counseling Service (CCS), the Program-sponsored clinic, provides an early setting for supervised clinical development, followed by progressively advanced off-site practicum experiences and predoctoral internship.

The PsyD developed as a professional doctoral degree emphasizing preparation for the practice of psychology. OLLU's practitioner-scholar model reflects that professional tradition while maintaining a strong commitment to scientific knowledge, scholarly inquiry, ethical practice, and systematic evaluation of clinical work.

Program Student Outcomes

Graduates are expected to demonstrate:

Competence in ethical and culturally responsive professional practice.

Proficiency in psychological assessment, intervention, supervision, and consultation.

Effective use of strengths-based, systemic, and evidence-informed approaches to professional practice.

Ability to use appropriate methods to evaluate clinical practice, effectiveness, and outcomes.

Ability to critically evaluate, conduct, and disseminate scholarship that contributes to professional psychology.

Professional communication, reflective practice, and increasing independence appropriate to entry-level health service psychology practice.

Discipline-Specific Knowledge

Discipline-Specific Knowledge provides the scientific and theoretical foundation for doctoral training in professional psychology. Consistent with the practitioner-scholar model of the OLLU Counseling Psychology PsyD Program, students are expected not only to acquire foundational psychological knowledge but also to integrate and apply this knowledge to clinical practice, scholarship, assessment, consultation, supervision, and other professional activities.

The program's Discipline-Specific Knowledge requirements establish the scientific and theoretical foundation upon which students develop, integrate, and demonstrate the APA Profession-Wide Competencies. The program's discipline-specific knowledge areas support its program aims and are developed progressively through doctoral coursework, scholarly activities, clinical training, qualifying examinations, dissertation work, and other educational experiences.

Knowledge Area	Focus within the OLLU PsyD Program
History and Systems of Psychology	Historical development of psychology and major theoretical and conceptual systems that have shaped psychological science and professional practice.
Affective Aspects of Behavior	Emotion, mood, affect regulation, and related processes that influence human behavior and psychological functioning.
Biological Aspects of Behavior	Biological, neurological, physiological, genetic, and related influences on behavior and psychological functioning.
Cognitive Aspects of Behavior	Learning, memory, perception, thinking, decision-making, and other cognitive processes.
Developmental Aspects of Behavior	Human development and change across the lifespan, including the interaction of biological, psychological, social, and contextual influences.

Knowledge Area	Focus within the OLLU PsyD Program
Social Aspects of Behavior	Social, interpersonal, group, family, community, and contextual influences on behavior and psychological functioning.
Advanced Integrative Knowledge	Integration of two or more foundational areas of psychology to develop a more comprehensive understanding of human behavior and psychological functioning.
Research Methods	Scientific inquiry, research design, evidence evaluation, and the methods used to generate and evaluate psychological knowledge.
Quantitative Methods and Statistical Analysis	Statistical reasoning, quantitative analysis, interpretation of data, and evaluation of empirical findings.
Psychometrics	Psychological measurement, including reliability, validity, test construction, interpretation, and evaluation of measurement quality.

Development and Evaluation of Discipline-Specific Knowledge

Students are expected to demonstrate understanding and integration of discipline-specific knowledge as they progress through the program. The emphasis is not solely on acquiring knowledge, but on using psychological science to inform professional judgment and practice.

Achievement of discipline-specific knowledge is evaluated through multiple methods, which include course performance, examinations, scholarly work, clinical case conceptualization, psychological assessment, qualifying examinations, dissertation activities, and other program benchmarks.

The program curriculum and degree plan identify the courses and educational experiences through which the required areas of discipline-specific knowledge are developed. Students must demonstrate satisfactory achievement of applicable program requirements before progressing to subsequent stages of doctoral training.

Together, Discipline-Specific Knowledge and the Profession-Wide Competencies provide the foundation for the Program's competency-based approach to doctoral education. Discipline-Specific Knowledge reflects the scientific and theoretical knowledge psychologists are expected to understand and integrate, while the Profession-Wide Competencies reflect the professional capabilities students are expected to demonstrate in practice.

APA Profession-Wide Competencies

The OLLU Counseling Psychology PsyD Program develops and evaluates the nine APA Profession-Wide Competencies throughout doctoral education and training. The table below summarizes each competency in the context of the Program.

APA Profession-Wide Competency	What This Means in the OLLU PsyD Program
I. Research	Applies psychological science to practice; evaluates research; conducts and disseminates scholarly work.
II. Ethical and Legal Standards	Applies ethical principles, laws, regulations, and professional standards to clinical and professional decision-making.
III. Individual and Cultural Diversity	Demonstrates self-awareness, cultural humility, and competence in working effectively with individuals and communities representing diverse identities and experiences.
IV. Professional Values, Attitudes, and Behaviors	Demonstrates integrity, accountability, professional identity, self-reflection, responsiveness to feedback, and commitment to continued development.
V. Communication and Interpersonal Skills	Communicates effectively and develops and maintains professional relationships with clients, colleagues, supervisors, and other professionals.
VI. Assessment	Selects, administers, interprets, and communicates psychological assessment information using evidence-based and culturally responsive practices.
VII. Intervention	Develops, implements, and evaluates evidence-based psychological interventions appropriate to client needs, context, and diversity.
VIII. Supervision	Demonstrates knowledge of supervision models, practices, roles, responsibilities, and professional considerations.
IX. Consultation and Interprofessional/Interdisciplinary Skills	Demonstrates knowledge of consultation and works effectively with professionals from psychology and other disciplines.

Development and Evaluation of Profession-Wide Competencies

The OLLU Counseling Psychology PsyD Program integrates the APA Profession-Wide Competencies throughout doctoral education and training. Students develop these competencies progressively through coursework, supervised clinical practice, psychological assessment, scholarship and research, qualifying examinations, dissertation activities, supervision and consultation experiences, and predoctoral internship.

Expectations for student performance increase in complexity and independence as students progress through the Program. Competence is evaluated using multiple methods, including course performance, direct observation, practicum and supervisor evaluations, annual performance review, qualifying examinations, dissertation milestones, internship-readiness review, and internship evaluation.

Students must demonstrate the Program's established minimum levels of achievement and satisfactory progress in the profession-wide competencies in order to continue through successive stages of doctoral training.

Detailed evaluation criteria and procedures are described in the relevant sections of this Handbook, including Student Evaluations, Practicum Requirements, Qualifying Examinations, Dissertation Requirements, Remediation and Appeals, and Internship Requirements.

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					

Practitioner Focus

Professional practice is developed across the curriculum. Classroom learning is connected to applied exercises and case-based work; supervised clinical training begins at the Community Counseling Service (CCS), advances through approved off-site practicum placements, and culminates in predoctoral internship. Qualifying examinations and dissertation milestones serve as additional developmental benchmarks for integration of knowledge, clinical skill, scholarship, and professional ethics.

Practicum. 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, case consultation, and case conceptualization. After the first semester, and with the approval of the core faculty supervisors, students are then permitted to participate on other teams at the CCS. After the second year, students are permitted to participate in other approved off-site practicum experiences. Prior to internship, 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)

Qualifying Exams.

The **Clinical Qualifying Examination** is designed to assess a student's integration of research, theory, individual and cultural differences, ethics, diagnosis and assessment, and crisis management. Additionally, evidence-based case conceptualization and treatment planning are key aspects of the written qualifying examination. The exam is an integration of the profession-wide competencies.

The Clinical Qualifying Examination requires students to demonstrate their skills in a video-recorded session with a client and subsequently lead a discussion with the faculty doctoral committee on the theories, case conceptualization, and evidence-based principles that guided the session. (See the Clinical Qualifying Examination section of this Handbook for more information.)

The **Written Qualifying Examination** serves as a formal program assessment of students' ability to integrate, synthesize, and apply Discipline-Specific Knowledge (DSK) acquired throughout doctoral training. The examination emphasizes students' understanding of the scientific, theoretical, research, and conceptual foundations of psychology and their ability to use this knowledge to address complex questions relevant to counseling psychology and professional practice.

Predoctoral Internship

At the end of their coursework, and after successful completion of the Clinical and Written Qualifying Examinations and Dissertation proposal, students typically engage in a national search to secure a predoctoral 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)

Program Requirements at a Glance

The sections that follow provide the detailed requirements governing enrollment, academic progress, practicum, qualifying examinations, candidacy, dissertation, internship, evaluation, remediation, and degree completion. Students are responsible for consulting the full policy language rather than relying solely on summaries or milestone lists.

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. As a year-round program, students are also often required to remain enrolled in the summer.

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 attend 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.

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 faculty approval.

Leave of Absence

In rare circumstances, students may be granted a leave of absence from the program, contingent on approval by the program's core faculty. Students may request a leave of up to two semesters by completing the Petition for Exception Form (see Appendix T). This request is essentially an exception to the continuous enrollment policy. The petition will specify all conditions of the leave. A majority of the doctoral core faculty must approve such leaves in advance. If a 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 core 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 requirements outlined in the 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. The distribution of required and elective courses is in the PsyD degree plan (Appendix B). Typical Course Sequences are in Appendix C.

The curriculum is designed to support the academic preparation required for psychologist licensure in Texas. Licensure requirements are established and administered by the Texas Behavioral Health Executive Council (BHEC) and the Texas State Board of Examiners of Psychologists. Because licensure requirements may change, students are responsible for reviewing the current statutes, rules, and application requirements applicable at the time they seek licensure.

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 and family psychotherapy, psychological assessment, consultation, supervision, psychoeducational activities, and case management at CCS. Students typically begin doctoral practicum in the spring semester of their first year. During the first semester of doctoral practicum, students are assigned to first-year doctoral teams. 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. In the **third** year, doctoral students may be placed off-site for their practicum experience. All CCS teams involve Live supervision (direct observation). All off-site practicums require direct observation at least one time per semester, per site by a licensed psychologist.

Off-Site Placements

After completing a minimum of two years of practica at the CCS, and with the recommendations of their most recent CCS supervisors, core faculty, and the Training Director, doctoral students may be placed at approved off-site 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-Site Placement Form (Appendix P). Weekly group supervision or other on-campus supervision is not a substitute for supervision at an off-site practicum site. Students must be supervised by a licensed psychologist for a minimum of one hour per week at each off-site practicum site and must be observed “live” or by video one time per semester per off-site placement.

ADA Accommodations for Paid Off-Site 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 Accessibility 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 Accessibility Office to seek assistance in the coordination of that request.

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-site practicum 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 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 Tracking: Time2Track

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

Purpose and Scope

The Clinical Qualifying Examination serves as a formal assessment of students’ development and integration of applicable APA Profession-Wide Competencies (PWCs). The examination is completed during the fall semester of Year 3, concurrent with students’ off-site practicum training. Through clinical case presentation, case conceptualization, intervention planning, ethical and cultural analysis, and faculty evaluation, students demonstrate their ability to integrate the Profession Wide Competencies expected at this stage of doctoral training. The examination provides an important developmental benchmark for evaluating students’ progression toward increasingly independent professional practice.

Examination Committee

A minimum of three doctoral core faculty members conduct the Clinical Qualifying Examination.

Profession-Wide Competencies Assessed by the Clinical Qualifying Examination

The Clinical Qualifying Examination assesses the Profession-Wide Competencies identified below. Although all nine PWCs contribute to students’ professional development, the

examination places particular emphasis on competencies that can be directly demonstrated through clinical case presentation, recorded clinical work, case conceptualization, assessment, ethical and cultural analysis, intervention planning, and faculty questioning.

PWC	Profession-Wide Competency
I	Research
II	Ethical and Legal Standards
III	Individual and Cultural Diversity
IV	Professional Values, Attitudes, and Behaviors
V	Communication and Interpersonal Skills
VI	Assessment
VII	Intervention
VIII	Supervision
IX	Consultation and Interprofessional/Interdisciplinary Skills

The Clinical Qualifying Examination is a developmental assessment conducted while students are engaged in off-site practicum training; it does not function as a prerequisite for beginning the off-site practicum.

Students are evaluated for their ability to articulate case conceptualization and theoretical approach; recognize ethical concerns; identify individual and cultural diversity; work within a systems framework; define problems and strengths; develop and implement interventions; and make appropriate referrals. The exams are 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 faculty notes, are destroyed immediately following a successful exam.

Examination Procedures and Evaluation

The following courses must be completed successfully before a Clinical Qualifying Exam date can be scheduled: PSYC 9197, PSYC 9334, PSYC 6342, PSYC 7351, PSYC 8303, PSYC 9304, and PSYC 9356.

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

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 must be up-to-date; 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 core 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.

Outcomes and Remediation

Students generally take the Clinical Qualifying Examination during the fall semester of Year 3, concurrent with off-site practicum training. Successful completion of the Clinical Qualifying Examination is required prior to applying for predoctoral internship. Students who are on departmental academic probation are not eligible to take the qualifying examination.

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 retake 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

The Written Qualifying Examination serves as a formal program assessment of students’ ability to integrate, synthesize, and apply Discipline-Specific Knowledge (DSK) acquired throughout doctoral training. The examination emphasizes students’ understanding of the scientific, theoretical, research, and conceptual foundations of psychology and their ability to use this knowledge to address complex questions relevant to counseling psychology and professional practice.

The Written Qualifying Examination complements the Clinical Qualifying Examination. Whereas the Clinical Qualifying Examination emphasizes the integration and demonstration of applicable Profession-Wide Competencies in clinical practice, the Written Qualifying Examination places greater emphasis on students’ integration and application of Discipline-Specific Knowledge. Together, the examinations provide multiple methods for evaluating students’ progression toward advanced doctoral training and predoctoral internship.

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 **Affective, Developmental, Biological, Cognitive, Social Psychology** in 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.*

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 Examination 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 examination. The scenario-based question requires the student to develop a case conceptualization and treatment plan that integrates APA discipline-specific knowledge, including social, developmental, biological, cognitive, and affective bases of behavior (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 core 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 their 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 coursework requirements with a cumulative GPA of 3.0 or better
- Pass the written and oral qualifying exams

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 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 for 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 predoctoral 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 and 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 **April** of that semester. The completed dissertation needs to be uploaded into ProQuest by the deadline posted by the Registrar.

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 should 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 to the Marketing and Communications 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 the 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.

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. You will need to provide an email address, name, create a 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 the 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 of 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 the Office of Academic Affairs (210.431.5504).

Fees

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

- Traditional Publishing
- Copyright

Pre-Doctoral Internship

The program requires a one-year, full-time (1,900-2,000 hours) predoctoral 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, core faculty members, 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 750 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 internship in a program that satisfies the PsyD Program's internship requirements and applicable licensure requirements. Students should consult the Internship section of this Handbook and current Texas licensing rules when evaluating internship options.

Degree Completion

Degrees are conferred in May, August, and December; however, commencement ceremonies are held only in May. ***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

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 Saints Connect, following their degree plan and consulting with their advisor. <http://oasis.ollusa.edu>/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.

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. 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-site placement after completing a minimum of two years of practica at the CCS, and with the recommendations of their most recent CCS supervisors, core faculty, and the Training Director. Students must request off-site practicum placement for PSYC 9197 through the PsyD Training Director (see [Practicum Requirements](#) of this Handbook). Once eligible, students should request off-site 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 Development

PSYC 9396

Dissertation Development/Proposal

PSYC 9198

Data collection and analysis/ Final Defense /
Repeated each fall and spring semester 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 SaintsConnect.

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**Comprehensive Evaluation of Student Competence**

This section explains the Program's comprehensive approach to evaluating student competence. It should be read together with the APA Profession-Wide Competencies, Student Evaluations, Remediation and Appeals Policies, and Student Impairment sections of this handbook.

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' profession-wide competences and discipline-specific knowledge that prepares students for further training in health service psychology.

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 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).

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. Advisors summarize the results and discuss the evaluation with each advisee. Students are required to sign an acknowledgment 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

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 the Psychology Department as needed.

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 the Student [NON-DISCRIMINATION AND MANDATORY REPORTING STATEMENT](#) (will open new page). Information is found page 20 of student handbook.
- Concerns regarding ADA accommodations should follow the [ACCESSIBILITY SERVICES STATEMENT](#) (will open new page). Accessibility services website if link is broken.
- 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 should 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 core 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 their 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 in ways that these constituencies view positively.

The faculty expects students to conduct themselves in accordance with the ethical standards of the profession established by the American Psychological Association (APA, as amended) 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, consult them whenever questions arise about their conduct, and seek faculty clarification of any part of the documents 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 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 prohibited at OLLU. The University has a responsibility to prevent, investigate, and respond to incidents of sexual misconduct in accordance with all applicable federal and state laws, including, but not limited to: Title IX of the Education Amendments of 1972 and 2020, Title VI and Title VII of the Civil Rights Act, the Clery Act, Campus Save Act, and Texas Education Code Texas Ed Code 51.252

OLLU adheres to the principles of Title IX, which protects individuals from discrimination on the basis of sex in educational programs and activities. This includes protecting individuals from sexual harassment and misconduct. In line with the U.S. Department of Education’s updated Title IX 2020 Federal Regulations, the university enforces comprehensive grievance procedures

that ensure due process for both complainants and respondents. Due process rights include the ability to present evidence, have an advisor, and participate in hearings, among other protections.

In compliance with Texas Education Code Texas Ed Code 51.252, all OLLU employees are considered "responsible employees/ mandated reporters" with a duty to report incidents of sexual violence or any other misconduct to the Title IX Office within 72 hours of learning of the event.

If Complainants are not sure if they want to follow the formal complaint process, before they speak to a Mandated Reporter (OLLU employee) or the Title IX Office, they can reach out to a confidential service. OLLU's designated confidential support staff can offer a safe place for individuals to access assistance and receive support and guidance without filing a complaint.

To review the entire Title IX policy, learn about confidential service providers, 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:

GRE Psychology Score: _____

Original notification of test score has been placed in the student's file.

Verified by: _____

Advisor

Clinical Qualifying Examination

Date of Exam:

Verified by: _____

Training Director

Dissertation Proposal Defense

Date of Proposal:

Dissertation Title:

Verified by: _____

Dissertation Chairperson

Dissertation Defense

Date of Defense:

Dissertation Title:

Verified by: _____

Dissertation Chairperson

Internship

Dates:

Site: _____

Verified by: _____

Training Director

Appendix B: PsyD Degree Plan

School	Course (prereq.), [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 [spring]	3		
	PSYC 9322 Personality Assessment [fall]	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]	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	3		
PSYC 9396 Dissertation II (PSYC 9395)	3		
PSYC 9198 Dissertation IV (PSYC 9396)	1		
Total hours required	95		
ELECTIVES			
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]			
PSYC 8355 Psychotherapy with Children Adolescents & Their Families [fall]			
PSYC 9348 Integrated Health Care [spring, odd]			
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]			
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.			
PSYC 8359 Couples and Sex Therapy			
PSYC 8366 Cultural, Spiritual and Religious Healing Practices			
Minimum hours of electives	12		

Student Signature:

Date:

Advisor Signature:

Date:

Appendix C: Typical Course Sequence

YEAR	SPRING	SUMMER
Year 1	Even-Numbered Year	Even-Numbered Year
	9102 Doctoral Colloquium II	9307 Positive Psychology
	9310 Introduction to Behavioral Health	9195 Professional Writing I
	9381 Qualitative Research Design I	9166 Special Topics (1–3 courses)
	6342 Psychoeducational Assessment	9197 Doctoral Practicum
	Elective or other as needed	
	11–14 hours	6–8 hours
Year 2	Odd-Numbered Year	Odd-Numbered Year
	9351 Clinical Supervision	9364 Seminar in Cognitive and Behavioral Therapies
	9380 Quantitative Research Design	9197 Doctoral Practicum
	9330 Social Psychology	9166 Special Topics (1–3 courses)
	9197 Doctoral Practicum	Elective or other as needed
	Elective or other as needed	
	10 hours	5–8 hours
Year 3	Even-Numbered Year	Even-Numbered Year
	9367 Consultation and Program Evaluation	Elective(s)
	9326 Cognition & Emotion	9196 Professional Writing II
	9396 Dissertation II	9197 Doctoral Practicum
	9197 Doctoral Practicum	Elective or other as needed
	Elective or other as needed	
	WRITTEN QUALIFYING EXAM	Dissertation Proposal by 10/1
	ADVANCE TO CANDIDACY	
	10 hours	1–5 hours
Year 4	Odd-Numbered Year	Odd-Numbered Year
	9198 Dissertation IV	9197 Doctoral Practicum
	9197 Doctoral Practicum	
	Elective or other as needed	
	INTERSHIP INTERVIEWS	
	3–5 hours	0–4 hours
Year 5	Even-Numbered Year	Even-Numbered Year
	9191 Internship II	9192 Internship III
	9198 Dissertation IV (if needed)	9198 Dissertation IV (if needed)
	1–2 hours	1–2 hours

YEAR	FALL	SPRING	SUMMER
Year 1	Odd-Numbered Year	Even-Numbered Year	Even-Numbered Year
	9101 Doctoral Colloquium I	9102 Doctoral Colloquium II	9307 Positive Psychology
	9334 Strengths-Based Approaches to Psychotherapy	9310 Introduction to Behavioral Health	9195 Professional Writing I
	9356 Latino/a Psychology	9381 Qualitative Research Design I	9166 Special Topics (1–3 courses)
	9342 Advanced Psychological Measurement and Evaluation	6342 Psychoeducational Assessment	9197 Doctoral Practicum
	9197 Doctoral Practicum	Elective or other as needed	
	10–13 hours	11–14 hours	6–8 hours
Year 2	Even-Numbered Year	Odd-Numbered Year	Odd-Numbered Year
	9304 Theories of Multicultural Counseling	9351 Clinical Supervision	9364 Seminar in Cognitive and Behavioral Therapies
	9383 Qualitative Research Design II	9380 Quantitative Research Design	9197 Doctoral Practicum
	9322 Personality Assessment	9330 Social Psychology	9166 Special Topics (1–3 courses)
	9197 Doctoral Practicum	9197 Doctoral Practicum	Elective or other as needed
		Elective or other as needed	
	10–13 hours	10 hours	5–8 hours
Year 3	Odd-Numbered Year	Even-Numbered Year	Even-Numbered Year
	9333 Abnormal Psychology	9367 Consultation and Program Evaluation	Elective(s)
	9325 Behavioral Neuroscience	9326 Cognition & Emotion	9196 Professional Writing II
	9395 Dissertation I	9396 Dissertation II	9197 Doctoral Practicum
	9197 Doctoral Practicum	9197 Doctoral Practicum	Elective or other as needed
	Elective or other as needed	Elective or other as needed	
	CLINICAL QUALIFYING EXAM	WRITTEN QUALIFYING EXAM	Dissertation Proposal by 10/1
		ADVANCE TO CANDIDACY	
	7–10 hours	10 hours	1–5 hours
Year 4	Even-Numbered Year	Odd-Numbered Year	Odd-Numbered Year
	9338 History & Systems of Psychology	9198 Dissertation IV	9197 Doctoral Practicum
	9198 Dissertation IV	9197 Doctoral Practicum	
	9197 Doctoral Practicum	Elective or other as needed	
	Elective or other as needed		
	INTERNSHIP APPLICATIONS	INTERNSHIP INTERVIEWS	
	6–7 hours	3–5 hours	0–4 hours
Year 5	Odd-Numbered Year	Even-Numbered Year	Even-Numbered Year
	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

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

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.

Appendix F
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 designed 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 –Does not Meet MLA 2-Meets MLA 3-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 Co-Supervising

Student:	Practicum Course:	Semester/Year:
Supervisor:	Agency: CCS for Students Who are Co-Supervising	
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 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 Considerations

Traditional Diagnostic

- 6. From a DSM-5TR diagnostic framework, who did you identify as client(s) in this scenario?
- 7. What DSM-5TR 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-5TR 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-5TR framework?

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

Crisis Management

- 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

Professional/Personal

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

See below for the Scoring Rubric and competency indicators:

Doctoral Clinical Qualifying Examination of Profession-Wide Competencies **Scoring Rubric**

Candidate: _____

Date: _____

Rater: _____

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> ○ understand how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves; ○ - 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; ○ - 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	3	2	1

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. Conduct self in an ethical manner in all professional activities. • Articulate who is identified as the client with working with a family system.	3	2	1
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 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.	3	2	1

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 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:	3	2	1

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 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.	3	2	1
--	---	---	---

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

Student Information

Name:

Date:

Home Phone:

Date of Matriculation in PsyD Program:

Applied for internship approval before?

☐ Yes ☐ No If yes, when? _____

Applied to internship sites before?

☐ Yes ☐ No If yes, when? _____

If you answered Yes to either prior-application question, briefly describe what transpired:

Internship Readiness Requirements

Requirement	Yes	No
Completed a minimum of 750 hours of approved practica?	☐	☐
Passed the written qualifying exam?	☐	☐
Passed the clinical qualifying exam?	☐	☐
Passed the dissertation proposal defense?	☐	☐
Date of dissertation proposal defense: _____	If not yet defended, expected date: _____	
Dissertation Committee Chair: _____		

For each "No" checked above, briefly indicate how you plan to complete the requirement before beginning internship:

A.

B.

C.

D.

Professional and Training Experience

6. Summary of post-master's degree professional experience:

7A. Number of practicum hours: _____ **Briefly indicate sites and dates:**

7B. Who were your supervisors?

7C. 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)? State your plans and preferences for internship.

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

Program Approval

Advisor Signature:

Date:

Training Director Signature:

Date:

Appendix P: Off-Site Practicum Placement Form

Name: _____ Date: _____

Current Status: 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:

Appendix Q: Transfer of Credit Form

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.

Policies

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[Estimated Timeline For IRB Review](#)

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[IRB Review Process](#)

Date

Appendix T: Petition for Exception

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: