



## MS in Psychology Handbook

2005-2006

## TABLE OF CONTENTS

NOTICE TO STUDENTS .....	3
Our Lady of the Lake University .....	4
History .....	4
Non Discrimination Policy .....	4
Department of Psychology.....	5
Administrative Staff.....	5
Core Faculty .....	5
Overview of the MS in Psychology Program.....	7
Practitioner Focus.....	7
Advising and registration.....	8
Course Registration .....	8
Practicum Registration—Counseling Psychology and MFT Students .....	8
Practicum Registration—School Psychology Students .....	8
Add/Drop Courses .....	9
Class Cancellation .....	9
Refund Schedule .....	9
Academic Policies .....	9
Course Load and Continuous Enrollment .....	9
Attendance Policy .....	9
Independent Study .....	9
Time Limitations .....	9
Leave of Absence .....	10
Petition for Exception to Program Policies .....	10
Petition for Exemption from University Policies .....	10
Degree Requirements .....	10
Satisfactory Academic progress .....	10
Grading Policies .....	10
Course Requirements.....	11
Practicum Requirements.....	12
Comprehensive Examination .....	14
Computer Literacy.....	15
Degree Completion.....	16
Commencement.....	16
Compliance with University and Professional Regulations and Standards .....	16
Rationale .....	16
Consequences of Unsatisfactory Performance or Conduct of Students .....	16
Grievance Procedures .....	18
Student Complaints/Concerns .....	18
Appeals Policies .....	19
Graduate Assistantships.....	19
Psychology Graduate Student Association.....	19
APPENDIX A: RECOMMENDED COURSE SEQUENCE (MFT & CP) .....	21
APPENDIX B: PETITION FOR EXCEPTION .....	22
APPENDIX D: PGSA MISSION STATEMENT .....	24
APPENDIX E: EVALUATION OF PRACTICA STUDENTS .....	25
APPENDIX F: EVALUATION OF PRACTICA SUPERVISORS.....	28

## NOTICE TO STUDENTS

The *MS in Psychology Handbook* is not meant to supersede any of the policies and codes of conduct in the University's *Student Handbook*, the *Ethics Code* of the American Psychological Association ([www.apa.org/ethics](http://www.apa.org/ethics)) or State laws as defined in the Mental Health Services Code of The State of Texas (<http://www.capitol.state.tx.us/statutes/hs.toc.htm>, Health and Safety Code, Title VII). Students are expected to adhere to the APA Code of Ethics and the laws of the State of Texas.

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

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

The faculty of the MS Program adheres to the *Ethics Code* of the American Psychological Association and respects the rights of our students. The faculty reserves the right to request a student to engage in a psychotherapeutic relationship and may require such a relationship as a condition for remediation or re-admittance into the Program.

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

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

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Student Signature

Date

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Advisor Signature

Date

## 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 begun in 18th century in 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 1896 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 continues to be 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. 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 and Houston. The University has articulation agreements with community colleges in San Antonio, Houston, Dallas, and El Paso.

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

### ***Non Discrimination Policy***

Our Lady of the Lake University is an Equal Employment Opportunity/Affirmative Action employer and does not discriminate against students or employees on the basis of race, color, religion, sex, age, national origin, or disabilities (including HIV infection/AIDS).

## DEPARTMENT OF PSYCHOLOGY

### **Administrative Staff**

**Ms. Lily Perez**, Administrative Assistant, Department of Psychology. Moyer 413, (210) 431-3914.

Ms. Perez joined the psychology department in August 2005. She received her BBA in Human Resource Management in May 2005. She is currently pursuing a master's degree in library science.

**Ms. Kimberly Mendoza**, Office Manager, Community Counseling Service. 590 N. General McMullen, (210) 434-1054.

Ms. Mendoza has worked for OLLU since 1990. She is currently pursuing a bachelor's degree in Communications Disorders from OLLU.

### **Core Faculty**

**Dr. Joan Biever**, Professor, *Chair*. Moyer 412, (210) 431-4008 or 434-6711 x 4008

Dr. Biever earned her B.S. from Ball State University, and her M.A. and Ph.D. (Counseling Psychology) from the University of Notre Dame. She has been a member of the OLLU psychology faculty since 1990. The graduate courses she has taught include Systemic Approaches to Counseling I and II, Child and Adolescent Counseling, Pre-practicum, Practicum, Normal Family Processes Across Cultures, and Sociocultural Foundations of Counseling Mexicans and Mexican Americans. Dr. Biever supervises in the CCS and uses brief, systemic, postmodern approach to therapy. Her research interests include postmodern approaches, multicultural issues, and training bicultural therapists.

**Dr. R. Monte Bobele**, Professor, *PsyD Training Director*. Moyer 408, 434-6711 x 2492

Dr. Bobele earned his B.S., M.A. and Ph.D. (Counseling 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, Practicum. He supervises in the CCS and his theoretical orientation is Systemic, postmodern. Dr. Bobele's research interests include supervision and training, systemic therapy, health psychology, multicultural psychology, qualitative research methods, post-modern approaches to psychotherapy.

**Dr. Carrie Castañeda-Sound**, Assistant Professor. Moyer 410, 434-6711. x 8174. Dr.

Castañeda-Sound received her B.A. from the University of California at Santa Barbara and her MS and PhD (Counseling Psychology) from the University of Utah. Dr. Castañeda-Sound joined the OLLU faculty August 2005. She will be teaching qualitative research and lifespan developmental for her first semester. Her research interests include critical discourse analysis using qualitative methods; child language socialization; youth culture; ethnic and racial identity development; academic climate for students of color in higher education; lesbian, gay, & bisexual identity development; interdisciplinary approaches to social justice issues when counseling Mexican-origin populations; Chicana feminist theory & critical race theory.

**Dr. Cynthia de las Fuentes**, Associate Professor. Moyer 417, (210) 434-6711 x 2669

Dr. de las Fuentes earned her B.A. and Ph.D. (Counseling Psychology) from the University of Texas at Austin. Dr. de las Fuentes joined the OLLU faculty in 1993. She has taught the following graduate courses: Theories of Multicultural Counseling, Latino Psychology, Consultation, Group Psychotherapy, Counseling Theories, Ethics, Normal Family Processes Across Cultures and Pre-practicum Lab. She supervises in the CCS and her theoretical orientation is Object-Relations/Feminist/Multicultural. Dr.

de las Fuentes' research interests include multicultural issues, especially Latino Psychology, gender issues, and ethics.

**Dr. Cynthia González**, Associate Professor, Program Director for School Psychology.  
Moye 414, 434-6711 x 8152

Dr. González earned her B.S. from Pan American University, her M.Ed. from Southern Methodist University, and her Ph.D. (Educational Psychology/School Psychology) from Texas A & M University. Dr. González joined the OLLU faculty in 1996. The graduate courses she has taught include Psycho-educational Assessment, Psychological Assessment, Personality Testing, Cognitive Development, Operation and Organization of Schools, Professional Practice, Skills and Issues ( Ethics), Consultation in the Schools, School Psychology Practicum, School Psychology Internship, and Language and Psychosocial Variables in Assessment and Therapy with Latino Populations. Her professional interests include assessment and intervention with children, adolescents, and their families, consultation and collaboration with community and educational organizations, and development and delivery of better mental health services for Spanish speakers.

**Dr. Bernadette Hassan Solórzano**, Assistant Professor, Director of the Community Counseling Service, Coordinator of MS and undergraduate practica. Community Counseling Service, (210) 434-1054. Dr. Solórzano received her B.A. (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 graduate courses she has taught include Practica, Pre-practicum Lab, Group and Family Processes, Systemic Approaches to Counseling I & II, and Violence Prevention and Intervention. Dr. Solórzano supervises in the CCS and uses brief, systemic, postmodern approach to therapy. Her research interests include supervision and training, chronic illness in families, and violence prevention with at-risk adolescents.

**Dr. Serafin Sánchez**, Assistant Professor, Moye 406, 434-6711, x 2494. Dr. Sánchez received his BA (Psychology) and MA (Marriage and Family Therapy) degrees from St. Mary's University and his PhD (School Psychology, Child Clinical) from Texas A & M University. Dr. Sánchez joined the OLLU faculty in 2004. Dr. Sánchez teaches course in school psychology and assessment including Developmental Psychology, Psychological Measurement and Evaluation, Psychological Testing: Personality Assessment, Program Evaluation, Projective Testing, and Neurobehavioral Principles. His research interests include assessment of culturally and linguistically diverse populations and the determination effective psycho-educational assessment when basic interpersonal communication skills (BICS) and cognitive academic language proficiency skills (CALP) are taken into consideration.

### ***Other Psychology Faculty***

Dr. Kathryn Anderson, Professor, Moye 416, 434-6711, ext. 2495

Dr. Regina Cusack, Associate Professor, Moye 401, 434-6711, ext. 8170

Dr. John Gómez, Assistant Professor, Moye 405, 434-6711, ext. 2728

Dr. Loranel Graham, Assistant Professor, Moye 403, 434-6711, ext. 2489

Dr. Brenda Guerrero, Professor. Moye 400, 434-6711 x 2488.

## OVERVIEW OF THE MS IN PSYCHOLOGY PROGRAM

The Master of Science in Psychology (MS) degree programs at Our Lady of the Lake University emphasize brief, systemic, postmodern theories and practices of counseling and psychotherapy with a variety of client populations. As part of their systemic orientation, the faculty, clinical staff, and students collaborate in exploring the fields of psychology and family therapy. Students in the MS in Psychology program specialize in one of the following areas: (1) Counseling Psychology, (2) Marriage & Family Therapy, or (3) School Psychology. Graduates from this program are proficient in providing psychological services to individuals, couples, families, and groups. In addition, the program emphasizes training and service for the multiple cultures of the region. In coursework and practica, students learn to work with clients from a wide variety of ethnic, economic, educational, and religious backgrounds. The specializations, all of which emphasize clinical training, are designed to meet the academic requirements for the relevant licensure in Texas.

### ***Practitioner Focus***

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

The MFT and Counseling Psychology concentrations emphasize developing competent psychotherapists. Students in these concentrations begin their practicum training after completing 18 semester hours of specified courses. Full-time students generally begin practicum in the summer of their first year or the fall of their second year. This experience begins on clinical teams at the Community Counseling Service (CCS). The team approach provides a supportive environment. Up to six students and a faculty supervisor meet weekly as a team to deliver psychological services. After the second semester, and with the approval of the student's supervisors, students may complete a portion of their required practicum hours at approved off-campus sites. Students are required to obtain a minimum of 500 hours of supervised, direct delivery of services. [See [Practicum Requirements](#) in this *MS Handbook* for more information]

The School Psychology concentration prepares students to deliver psychological services to children and adolescents in schools using a variety of methods such as counseling, assessment, consultation and behavioral intervention. School Psychology students take one semester of part-time practicum and two semesters of full-time internship, which consist of site-based field training in an educational setting or a child service center. Students participate in the various professional activities assigned to school psychology practitioners under the direction and supervision of qualified, on-site, licensed professionals. Activities center around skill application working directly with children, adolescents, parents, and various school personnel. Placements are arranged and coordinated by school psychology faculty to provide experiences that meet the practicum and internship requirements of the Texas State Board of Examiners of Psychologists for licensure as a Licensed Specialist in School Psychology (LSSP).

The Written Comprehensive Examinations ("Comps") are designed to assess a student's ability to apply their classroom and practicum experiences [See [Comprehensive Examinations](#) in this *MS Handbook* for more information].

Students are urged to become Student Affiliates of the American Psychological Association (APA), the American Association of Marriage and Family Therapy (AAMFT), or the National Association of School Psychologists (NASP). Applications are available online at [www.apa.org](http://www.apa.org), [www.aamft.org](http://www.aamft.org), and [www.nasponline.org](http://www.nasponline.org).

## **ADVISING AND REGISTRATION**

Students are admitted to the specialization that they identified during the admission and orientation processes. Students are assigned advisors from the graduate faculty based on the requested specialization. In order to transfer to another specialization within the department, a student must obtain the advisor's permission and complete the Change of Concentration form available in the Psychology office.

### ***Degree Plans***

Students and their advisors develop a Degree Plan during the first semester of study (see Appendix A for Degree Plans and for Recommended Course Sequences).

### ***Course Registration***

Registration for the student's first semester occurs during the new student orientation. After the first semester, following their degree plan, and after consulting with their advisors, students may register online through WebAdvisor, or in-person at the Registrar's office. The registration dates and instructions are distributed each semester with the Schedule of Classes. The Registrar' OLLU web site, [www.ollusa.edu](http://www.ollusa.edu), details the instructions for registering by WebAdvisor.

### ***Practicum Registration—Counseling Psychology and MFT Students***

Practicum registration occurs at the time of course pre-registration. Students entering practicum for the first time at the CCS should review the *CCS Student Handbook*, which should have been purchased for PSYC 8352, and become familiar with its contents before the first practicum meeting. Students registering for practicum at the CCS must complete a practicum availability worksheet so they can be placed on therapy teams. These worksheets are distributed electronically, through the MS student distribution list, just prior to the pre-registration period. Students who do not receive a packet in their student mailbox should pick one up from Ms. Kim Mendoza at the CCS. Therapy teams typically meet Monday through Saturday from 9:00 a.m. to 1:00 p.m. and Monday through Thursday from 5:00 p.m. to 9:00 p.m. weekly. This schedule may vary slightly according to supervisor schedules and availability.

Students may request off-campus practica placement following their second semester of practicum, with approval from their supervisors. [see [Practicum Requirements](#) of this Handbook]. Requests for off-campus placements should be made as far in advance as possible, but no less than one month before the anticipated start date for the practicum. Students wishing to train at a site that we do not have a standard training agreement, should contact Dr. Solórzano to initiate an agreement.

*All students in practicum must show proof of student professional liability insurance prior to beginning practicum. This insurance must be maintained while the student is in practicum. Information about student malpractice insurance is available at the CCS or through student membership in a professional organization (APA, TPA, AAMFT) for a minimal cost. Students are not allowed to see clients without showing proof of current professional liability insurance. Practicum hours accrued while a student is uninsured do not count toward the 500 hour minimum.*

### ***Practicum Registration—School Psychology Students***

Students register for the 350 hour practicum course the semester before the experience during the designated pre-registration time frame (see School Psychology supplement to the Student Handbook for details on available sites, requirements, direct and indirect service expectations and sample forms, as well as other pertinent information). Arrangements should be completed prior to the beginning of the practicum semester. Most practicum placements are located in public schools. Exceptions must be discussed and

cleared by the OLLU school psychology practicum coordinator in order to assure that placement and field supervision meet program training requirements.

Students will receive packets with course information, field agreement forms and hour logs. Individual as well as group meetings will be arranged throughout the semester by the University placement coordinator to discuss progress and monitor skill development.

All students in practicum must obtain and maintain malpractice insurance. Information about insurance is available through their professional organization (NASP) at student rates. Practicum hours accrued while a student is uninsured do not count toward the 350 hour minimum.

### ***Add/Drop Courses***

The "Schedule of Courses" details the add and drop dates each semester. A student may add or drop a course by completing the "Add/Drop" form obtained from the department or their advisor. Under ordinary circumstances, a course may not be added after the first week of the semester. The "Schedule of Courses" contains information about when courses may be dropped without academic penalty.

### ***Class Cancellation***

The University reserves the right to cancel any class that has insufficient enrollment. For a Masters class to "make" a minimum of ten (10) students must be enrolled.

### ***Refund Schedule***

Students must initiate withdrawal from a course, or the program, with their advisor. After classes begin, students incur full tuition liability for the semester. Information regarding total or partial refund is in the "Schedule of Courses."

## **ACADEMIC POLICIES**

### ***Course Load and Continuous Enrollment***

Students in the MS program may enroll full time (a minimum of 9 semester hours) or half-time (a minimum of 6 semester hours) and *must maintain continuous enrollment from the time of matriculation to graduation*. Failure to remain continuously enrolled may lead to dismissal from the program.

### ***Attendance Policy***

Students are expected to attend all classes in all courses. It is the student's responsibility to be present and obtain information for each class session. While medical emergencies, serious acts of nature, and pre-approved conference attendance or presentations present legitimate excuses from class attendance, personal activities such as vacations and work conflicts are not considered excusable absences. Students are responsible for planning personal activities according to published information ("Schedule of Courses"). Attendance policies for each course are described in the course syllabus.

### ***Independent Study***

Independent study for credit is a means of supplementing a degree plan. Students seeking such credit must submit a written proposal for study to the professor who would be supervising this study. Approval is made on an individual basis. Normally, independent study is not offered for regularly scheduled courses.

### ***Time Limitations***

All degree requirements, including courses transferred from previous graduate work, must be completed within six (6) years from the date of matriculation. Extensions to the 6-year

limit are highly unusual, rarely granted, and require the approval of the advisor and the department chair.

### ***Leave of Absence***

In rare circumstances, students may be granted a leave of absence from the program contingent upon approval by the advisor and department chair. Students may request a leave of absence for a total of two contiguous semesters by completing the Petition for Exception form (see [Appendix B](#)). The student is essentially requesting an exception to the continuous enrollment policy. All conditions of the leave will be specified in the petition.

### ***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 B](#)). Students must provide a rationale justifying their request for an exception. The student's advisor and the Department Chair must approve such requests.

### ***Petition for Exemption from University Policies***

Students are directed to the current Graduate Bulletin for information about exemptions from OLLU policies

### ***Adherence to Professional Ethical and Legal Standards***

Students are required to adhere to the ethical standards of the American Psychological Association and the laws of the state of Texas while enrolled in the MS program. Violation of legal or ethical standards will result in dismissal from the program.

## **DEGREE REQUIREMENTS**

### ***Satisfactory Academic progress***

Courses in the MS curriculum have been selected because the faculty has determined these content areas will aid in the development of basic competencies in awareness, knowledge, and skills fundamental to the practice of counseling psychology, marriage and family therapy, or school psychology. Instructors distribute and explain a syllabus with assignments and due dates on the first day of each class. Expectations regarding course content mastery, 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

Because mastery of courses is essential to satisfactory performance in supervised professional practice, students should earn a grade of "B" or better in each course. MS students are allowed two "C" grades. However, students must maintain a 3.0 grade point average at all times. If the two "C" limit is exceeded, students must repeat one of the courses in which a C was received.

### ***Academic Discipline***

Students who fail to maintain a 3.0 GPA will be placed on Scholastic Probation for the next 9 semester hours of coursework, as outlined in the 2004-2006 Graduate Bulletin (p.33). Students on Scholastic Probation are not eligible to take comprehensive examinations.

Failure to increase the GPA to 3.0 or receiving a grade of "F" at any time will result in Enforced Scholastic Withdrawal.

### ***Grading Policies***

Refer to the 2004-2006 Graduate Bulletin (p.20-21) for University grading policies

### **Course Requirements**

MS in Psychology students may specialize in one of three areas: Counseling Psychology (CP), Marriage & Family Therapy (MFT), or School Psychology (SP).

#### *Counseling Psychology (CP) Specialty*

This specialty prepares clinicians to work with individuals in psychotherapy from a variety of theoretical approaches. This program meets the academic requirements for licensure as a Professional Counselor (LPC) and the Licensed Psychological Associate (LPA).

Degree Plan (61 hours) See Appendix A for recommended sequence of courses.

PSYC	6321	Psychological Measurement and Evaluation
PSYC	6322	Psychological testing
PSYC	6442	Psychoeducational Assessment
PSYC	6358	Life Planning and Career Development
PSYC	6380	Research Methods and Procedures
PSYC	7333	Psychopathology: Etiology, Diagnosis & Treatment Planning*
PSYC	7351	Lifespan Developmental Psychology
PSYC	8301	Group and Family Processes
PSYC	8302	Counseling Theories: Methods and Techniques
PSYC	8303	Professional Practice: Skills and Issues*
PSYC	8351	Systemic Approaches to Counseling I*
PSYC	8352	Pre-practicum Counseling Laboratory: Basic Interviewing Skills*
PSYC	8353	Systemic Approaches to Counseling II*
PSYC	8355	Child and Adolescent Counseling*
PSYC	8356	Normal Family Processes Across Cultures*
PSYC	8390	Practicum: Psychotherapy I*
PSYC	8391	Practicum: Psychotherapy II*
PSYC	8392	Practicum: Psychotherapy III
PSYC	8393	Practicum: Psychotherapy IV

3 s.h. elective

\* should be taken prior to the semester in which written comprehensive examination is taken (content is covered on comprehensive examination)

#### *Marriage & Family Therapy (MFT) Specialty*

This specialty prepares practitioner to deal with problems in the marital and family contexts as well as in larger social systems. This program meets the academic requirements for licensure as a Marriage And Family Therapist (LMFT), Professional Counselor (LPC), or Licensed Psychological Associate (LPA).

Degree Plan (60 semester hours) See Appendix A for recommended sequence of courses.

PSYC	6321	Psychological Measurement & Evaluation
PSYC	6358	Life Planning & Career Development
PSYC	6380	Research Methods and Procedures
PSYC	7333	Psychopathology: Etiology, Diagnosis & Treatment Planning*
PSYC	7351	Lifespan Developmental Psychology
PSYC	8301	Group and Family Processes
PSYC	8302	Counseling Theories: Methods and Techniques*
PSYC	8303	Professional Practice: Skills and Issues*
PSYC	8350	Foundations of Family Therapy
PSYC	8351	Systemic Approaches to Counseling I*
PSYC	8352	Pre-practicum Counseling Laboratory: Basic Interviewing Skills*
PSYC	8353	Systemic Approaches to Counseling II*
PSYC	8355	Child and Adolescent Therapy*
PSYC	8356	Normal Family Processes Across Cultures*
PSYC	8357	Systemic Approaches to Counseling III*

PSYC	8390	Practicum: Psychotherapy I*
PSYC	8391	Practicum: Psychotherapy II*
PSYC	8392	Practicum: Psychotherapy III
PSYC	8393	Practicum: Psychotherapy IV

3 s.h. electives

\* should be taken prior to the semester in which written comprehensive examination is taken (content is covered on comprehensive examination)

### *School Psychology (SP) Specialty*

This specialty prepares students to work with children, adolescents, parents, school personnel, and other professionals from the community. Training focuses on skills and techniques relevant to the delivery of psychological and psycho-educational services in the school setting. The program meets the academic requirements for licensure as a Licensed Specialist in School Psychology (LSSP) through the Texas State Board of Examiners of Psychologists (TSBEP).

### Degree Plan (67 hours)

SPED	6305	Advanced Individual Differences
	Or	
SPED	6323	Structuring the Educational Environment
PSYC	6321	Psychological Measurement and Evaluation*
PSYC	6322	Psychological Testing*
PSYC	6442	Psycho-educational Assessment*
PSYC	6380	Research Methods & Procedures
PSYC	6359	Applied Learning
PSYC	7333	Psychopathology: Etiology, Diagnosis, and Treatment Planning*
PSYC	7351	Life Span Developmental Psychology
PSYC	8303	Professional Practice: Skills & Issues*
PSYC	8325	Neuropsychological Principles
PSYC	8351	Systemic Approaches to Counseling I*
PSYC	8352	Pre-practicum Counseling Lab: Basic Interviewing Skills*
PSYC	8355	Child & Adolescent Counseling*
PSYC	8356	Normal Family Processes Across Cultures*
EDUC	6384	School Law
SPED	6323	Behavioral Analysis and Intervention*
PSYC	8371	School Psychology I: Consultation*
PSYC	8372	School Psychology II: Organization and Operation of Schools
PSYC	8398	Practicum: School Psychology (350 hours minimum) *
PSYC	8299-8399	School Psychology Internship (1200 hours minimum)
3 s.h.	elective	Recommended: PSYC 8343, PSYC 8302, or course for PSSP certificate

\* should be taken prior to the semester in which written comprehensive examination is taken (content is covered on comprehensive examination)

### ***Practicum Requirements***

Practicum is an important component of each of the specializations. Practicum requirements vary according to the student's specialization and are given below.

### *Counseling Psychology and MFT Specializations*

Prior to beginning the Counseling Psychology and Marriage And Family Therapy practica, students must complete 18 hours including PSYC 8302, Counseling Theories: Methods and Techniques, PSYC 8351 Systemic Approaches to Counseling I, and PSYC 8352 Pre-practicum Counseling Lab. The four semesters of practica must be completed in consecutive semesters, including the summer terms. The instructor of PSYC 8352 must recommend that

students are ready to begin practica. This recommendation is implied by a grade of B or better unless the instructor indicates otherwise to the program director.

All students are expected to spend *16-20 hours* per week in practicum activities each semester they are enrolled in practica. The specific requirements vary according to the practicum in which the student is enrolled. Students should refer to the guidelines given below, the summaries of requirements in [Appendix C](#), or consult with their academic advisor if they have questions about practicum requirements.

Students are responsible for tracking their practicum hours on the appropriate log for their specialty. Students must turn in an up-to-date log at the scheduled times. If students do not turn in a log as scheduled, they will not be allowed to begin counting practicum hours again until the log is turned in even if they provide services or participate on a team. It is imperative that students complete the practicum log regularly and on time.

Before beginning an off-campus placement, students must receive permission from their team supervisors and the practicum coordinator, Dr. Solórzano. Students are to remain at their off-campus placement site for a minimum of one semester, unless the site becomes, unsatisfactory and/or impossible to accumulate the required hours on time. Concerns regarding off-campus placement should be discussed with the off-campus supervisor (i.e. the supervisor on-site at the placement) and the off-campus practicum coordinator for the student's specialty. All students who are at off-campus placements, with the exception of those at the Comal County Independent School District, Head Start, and Project ABC are expected to maintain contracts with their off-campus placement agency. These contracts are to be updated each semester. Contracts are available through the practicum coordinator.

#### *Practicum Evaluations*

Mid-semester and end-of-semester practicum evaluations are conducted with all of the on-campus clinical supervisors in attendance. The supervisors complete a "Masters and Doctoral 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 E 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 the semester, students are required to complete a "Supervisor Evaluation" form. This is an opportunity for students to give helpful feedback to their supervisors about the areas of supervision they benefited from as well as areas that were unhelpful to their professional development. [See Appendix F](#) for a copy of the form.

Students must complete the following practica requirements:

1. 500 hours of direct client contact in therapy. In other words, the student must be the primary therapist and work in the room counseling. When conducting psychological assessments, direct client contact is the amount of time spent in face-to-face contact with the clients.
2. Up to 100 hours of active, ongoing involvement as part of a CCS team with live supervision by a licensed psychologist may substitute for an equal number of direct service hours.
4. Two hundred of the 500 hours may be in psychological assessment.
5. Students must participate in group supervision every semester they are in practicum.

**Note: Requirements for licensure as a Psychological Associate state that students may have only 2 practicum sites. Students seeking this certification should plan accordingly. One of these two sites must be at the CCS supervised by a licensed psychologist. Remember that Comal County Independent School District, Head Start and Project ABC are considered the same site as CCS because the CCS manages those sites.**

*Practicum Requirements for School Psychology*

In order to graduate, a School Psychology student must meet the following practicum and Internship requirements:

Practicum:

1. A student must complete 350 clock hours at an approved school site.
2. Hours may be completed on a full-time basis (20-22 hrs. weekly) or half time (12 hours weekly minimum across 2 semesters )
3. Field-based supervision must include a minimum of 2 hours face to face supervision by an LSSP or an NCSP.
4. No more than 1 site may be used unless approved by site coordinator.

Internship:

1. A student must complete 1200 clock hours or 2 semesters (minimum). No more than 2 settings/ 2 supervisors may be used to accrue log hours
2. Internship may be completed on a full-time (40 hrs. /wk.) over 2 semesters or part-time (20 hrs./wk.) basis.
3. 600 hours must be completed in a school setting under direct supervision of a licensed school psychologist. The remaining hours may be completed either in a school setting or a setting which focuses on providing psychological services to children, adolescents, and families.
3. Hours of supervision: must have a minimum of 100 hours of face-to-face supervision by either a licensed psychologist or a licensed specialist in school psychology (NASP requires a minimum of 2 hours of face to face supervision weekly across an academic school year).

Please refer to School Psychology supplement for a summary of requirements.

***Comprehensive Examination***

Comprehensive examinations in the student's specialty area are required for all MS in Psychology students. The purposes of the comprehensive examinations are to: (a) evaluate the student's ability to integrate information across courses, theories, and applications, (b) evaluate the continuity and completeness of subject areas within the graduate program, and (c) give the student the opportunity to integrate the different subject areas within the program in preparation for the comprehensive exam. Written comprehensive examinations for MFT and Counseling Psychology students are designed to assess a student's ability to develop a treatment plan and deliver therapeutic services. Written comprehensive examinations for School Psychology students are designed to measure a student's ability to assess, interpret and communicate results, and create recommendations for diagnosis and intervention in schools to families and other professionals.

The department offers two options for meeting the comprehensive examination requirement: (a) written examination, or (b) professional publication and oral examination. With either option, students in the MFT and CP programs must take the examination during the semester before their final semester. School psychology students take the comprehensive exam during their final semester of internship.

*Option 1: Written Comprehensive Examination*

- A. Students intending to take the comprehensive examination must notify the department administrative assistant at least four weeks prior to the scheduled date

- of the examination. A review session will be held approximately 3 weeks prior to the exam for all students who have registered to take the examination.
- B. Four (6) hours will be allotted for the examination. Students are required to take the examination using computers available in the OLLU computer labs in order to demonstrate computer literacy. Students will be identified only by their student ID number on all examination materials.
  - C. Each question is scored by two faculty members on a scale of: 3 (high pass), 2 (pass) or 1 (fail). An average score of 2 is required to pass the question. If more than half of the questions are failed, the student must retake the entire examination. If half or fewer questions are failed, then the student needs only to retake those questions failed. Students must pass all questions in order to complete the comprehensive requirements. Results of the examination will be shared with the students within four weeks of the examination date.
  - D. Comprehensive examinations are offered only one time per semester. Students who fail all or part of the comprehensive examination will not be allowed to retake the examination until the next scheduled examination date. Any exception to this policy must be approved by the student's advisor, the faculty graders, and the department chair.

*Option 2: Professional Publication & Oral Examination*

- A. Students who have an article accepted for publication in a peer-reviewed professional journal may choose to submit to an oral examination in lieu of the written comprehensive examination. Prior to submitting a manuscript for publication to a specific journal, the journal and the manuscript must be approved by the student's advisor. The manuscript must be a substantial piece of work, for example, book reviews or brief case studies do not satisfy this requirement. A chapter in an appropriate edited book is acceptable. Students are eligible for the Oral Comprehensive Examination upon receipt of an acceptance letter from an approved publication.
- B. The manuscript must be written after matriculation into the MS in Psychology program at OLLU. The manuscript must be clearly related to some aspect of the student's concentration.
- C. One publication fulfills the written comprehensive examination requirement for one student. This requirement may be satisfied with co-authorship with no more than one other student or a faculty member.
- D. Students are responsible for arranging for the time and place of the oral examination with the Psychology faculty. A copy of the manuscript must be provided to all graduate faculty members for review no later than two weeks prior to the examination.
- E. Students may be asked questions concerning the article or concerning course content during the oral examination. Each faculty member will grade students' performances on a scale of: 3 (high pass), 2 (pass), or 1 (fail). A mean score of two (2) must be received in order to pass the examination. Results of oral examinations are shared immediately following the examination.
- F. If the oral examination is failed, students may choose to retake the oral examination or take the written examination at the next scheduled administration.
- G. Oral examinations must be taken no later than the semester immediately preceding the semester in which students intend to graduate.

***Computer Literacy***

All students in the MS in Psychology programs must demonstrate minimal computer literacy by taking the written comprehensive examination using the computers available in the OLLU computer labs. Additionally, all students are required to open an OLLU computer account. Course requirements may require students to access or submit information via e-mail or website.

## **DEGREE COMPLETION**

### ***Commencement***

Students who have fulfilled all of the requirements for the MS in Psychology will be permitted to apply for graduation and may participate in the commencement exercises. Applications for participation in the commencement ceremony are available in the Registrar's office in the Walter Center. Information regarding regalia and announcements will be provided there as well. OLLU confers degrees at commencement ceremonies in May, August, and December.

## **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 associated with the profession of psychology. Students must conduct themselves with an awareness that their conduct, personal appearance, attitudes, values, and behavior influence client, peer, and general public opinions. They are expected to behave so that these constituencies view them positively.

The faculty expects that students will conduct themselves in accordance with the ethical standards of the profession (established by the APA, AAMFT, and NASP) and the Texas State Boards governing the practice of psychologists, professional counselors, and marriage and family therapists. Students are also expected to adhere to the code of conduct described in the OLLU *Student Handbook*. Students are expected to become familiar with these ethics codes and codes of conduct, to consult them whenever questions may arise about their conduct, and to seek faculty clarification of any part of the documents that they do not understand.

### ***Consequences of Unsatisfactory Performance or Conduct of Students***

Unsatisfactory or unacceptable performance or behaviors in any facet of the program including coursework, practica, comprehensive examinations, or internship will result in a full review of the student's file. This review will be conducted by the Department Chair and academic advisor in consultation with the program 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 any or all of the following: departmental probation, remediation of a course or other academic requirement, additional supervision, psychotherapy, or termination from the program.

### ***Departmental Probation***

Departmental probation is considered when serious concerns persist about a student's competence, professionalism, emotional stability or ethical practice. 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 or internship site; significant psychological or medical instability that interferes with the ability to deliver adequate services to clients or work with other staff and faculty; and a serious breach of professional codes 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*. Dismissal from the program may be indicated if a breach in conduct, professionalism, or ethics is of an egregious nature (violation of laws of practice or ethics codes).

When the faculty places a student on departmental probation, they will designate the length of the probationary status as well 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 permanent file. Failure to comply with the plan and make progress will result in dismissal from the program

#### *Psychological 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 that the student engage in a psychotherapeutic relationship 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.

#### *Dismissal from the Program*

Unsatisfactory performance in any aspect of the academic program may be cause for dismissal from the program. Unacceptable behaviors that violate student codes of conduct, professional codes of conduct, or the law may cause immediate dismissal from the program without the option for remediation. If a decision is made to dismiss a student from the program, the student's advisor will conduct an exit interview.

#### ***Policy on Academic Dishonesty and Plagiarism***

All students are expected to comply with the "Student Code of Conduct" published in the OLLU Student Handbook. Plagiarism or academic dishonesty, intentional or not, is a violation of the American Psychological Association's Ethical Standards and the OLLU "Student Code of Conduct." The Student Handbook states "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" (<http://unet.ollusa.edu/policies/student-handbook/handbook.pdf>, p. 68). It is the student's responsibility to know what constitutes academic dishonesty and plagiarism and must avoid committing these offenses in their work (see items 14-17 of the Student Code of Conduct, <http://unet.ollusa.edu/policies/student-handbook/handbook.pdf>, pp 65-66).

#### ***Policy on Student Impairment***

The students in the MS program are held to professional ethics codes and State laws concerning the practice of psychology.

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.

The Texas State boards of psychologists, professional counselors, and marriage and family therapists, and the professional ethics codes of APA, AAMFT, and NASP address this issue by prohibiting professionals from delivering psychological services when their objectivity or effectiveness is impaired. As psychologists, faculty members are required by all of these bodies to intervene to protect the public and profession.

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

Of course, it is preferable for impairments to be dealt with through prevention or voluntary intervention. The faculty of the Department of Psychology may occasionally be required to intervene and insist that a student take steps to remediate impairment issues. Impaired students will be treated respectfully and supportively. *Although it is a goal of the faculty to*

*help students reach their professional goals it remains the primary responsibility of the faculty to protect the public, the student body, and the profession.*

#### *Definition*

Impairment is a significant interference in functioning at the academic, clinical, or interpersonal levels due to medical or mental health conditions, including substance abuse and intense situational stress.

#### *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 MS student should first, if possible, 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 Program Director.

If the impaired student is unable or unwilling to talk about the concerns raised, then the concerns should be reported to the Program Director or the concerned 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 Program 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 find 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 mental health professional to evaluate and treat the student for the concerns presented (at the expense of the student), (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 Program Director should be maintained to ensure a return to good standing or active status in a timely manner.

However, the faculty 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.

## **GRIEVANCE PROCEDURES**

### ***Student Complaints/Concerns***

Students who have concerns or complaints about the program, a course, a faculty member, or another student should first try to resolve the concern informally with the person(s) involved. If this does not seem feasible (for whatever reason) or fails to resolve the issue, students may: (a) ask a member of the Psychology Graduate Student Association to relay the concern to the person(s) involved, (b) ask a member of the Psychology Graduate Student Association to relay the concern to the appropriate administrator, or (c) share the concern with the appropriate administrator. Administrators should be approached in the

following sequence: (a) course instructor/supervisor, (b) CCS director (if concern is related to practicum), (c) Department Chair, (d) Associate Provost, and (f) Provost.

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

### ***Appeals Policies***

#### *Appealing a Course Grade*

As stated in the OLLU Student Handbook in the section, Protection Against Improper Academic Evaluation (<http://unet.ollusa.edu/policies/student-handbook/handbook.pdf>, pp. 54-55), a student may appeal a course grade or other formal evaluation if there is evidence of prejudice or capriciousness. Students must bring their concerns to the attention of the instructor within four weeks of the grade being issued. If the matter can not be resolved with the instructor, the student should follow the procedures outlined in the Student Handbook.

#### *Appealing Probation and Dismissal Decisions*

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, the student may request a special review meeting. The department chair will convene the meeting, which includes the student, supervisor(s), advisor, 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 information in support. The student may also invite a student representative to lend 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 forwarded to the concerned parties.

Students who cannot resolve the concern within the Department should follow the procedures outlined in the OLLU *Student Handbook* (<http://unet.ollusa.edu/policies/student-handbook/handbook.pdf>).

## **GRADUATE ASSISTANTSHIPS**

Application forms for Graduate Assistantships can be obtained in the Department of Psychology. Applicants are selected as needed by the department and graduate assistant appointments are not normally based on financial need. Students are generally assigned to work in the CCS or in the psychology department as needed. Occasionally GA positions in other areas of the university are open to MS students. Announcements of such positions will be sent to the graduate student e-mail distribution list.

## **PSYCHOLOGY GRADUATE STUDENT ASSOCIATION**

Each April, two students from the PsyD program and each MS concentration are elected to serve as representatives to the Psychology Graduate Student Association for a one-year term. Student representatives are expected to provide their fellow students with support and information in the following areas: informal academic advisement, grievance procedures, harassment issues, ethical concerns, etc. Student representatives are invited to attend faculty departmental meetings and are encouraged to report to the PGSA a summary of the meetings. Student representatives are not permitted to attend faculty meetings where other students' progress or concerns are discussed. Student representatives are also excused from meetings dealing with faculty personnel issues.

Student representatives are further expected to facilitate discussion between students and faculty.

## APPENDIX A: RECOMMENDED COURSE SEQUENCE (MFT &amp; CP)

<b>MS in Psychology, MFT</b>				<b>MS in Psychology, Counseling Psyc</b>			
	<b>6 s.h.</b>	<b>9 s.h.</b>	<b>12 s.h.</b>		<b>6 s.h.</b>	<b>9 s.h.</b>	<b>12 s.h.</b>
<b>Fall</b>	8302 8351	8302 8351 6321	8302 8351 6321 7351	<b>Fall</b>	8302 8351	8302 8351 6321	8302 8351 6321 7351
<b>Spring</b>	7333 8353	8352 8353 7333	8352 8353 7333 8303	<b>Spring</b>	7333 8353	8352 8353 6322	8352 8353 6322 7333
<b>Summer</b>	7351 8356	8301 8303 7351	8301 8356 8390	<b>Summer</b>	7351 8356	8301 8303 8356	8303 8356 8390
<b>Fall</b>	6358 8355	8357 8355 8390	8357 8355 8391	<b>Fall</b>	6321 8355	7351 8355 8390	6358 8355 8391
<b>Spring</b>	8350 8352	8350 8356 8391	8350 Elective 8392 <b>COMPS</b>	<b>Spring</b>	6322 8352	6442 7333 8391	6442 8301 8392 <b>COMPS</b>
<b>Summer</b>	6380 8303	6358 8392	6358 6380 8393 <b>COMPS Graduate</b>	<b>Summer</b>	6380 8303	6380 8392	6380 elective 8393 <b>COMPS Graduate</b>
<b>Fall</b>	8357 8390	6380 8393 Elective <b>Graduate</b>		<b>Fall</b>	6442 8390	6358 8393 Elective <b>Graduate</b>	
<b>Spring</b>	8301 8391			<b>Spring</b>	8301 8391		
<b>Summer</b>	Elective 8392 <b>COMPS</b>			<b>Summer</b>	elective 8392 <b>COMPS</b>		
<b>Fall</b>	6321 8393 <b>Graduate</b>				6358 8393 <b>Graduate</b>		

**APPENDIX B: PETITION FOR EXCEPTION**

Student Name: \_\_\_\_\_

Student ID No.: \_\_\_\_\_ Date: \_\_\_\_\_

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

Based on the following facts/circumstances:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor  
 Approved  
 Not Approved

**Comments:**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Department Chair  
 Approved  
 Not Approved

**Comments:**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

APPENDIX C: MFT AND CP PRACTICA REQUIREMENTS

PSYCHOTHERAPY PRACTICA

Closed Team/semester	<u>TEAM A</u>	<u>TEAM B</u>	<u>TEAM C</u>	<u>TEAM D</u>
1st Semester (8390)	1	1	1 or 2	1 or 2
2nd Semester (8391)	1	1	1, 2 or 3*	1, 2 or 3*
3rd Semester (8392)	1	1, 2 or 3	2 or 3	2 or 3
4th Semester (8393)	1	1, 2 or 3	3	3

- 1 CCS (includes ABC) team with a licensed supervisor
- 2 Team supervised by doctoral students, student team, Comal County ISD, Headstart ABC, or other approved setting
- 3 Student team or off-campus placement

\*on a space available basis and with the approval of the team supervisors

NOTE: All practicum students are required to participate in group supervision.

## **APPENDIX D: PGSA MISSION STATEMENT**

Having been endorsed by the faculty and student body, the graduate program of the department of psychology has called student members as representatives for their peers. It is the purpose of this statement to inform the graduate student body of the duties of the graduate program representatives. The mission of the Council of Representatives is as follows:

- To facilitate interactions between the faculty and student body in order to disseminate accurate and current information regarding the graduate programs;
- to act as a liaison between the faculty and students;
- to conduct regular meetings to discuss issues important to both students and faculty;
- to organize student contact with local professional community, i.e., workshops, job fairs, memberships in local and state professional associations, etc.;
- to help in planning of new student orientation;
- to promote the development of an alumni association for the graduate programs;
- to plan extracurricular activities for students;
- to promote and help maintain a positive student morale; and
- to organize the election process for new student representatives.

**APPENDIX E: EVALUATION OF PRACTICA STUDENTS**  
**Masters/Doctoral Evaluation Form**

Student: \_\_\_\_\_

Practicum \_\_\_\_\_ Supervisor \_\_\_\_\_

Date: \_\_\_\_\_

Your progress through your four practica is assessed each semester in terms of a set of skills (described below) that the program considers necessary for the successful practice of brief systemic therapy. These criteria are divided into three levels of sophistication, with two practica at the first level and one practicum at each of the subsequent levels. Your demonstration of each of the skills will be assessed accordingly. The assessment of each skill/behavior will serve as a basis for discussion between the supervisor and trainee. An overall grade will be given by the supervisor at mid-term and at the end of the semester.

- ( ✓ + ) demonstrated skill/behavior above expectation for level of training
- ( ✓ ) demonstrated skill/behavior as expected for level of training
- ( ✓ - ) did not demonstrate skill/behavior as expected for level of training
- ( - ) skill/behavior was not observed
- ( NA ) skill/behavior does not apply

**Beginning Students (PS 8390-91, 9388) must be able to consistently:**

- \_\_\_\_\_ Introduce themselves and the clinic (policies, procedures, videotaping, etc.) to clients in a warm and professional manner.
- \_\_\_\_\_ Follow clinic policy (paperwork, follow-up, confidentiality, legal, and/or referral issues, etc.).
- \_\_\_\_\_ Conduct themselves in a professional and effective manner (attendance, professional dress, punctuality, presentation of self).
- \_\_\_\_\_ Maintain an active case load.
- \_\_\_\_\_ Sensitively vary voice (tone, volume, rate, inflection) and non-verbal behavior (posture, gestures, facial expressions) to connect with clients.
- \_\_\_\_\_ Empathically communicate an understanding of and respect for the experience of clients.
- \_\_\_\_\_ Ask questions in a conversational and interactive (as opposed to interrogational) way.
- \_\_\_\_\_ Avoid offering simplistic advice and personal opinions.
- \_\_\_\_\_ Limit self-disclosure to occasions of therapeutic utility.
- \_\_\_\_\_ Explore client stories with curiosity and demonstrate patience in developing possible interventions.
- \_\_\_\_\_ Attend to larger-system issues and access appropriate resources for clients.
- \_\_\_\_\_ Deliver supervisor/team communications with poise and sensitivity.
- \_\_\_\_\_ Actively solicit and implement supervision as an opportunity for learning, regardless of model.
- \_\_\_\_\_ Challenge their own premises and biases, and expand their awareness and appreciation of cultural, gender, spiritual, and sexual diversity.
- \_\_\_\_\_ Actively participate in practicum, offering and requesting constructive feedback, when appropriate.
- \_\_\_\_\_ Demonstrate an understanding of and respect for multi perspectives (clients, team, supervisor).
- \_\_\_\_\_ Conceptualize and describe client conundrums in systemic, non-pathologizing ways.
- \_\_\_\_\_ Actively seeks client feedback about therapy process.
- \_\_\_\_\_ Collaborates effectively with co-therapist.

\_\_\_\_\_ Student manages and structure therapy sessions appropriately.

For Students in PSYC 8391 only: **In your opinion, this intern is ready to participate in an off-campus internship site? \_\_\_\_\_Yes \_\_\_\_\_No If no, what needs to happen. If yes, explain more.**

In addition to the above, Intermediate Student (Practica III, PS 8392, 9388) must be able to consistently:

- \_\_\_\_\_ Maintain case load outside the CCS practicum experience and one active case at CCS.
- \_\_\_\_\_ Seek and utilize supervision appropriately.
- \_\_\_\_\_ Assume an active role in managing all team cases.
- \_\_\_\_\_ Develop and utilize effective methods of peer supervision.
- \_\_\_\_\_ Receive and utilize peer supervision.
- \_\_\_\_\_ Negotiate team differences and conflict in a way that builds and maintains team coherence and clinical effectiveness.
- \_\_\_\_\_ Develop and maintain themes across sessions.
- \_\_\_\_\_ Spontaneously generate relational questions and comments in the therapy room.
- \_\_\_\_\_ Distinguish relevant information – in relation to model, client(s), goals, previous sessions, etc. – and organize the conversation accordingly.
- \_\_\_\_\_ Weave supervision/team communications into the conversation in a smooth manner.
- \_\_\_\_\_ Contribute systemic ideas to team discussions.
- \_\_\_\_\_ Appropriately generalize from supervision on a particular case, to other analogous situations.
- \_\_\_\_\_ Discuss and describe cases concisely within a systemic framework.
- \_\_\_\_\_ Require less detailed direction from the supervisor.
- \_\_\_\_\_ Identify what they wish to obtain from supervision.

Advanced Students (PS 8393, 9389) work independently and with colleagues, receiving little live supervision but ongoing faculty supervision and consultation. Students at this level must be able to integrate the beginning and intermediate skills in a smooth and compelling manner. In addition, they must be able to consistently:

- \_\_\_\_\_ Demonstrate professional and competent clinical handling of cases, including appropriate transfer/referral.
- \_\_\_\_\_ Take calculated risks to expand interpersonal repertoire (with humor, creativity, play, etc.)
- \_\_\_\_\_ Handle unexpected and crisis situations with poise and skill.
- \_\_\_\_\_ Describe cases and interact with clients using a variety of therapeutic models.
- \_\_\_\_\_ Move toward a collegial relationship with supervisors.
- \_\_\_\_\_ Articulate a coherent therapeutic orientation.
- \_\_\_\_\_ Demonstrate their orientation in practice (in team discussions, invention of ideas and/or interventions, delivery of ideas, etc.

Evaluate the intern and give comments and/or criticism in the following sections:

**Student shows strengths in these areas:**

**Suggested tasks for the future:**

Absences: \_\_\_\_\_

Tardies: \_\_\_\_\_

Supervisor's Comments:

**APPENDIX F: 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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:**