MS in Psychology—Marriage and Family Therapy Program Handbook

2026-2027

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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 *Code of Ethics* (https://aamft.org/web/web/Action-Advocacy/Code-of-Ethics-New.aspx) of the American Association for Marriage and Family Therapy (AAMFT), the *Ethical Principals of Psychologists and Code of Conduct* (www.apa.org/ethics) of the American Psychological Association (APA)www.apa.org/ethics) or State laws as defined in the Mental Health Services Code of The State of Texas (Texas Constitution and Statutes - Home), Health and Safety Code, Title VII). Students are expected to adhere to the AAMFT and 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 of psychological, social, and cultural processes of human behavior.

The faculty of the MS Program adheres to the AAMFT *Code of Ethics* and the APA *Ethical Principles of Psychologists and Code of Conduct* 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.

However, we will make every effort to meet our obligations to each student to give them every opportunity to accomplish their goals.

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

Student Signature	Date	Advisor Signature	Date

Printed Name

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.
Our Lady of the Lake University currently offers bachelor's degrees in 58 areas of study, master's degrees in 48 areas of specialization, and doctorates in Counseling Psychology and Leadership Studies.

An Equal Opportunity Educational Institution

OLLU's non discrimination policy may be found here:

Our Lady of the Lake University (OLLU) is an equal-opportunity institution and is committed to fostering a diverse environment that is free from discrimination. The school fully subscribes to all federal and state laws banning discrimination in institutions of higher education. Our Lady of the Lake University will not discriminate against any employee, applicant for employment, student in our educational programs or activities or applicant for admission on the basis of race, color, sex, pregnancy, religion, national origin, citizenship status, disability, age, marital status, gender, gender identity or expression, sexual orientation, veteran or military status (including disabled veterans, Vietnam-era veterans or recently separated veterans), predisposing genetic characteristics, domestic violence victim status, or any other protected category under applicable local, state and federal laws, including protections for those opposing discrimination or participating in any allegation process on campus or within the Equal Employment Opportunity Commission or other human rights agencies. These types of discrimination are prohibited by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable laws as well as University policies.

This policy covers discrimination both in employment and in access to educational opportunities. Therefore, any member of the University community who acts to deny, deprive or limit the educational or employment access, benefits, or opportunities of any member of the University community on the basis of their actual or perceived membership in the protected classes listed above are in violation of this policy.

In addition, the program does not discriminate based on socioeconomic status or health status. However, it should be understood that all students are expected to be able to meet their financial and academic obligations to the university using any available resources, including financial aid awards. Students whose health status and/or disability status require accommodations are encouraged to contact the Services for Students with Disabilities office. The program will observe all required accommodations in order to assist students where possible wither either permanently or temporarily disabling conditions.

Marriage and Family Therapy Program Administrative Staff & Core Faculty

Administrative Staff

Magnolia Ceballos, MSOL, MBA, Office Manager, Department of Psychology
Moye 413, 210-431-3914.
With a BAS in Business Administration, an MBA in Management, and a Master of Science in Organizational Leadership, Maggie joined the Psychology Department in March 2019. Prior to joining OLLU, Maggie worked as an Administrative Assistant at the San Antonio branch of a wholesale company.

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

Core Faculty

Carlos A. Ramos, PhD, LMFT
Associate Professor, Director of MS MFT & Psychological Services for Spanish Speaking Populations Certificate (PSSSP)
Moye 400, 210-431-6711, ext. 7068
Carlos A. Ramos earned his BA in psychology from Florida International University, his Masters's in Movement Science from Barry University, and his PhD in Marriage and Family Therapy from Nova Southeastern University. 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 strengths-based 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. Carlos is an AAMFT approved supervisor and is licensed as an LMFT in Texas. He joined the OLLU faculty in August 2018.

Codina Haselmayer, PhD, LMFT-S
Assistant Professor Moye 402, 210-431-6711, ext. 4059
Dr. Haselmayer 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 a specialization in Couple and Family Therapy (CFT) from The Ohio State University. She is a licensed marriage and family therapist and AAMFT approved supervisor. Dr. Haselmayer's scholarship and passion include developing and researching social-justice oriented clinical approaches with marginalized populations. Her expertise includes active research in family systems, dyadic data analysis, quantitative research, infidelity, intergenerational transmission of patterns, and betrayal trauma. Dr. Fayed maintains a strong research and academic presence by publishing her work in numerous top-tier peer-reviewed journals and presenting her research at national and international conferences. She is dedicated to the core values and mission statement of our university, and her work is a vibrant testament to it. She joined the OLLU faculty in August 2020.

Practicum Coordinator
Bernadette Hassan Solórzano, PsyD
Professor, Director of the Community Counseling Service, Coordinator of MS and Undergraduate Practica
Community Counseling Service, 590 N. General McMullen, 210-434-1054
Dr. Solórzano received her BA (English) from the University of Texas at San Antonio and her MS (Psychology—AAMFT accredited) 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, and Their Families, Systemic Approaches to Counseling (over 15 years), Violence Prevention and Intervention, Professional Writing, Qualitative Research, and Supervision. Dr. Solorzano supervises at 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.

To review the profiles and research interests of other faculty members from the Department of Psychology, please visit: https://www.ollusa.edu/cps/faculty.html

Profiles of practicum supervisors is available in the Community Counseling Service (CSS) handbook.

Diversity Program Composition

As a program we strive for a diverse faculty, supervisors, and student body who are representative of the local communities. This is the current composition of our program:

Students

Gender	**Total Students**
Female	30
Male	7
Total	37

Race/Ethnicity	**Total Students**
Black or African American	3
Hispanic/Latino/a	21
Asian/Pacific Islander	1
Native American/Alaska Native	1
White, non-Hispanic	10
Two or more races, non-Hispanic	0
Non-resident	1
Race/Ethnicity Unknown	0
Total	**37**

Faculty and Supervisors

Gender	**Total Faculty/ Supervisors**
Female	11
Male	8
Total	**19**

Race/Ethnicity	Total Faculty/ Supervisors
Black or African American	0
Hispanic/Latino/a	8
Asian/Pacific Islander	0
Native American/Alaska Native	0
White, non-Hispanic	11
Two or more races, non-Hispanic	0
Non-resident Alien	0
Race/Ethnicity Unknown	0
Total	**19**

OVERVIEW OF THE MARRIAGE AND FAMILY THERAPY PROGRAM

Marriage and Family Therapy (MFT) is one of two concentrations in the Master of Science in Psychology (MS) degree program at Our Lady of the Lake University; and it is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT). The MFT program emphasizes systemic, strengths-based approaches to mental health services. In coursework and practica, students learn to work with clients from a wide variety of ethnic, economic, educational, and religious backgrounds and develop proficiency in providing psychotherapy services to individuals, couples, families, and groups. The MFT concentration is designed to meet the academic requirements for licensure as a Marriage and Family Therapist (LMFT) in Texas and also meets the academic requirements for licensure as a Professional Counselor (LPC). Following HB 1508 Stated of Texas policy, students in the MS MFT program must be notified that an individual who has been convicted of an offense may be ineligible for issuance of an occupational license (LMFT and LPC in this case), upon completion of the educational MFT program. To read more please refer to OLLU's HB 1508 https://www.ollusa.edu/consumer-information/index.html page.

Practitioner Focus

Faculty members focus on designing classroom experiences that are relevant to the practice of systemic psychotherapy. 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. Students 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 if they pass the final pre-practicum role play with a "B" or better. The same applies to part-time students. If a student does not pass the final role play, they will have to complete additional training and redo the role play assignment.** Practicum experience begins with clinical teams at the Psychology Department's training clinic, 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 psychotherapy services. After the first semester, and with the approval of their supervisors, students may complete a portion of their required practicum hours at approved off-campus sites. Students are required to obtain a minimum of 300 hours of supervised, direct delivery of services. [See Practicum Requirements in this *MS Handbook* for more information].

Students in the MFT program are taught a variety of theories and professional skills. However, the program emphasizes a particular set of systemic therapy models. These models are described in various ways, such as: Systemic, Strengths-based, Postmodern, and Social Constructionist. While there are variations among these systemic models, all of them have in common:

- an emphasis on each person's strengths, resources, and unique perspectives
- an emphasis on a non-pathological view with skepticism regarding the usefulness of psychiatric diagnoses
- an emphasis on collaborative practice in therapy

These models include:

- Solution-Focused Therapy
- Narrative Therapy
- MRI Strategic Family Therapy
- Collaborative Stance

These theoretical models are taught in our Systemic Approaches to therapy courses, and strongly influence the perspective of many of our other courses. In addition to these emphasized theories, students are provided a working knowledge of several other common and classical models of family and individual therapy and are taught necessary diagnostic skills to allow them to function as independent therapists.

The Written Comprehensive Examinations ("Comps") are designed to assess a student's ability to apply their classroom and practicum experiences [See p. 18] in this *MFT Handbook* for more information].

Students are urged to become Student Affiliates of the American Association of Marriage and Family Therapy (AAMFT). Applications are available online at www.aamft.org.

Rio Grande Valley Distance Learning Policy

The Rio Grande Valley (RGV) Marriage and Family Therapy program is delivered as a synchronous distance learning program connected to the San Antonio program. RGV students participate in scheduled classes from designated classrooms at the OLLU RGV campus at the same time as their San Antonio classmates. Instruction is provided by the same program faculty through University-supported videoconferencing technology, allowing students at both locations to engage with instructors and one another in real time.

RGV students are expected to attend synchronous classes from the designated RGV campus classroom unless the instructor or Program Director provides prior authorization for an alternative arrangement. Students must arrive on time, remain actively engaged for the entire class meeting, participate in discussions and activities, and comply with all attendance and professional-conduct expectations stated in the Program Handbook and course syllabi. Participation from another location does not satisfy the campus attendance requirement unless it has been approved in advance or is necessary because of an emergency or documented University accommodation.

RGV and San Antonio students complete the same curriculum and are held to the same academic, professional, clinical, and graduation requirements. RGV students must complete the same number of graduate credit hours, required courses, assignments, examinations, student learning outcomes, and program evaluations as San Antonio students. Course content, faculty expectations, grading standards, and opportunities for interaction with faculty and classmates are consistent across both locations.

RGV students must also complete the same clinical preparation and practicum requirements as San Antonio students. These requirements include participation in the required number of practicum semesters and treatment teams, completion of all required direct clinical contact and relational hours, fulfillment of supervision and observation requirements, and compliance with all clinical documentation, evaluation, ethical, and professional standards. Clinical work may occur through approved OLLU clinical settings, authorized teletherapy services, and approved off-site placements in accordance with the Clinic Manual and applicable laws, regulations, and professional standards.

RGV students are responsible for maintaining access to required University systems, monitoring University email and course announcements, and promptly reporting classroom technology problems to the instructor and appropriate RGV or University technology personnel. A technology disruption does not automatically excuse attendance or required course participation. When a disruption prevents meaningful participation, the instructor will determine an appropriate method for documenting attendance, completing missed learning activities, or rescheduling required instructional or clinical experiences.

The program regularly reviews the RGV distance learning environment to ensure that students have appropriate access to faculty, advising, technology, academic resources, clinical training, supervision, and student-support services. RGV students are encouraged to communicate concerns about instruction, technology, clinical training, or access to resources to their instructor, faculty advisor, Clinic Director, or Program Director so that concerns can be addressed promptly.

Professional Licensing

The program is designed so that graduates are eligible to apply for a license as a Licensed Marriage & Family Therapist (LMFT) in Texas. In addition, with a specific set of electives, graduates may also apply for a license as a Licensed Professional Counselor (LPC) in Texas. Students seeking any other credential

and/or licensing in any other jurisdiction are responsible for researching the specific requirements and attempting to make sure their educational program will meet those requirements. The faculty will assist students in meeting various licensing requirements if possible. **Information about cross-state licensure requirements can be located here: https://www.ollusa.edu/cps/programs/marriage-and-family-therapy-mft/index.html**

Following State of Texas HB 1508 policy, it is required that students in the MS MFT program are notified that an individual who has been convicted of an offense may be ineligible for issuance of an occupational license (LMFT and LPC in this case), upon completion of their educational program. To read more on this Occupational Code please refer to OLLU's HB 1508 https://www.ollusa.edu/consumer-information/index.html.

MISSION, GOALS, AND OUTCOMES TEMPLATE

Institution's Mission: As a Catholic university sponsored by the Sisters of Divine Providence, Our Lady of the Lake University is a community whose members are committed to serve students by: Ensuring quality, innovative undergraduate and graduate learning experiences; fostering spiritual, personal, and professional growth; and preparing students for success and continued service.

Program's Mission: To prepare ethical and culturally competent professionals, who are skilled in providing psychotherapeutic services to individuals, couples and families, using relational strengths-based approaches. The faculty works to create classroom and practice experiences that prepare students for licensure and the delivery of Marriage & Family Therapy services to diverse populations.

Program Goal 1

Graduates prepare to pursue the profession of MFT in Texas (knowledge, practice, diversity, ethics)

SLO#1.1: Graduates will be employed as MFT professionals
Benchmark: 70% or more of graduates practicing as MFT's within 1 year of graduation.
Target: 75% or more of graduates practicing as MFT's within 6 months of graduation

SLO#1.2: Students will be successful in achieving MFT licensure

Target: 75% or more students will achieve MFT licensure Benchmark: 90% Achieve licensure in MFT

Program Goal 2

Students effectively practice family therapy inter-culturally. (diversity, ethics, practice)

SLO#2.1: Students will demonstrate knowledge relevant to working with culturally diverse communities
Benchmark: 70% of students receive grade of B or better in PSYC 8356
Target: 90% of students receive grade of B or better in PSYC 8356

SLO#2.2: Students will demonstrate ability to practice in culturally sensitive ways
Benchmark: 70% of students rated as "Meets Expectations" or higher on relevant practicum evaluation items
Target: 90% of students rated as "Meets Expectations" or higher on relevant practicum evaluation items

Program Goal 3

Students identify and apply ethical and legal principles to practice. (ethics, practice)

SLO#3.1: Students will demonstrate knowledge of MFT ethics
Benchmark: 70% of students receive a grade of B or higher in PSYC 8303
Target: 90% of students receive a grade of B or higher in PSYC 8303
SLO# 3.2: Students will demonstrate practice consistent with AAMFT ethics
Assessment Measure: Practicum Evaluation
Benchmark: 70% of students rate as "Meets Expectations" or higher on relevant practicum items
Target: 90% of students rated as "Meets Expectations" or higher on relevant practicum items.

Program Goal 4

Students demonstrate competency in practice in systemic, strengths-based approaches to family therapyinformed by research. (knowledge, research)

SLO#4.1: Students will demonstrate knowledge of systemic, strengths based-theory
Benchmark: 70% of students receive a grade of B or higher in PSYC 8351, 8357, 8359
Target: 90% of students receive a grade of B or higher in PSYC 8351, 8357, 8359
SLO#4.2: Students will demonstrate knowledge of MFT research
Benchmark: 70% of students receive a grade of B or higher in PSYC 6380
Target: 70% of students receive a grade of B or higher in PSYC 6380
SLO#4.3: Students will demonstrate basic skills in the delivery of systemic, strength-based approaches
Benchmark/Target: 100% of students pass final exam role play in PSYC 8352
Benchmark: 70% of students rate as "Meets Expectations" or higher on relevant practicum items
Target: 90% of students rate as "Meets Expectations" or higher on relevant practicum items

ADVISING AND REGISTRATION

Students are assigned advisors from the MFT graduate faculty. Advisors are available throughout each semester to assist students with course registration and professional development.

Degree Plans

Students and their advisors discuss their Degree Plan during the first semester of study (see Appendix A for recommended MFT Course Sequence and Appendix B for the recommended MFT course sequence with the PSSSP Certificate).

Course Registration

The graduate admission office will assist with registration for the first semester. In subsequent semesters, students may register online through Self-Service or in-person at the Registrar's office. As long as students are following the degree plan they developed with their advisors, advisor approval is not needed for registration. The registration dates and instructions are distributed each semester with the Schedule of Classes. The Registrar' OLLU web site, www.ollusa.edu, details the instructions for registering by WebAdvisor.

Practicum Registration

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 is available online) in PSYC 8352. Students must 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 should e-mail Ms. Murr or Dr. Solórzano requesting the packet. Therapy teams typically meet Monday through Thursday from 8:30 a.m. to 12:30 p.m., 1:00 p. m. to 5:00 p. m. and 5:30 p. m. to 9:30 p.m.; Fridays 8:30 a.m. to 12:30 p. m.; and Saturdays 8:30-12:30 and 1:00-5:00. This schedule may vary slightly according to supervisor schedules and availability.

Students may request off-campus practicum placement following their first 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 where 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 online with a professional organization (AAMFT, APA, TPA). Professional liability insurance is included as a membership benefit for AAMFT student members. 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 required 300-hour minimum hours for graduation (as outlined below under Practicum Requirements).

Add/Drop Courses

The academic calendar available from the Registrar's Office web page 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 or through WebAdvisor/Self-Service. Under ordinary circumstances, a course may not be added after the first week of the semester. The Academic Calendar also contains information about when courses may be dropped without academic and/or financial 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 six (6) students must be enrolled.

Refund Schedule

Students must initiate withdrawal from a course, or the program, with their advisor and/or course instructor. After classes begin, students incur full tuition liability for the semester. Information regarding total or partial refunds can be found in the Academic Calendar published by the Registrar's Office.

ACADEMIC POLICIES

Course Load and Continuous Enrollment

Students in the MFT program may enroll either 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, work conflicts, or scheduled medical appointments are not considered excusable absences. Students are responsible for planning personal activities according to the published academic calendar. Attendance policies for each course are described in the course syllabus.

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, program director, 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 C). The student is essentially requesting an exception to the continuous enrollment policy. All conditions of the leave will be specified in the petition. Students who are granted a leave of absence must still complete the program within six years of matriculation.

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 C). Students must provide a rationale justifying their request for an exception. The student's advisor, program director, and department chair must approve such requests.

Petition for Exemption from University Policies

Students are directed to the current Graduate Catalog 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 Association for Marriage and Family Therapy, the American Psychological Association and the laws of the state of Texas while enrolled in the MFT program. Violation of legal or ethical standards will result in dismissal from the program.

DEGREE REQUIREMENTS

Satisfactory Academic Progress

Courses in the MFT 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 systemic psychotherapy. 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 earned.

Student Performance Reviews

Students' academic and clinical performances are reviewed throughout the program. Academic progress is reviewed each semester by advisors during the registration period for the next semester. Readiness for practicum is assessed during PSYC 8352 (**specifically during the final role play)** and their performance in practicum is evaluated each semester by each supervisor (see practicum requirements below). As noted above, students must achieve a "B" or better on their final pre-practicum role play to start CCS practicum.

Students who have completed at least one semester of practicum are evaluated by their advisors in the fall semester of each year. The evaluation is designed to assess students' progress on the program's stated student outcomes. Advisors summarize the results and discuss the evaluation and their recommendations with their advisees. 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.

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 Graduate Bulletin. 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 Graduate Bulletin for University grading policies

Course Requirements

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

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	8303	Professional Practice: Skills and Issues
PSYC	8345	Theoretical Foundations of Individual and Family Psychotherapy
PSYC	8348	Strengths-Based Approaches to Contemporary Issues
PSYC	8351	Introduction to Systemic Approaches to Psychotherapy
PSYC	8352	Pre-practicum Psychotherapy Laboratory: Basic Interviewing Skills
PSYC	8355	Psychotherapy with Children, Adolescents, and their Families
PSYC	8356	Family Processes Across Cultures
PSYC	8357	Advanced Systemic Approaches to Counseling
PSYC	8359	Couple and Sex Therapy
PSYC	8390	Practicum: Psychotherapy I
PSYC	8391	Practicum: Psychotherapy II
PSYC	8392	Practicum: Psychotherapy III
PSYC	8393	Practicum: Psychotherapy IV

9 elective credits

Elective tracks:

- *License in Professional Counseling (LPC) track:*

These elective courses are required to obtain license as professional counselors in Texas

PSYC	6321	Psychological Measurement and Evaluation
PSYC	6358	Life Planning and Career Development
PSYC	8333	Advanced Practice Management
PSYC	6190	Strengths-based Approaches to Abnormal Behaviors

- *Psychological Services of Spanish Speaking Populations (PSSSP) Certificate track. Note: This courses could be taken as electives as well for MFT students:*

PSYC	6372	Introduction to Dialogues in Bilingual Therapy (Intermediate/Advanced Spanish Required)
PSYC	6327	Psychosocial Acompañamiento [support] at the borderlands (Taught in Spanish. Advanced Spanish Required) **OR;**
PSYC	8330	Immersion course to Mexico: Sociocultural Foundations of Counseling Latinxs (Taught even years) **OR;**
PSYC	8327	Counseling Spanish Speaking Immigrants & Refugees (Taught odd years;)

- *Other elective options:*

PSYC	8366	Cultural, Spiritual and Religious Healing (**This course is also a PSSSP elective**)
PSYC	8327	Counseling Spanish Speaking Immigrants & Refugees (Taught odd years;)
PSYC	8330	Immersion course to Mexico: Sociocultural Foundations of Counseling Latinxs (Taught even years)

Practicum Requirements

Prior to beginning practicum, MFT students must complete 18 hours including PSYC 8351 Introduction to Systemic Approaches to Counseling and PSYC 8352 Pre-practicum Psychotherapy Lab. The four semesters of practica must be completed in consecutive semesters, including the summer terms. Students' readiness to begin practicum is assessed by the final role-play exam in PSYC 8352. Students must obtain a minimum of 80 points in the assessment rubric on that exam. Students who fail

to meet this criterion will be reviewed by the core faculty to determine if the students should be dismissed from the program or given a remedial plan.

All students are expected to spend *12-20 hours* per week in practicum activities each semester they are enrolled in practicum. The specific requirements vary according to the practicum in which the student is enrolled. Students should refer to the guidelines given below or consult with their academic advisor if they have questions about practicum requirements.

PSYC 8390 Practicum I	3 CCS teams
PSYC 8391 Practicum II	3 CCS teams, off campus placement 8-16 hours per week
PSYC 8392 Practicum III	3CCS teams , off campus placement 8-16 hours per week
PSYC 8393 Practicum IV	2 CCS teams, off campus placement 8-16 hours per week (optional)

Students are responsible for tracking their CCS and off-campus practicum hours on both electronic and paper log forms. Students must turn in an up-to-date log at the end of each practicum team or scheduled times. The log form and instructions can be found in Appendix G. It is imperative that students complete the practicum log regularly and on time; failure to submit practicum logs on time will lead to a reduced grade for the practicum course.

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 unable to provide 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 Dr. Solórzano.

Practicum Evaluations. Supervisors complete practicum evaluation forms for each student and meet with students to discuss the evaluation at the midterm and end of each semester. During the evaluation meeting, each supervisor has an opportunity to discuss the progress the student has made as well as areas for growth. See Appendix E for a copy of this form. Students are responsible to have their off-campus practicum evaluations completed by their supervisors and to turn them in to Dr. Solórzano at the end of the semester. Students who fail to do so **will not** receive a practicum grade. Students receiving an unsatisfactory grade (a "C" or below) will be removed from the practicum and a remediation plan will be developed. If the situation that resulted in the unsatisfactory grade was of sufficient gravity (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. In addition, students must turn in a reflection paper at the end of the semester on their experience during their practicum teams in relation to their professional, personal, and spiritual growth. Students who do not submit the paper will receive a one-letter grade reduction of their practicum.

Students must complete the following practica requirements:

1. 300-hours of direct client contact in therapy. In other words, the student must be the therapist and work in the therapy room. Direct client contact is the amount of time spent in face-to-face contact with the clients.

2. At least 100 of client contact hours must be relational, meaning with couples and families (group therapy hours are not relational hours, unless it is group therapy with families or clients who reside in the same residence).

Comprehensive Examination

The Marriage and Family Therapy Examination administered by Association of Marriage and Family Therapy Regulatory Boards (AMFTRB) serves as the comprehensive exam for students in the MFT program. Students who plan to graduate in August should apply to take that exam through the Texas State Board of Examiners of Marriage and Family Therapists (TSBEMFT) toward the end of the Fall semester of their last year to take the exam early in the Spring semester before they intend to graduate. Please refer to the Texas Behavioral Health Executive Council for application procedures and fees. Students must submit verification of their score on the AMFTRB exam to the program director to fulfill this requirement prior to the scheduled comprehensive exam at the end of the same Spring semester.

Students who fail the AMFTRB exam will be required to take and pass the MFT program comprehensive exam that will be offered in the Summer semester of each year. For students who fail the program comprehensive exam twice, the faculty may require that they re-take courses from the program's curriculum that address the areas that require improvement. Students will be required to complete the course(s) with no lower than a B grade before being approved to reschedule the comprehensive exam. Alternatively, students who fail the MFT comprehensive exam can retake the AMFTRB exam until they can provide verification of a passing score; they will follow the TBHE policies for exam retakes, which are found on their website.

The procedures for this exam are:

1. Six (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 given flash drives with the exam questions and should save their exam, identified only by their student ID number, on the flash drive to submit for grading.
2. 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. Students must pass all questions in order to complete the comprehensive requirements. The results of the examination will be shared with the students within two weeks of the examination date.
3. Students who fail less than half of the exam questions will need to retake those questions; students who fail half or more than half of the questions will need to retake the entire exam.

Computer Literacy

All OLLU students must demonstrate computer literacy. In the MS program, this requirement must be satisfied either by taking the traditional written comprehensive examination using the computers available in the university computer labs while accurately formatting the document according to instructions provided; or by successful completion of a course using Internet applications such as Blackboard. Students taking traditional comprehensive exams are expected to be able to utilize this specific computer hardware and software on the designated computers regardless of the computer hardware and software the student normally uses. Course requirements may require students to access or submit information via Internet applications.
Students are required to have and use an OLLU email address. The OLLU email address is the only official way in which the most important university communication is conducted. Students are responsible for checking their OLLU email frequently, and making sure it remains in working order (e.g., by making

sure it does not become too full to accept new emails and changing passwords as required).

DEGREE COMPLETION

Commencement

Students who have fulfilled all requirements for the MS in Psychology will apply for graduation and may participate in the commencement exercises. No later than one term before the date on which a degree is to be conferred, a degree candidate must file with the Registrar an application for a master's degree. ***Students who fail to apply for graduation by the deadline set by the Registrar's Office will not be allowed to graduate that term.*** Information regarding the deadline for application for graduation may be found on the OLLU Registrar's webpage. OLLU confers degrees each semester but commencement ceremonies are held only in May 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 professions of Marriage and Family Therapy and 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 AAMFT and APA) and the Texas State Boards governing the practice of marriage and family therapists and psychologists. Students are also expected to adhere to the code of conduct described in the OLLU *Student Handbook*. Students are expected to become familiar with these ethics codes and codes of conduct, to consult them whenever questions may arise about their conduct, and to seek faculty clarification of any part of the documents that they do not understand.

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. Events which can trigger this full review include, but are not limited to, the following:

1. A grade of D in any class (a grade of F results in Enforced Scholastic Withdrawal)

2. A second grade of C

3. An unsatisfactory practicum evaluation by either the site supervisor or faculty supervisor (this may include an evaluation with any items marked as "Unacceptable" or several items marked "Needs Improvement" at the discretion of the faculty).

4. Being asked to leave an internship site due to unsatisfactory performance in any aspect of the internship

5. Persistent reports from pod members of chronic concerns with teamwork, interpersonal relationships in pods, or pod performance (such as substandard academic work or poor pod attendance)

6. Unprofessional conduct. This may include any situation or event which may constitute a violation of the codes of ethics, or prevent a student from receiving a professional license upon graduation.

This review will be conducted by the Department Chair, Program Director, 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. Recommendations may include any or all of the following: departmental probation, remediation of a course or other academic requirement, withdrawal form practicum, 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 extensive remedial actions. In circumstances where professional or interpersonal conduct is a concern, the faculty may require 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 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 STUDENT WITH DISABILITIES

Students who have qualified disabilities covered through the Americans with Disabilities Act Amended or Section 504 of the Rehabilitation Act and who desire assistance should contact the Office of Services for Students with Disabilities at (210) 431-4010, email ada@ollusa.edu, or visit the office located in the Academic Center for Excellence Room 125.

POLICY ON ACADEMIC DISHONESTY AND PLAGIARISM

Academic Dishonesty refers to student conduct in academic assignments or situations which violates the norms of the academic community of students and scholars. In practice, it usually refers to academic cheating or plagiarism. Our Lady of the Lake University distinguishes between Academic Dishonesty, which is handled through the Academic Affairs Division, and other violations of the Student Code of Conduct, which are dealt with by the Office of Student Life. Penalties for academic dishonesty may include expulsion or suspension from the University, failure or grade reduction in the affected course or assignment, or a lesser penalty as appropriate.

POLICY ON STUDENT IMPAIRMENT

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

Accountability to the public and the maintenance of professional standards are responsibilities of all mental health practitioners. When practitioners 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 marriage and family therapists and psychologists and the professional ethics codes of AAMFT and APA address this issue by prohibiting professionals from delivering psychological services when their objectivity or effectiveness is impaired. As licensed professionals, faculty members are required by all of these bodies to intervene to protect the public and profession.

Students in the MFT 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 others.

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 of Impairment

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 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 student of concern should be encouraged to discuss these concerns with their advisor or the Program Director.

If the student of concern is 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.

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.

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 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 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.

Positive learning environment

Our Lady of the Lake places a high commitment to the core values of community, integrity, trust, and service, and it is our policy to provide an educational experience free of sexual harassment, misconduct, violence or discrimination. Faculty members are considered "responsible employees" who must report all incidents of sexual misconduct with full detail within 72 hours of learning of the event. If you believe you are the victim of sexual harassment, misconduct, violence or discrimination, and you are a student, please visit the Title IX website to contact a Deputy Coordinator: www.ollusa.edu/titleix.

GRIEVANCE/COMPLAINTS PROCEDURES

Student Complaints/Concerns

The program documents all formal and informal complaints. These are in turn shared with other university administrators as appropriate and with COAMFTE in various accreditation reviews.

Informal Complaints

Informal complaints are either: (a) any complaint that is made to either the program director or clinical director about the program, a course, a faculty member, or serious concerns about another student; or (b) any time the student indicates/wishes their complaint be handled as an informal complaint.

Students who have concerns or complaints about the program, a course, a faculty member, or another student should first try to resolve the concern directly with the person(s) involved. This initial step may or may not be documented as an informal complaint as described above. 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 (PGSA) Council of Representatives to relay the concern to the person(s) involved, (b) ask a member of the Council of Representatives 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) Clinical Director and/or program director, (c) Psychology Graduate Programs Chair (d) Dean of the School of Professional Studies and (f) Assistant Vice President of Academic Affairs. Concerns or complaints that are brought to administrators will be documented as either informal or formal complaints as described above.

Concerns/complaints may be relayed anonymously; however, this will place limits on the formal actions that may be taken by administrators. Documentation may not be kept on all complaints except as described above.

Formal Complaints

Academic Grievance

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

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).

Step 1--Informal Resolution

First, the student must talk with the faculty member about his/her complaint within 30 working days of the end of the term. The faculty member is required by University policy to confer with a student who requests redress within 10 working 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, the student may proceed to Step 2.

Step 2--Academic Grievance

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 working days* of the meeting in Step

1. The grievance must include all of the following:

A. How the decision or action is unfair and harmful to the grievant.
B. A list of the University policies or state or federal laws that have been violated, if known.
C. The name the respondent parties (the person(s) against whom the grievance was filed).
D. A statement as to how the respondents are responsible for the action or decision.
E. Evidence in support of the complaint.
F. 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/hir 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/hir 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 working days of the dean's receiving the mediation request.

Step 4–Letter of 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 Vice President of Academic Affairs (VPAA) requesting a review of the matter by the VPAA 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 VPAA or delegate will review the materials within 15 working 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 VPAA'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.

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

For cases believed to constitute harassment, students should follow the procedure specified in the Student Handbook.

APPEALS POLICIES

Appealing a Course Grade

As stated in the OLLU Student Handbook in the section, Protection Against Improper Academic Evaluation, 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 cannot be resolved with the instructor, the student should follow the procedures outlined in the Student Handbook. The complete procedure on how to file a Student Academic Grievance is available in the Student's Handbook or on the Registrar's site in the OLLU Portal (https://myollu.ollusa.edu).

Appealing Departmental 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 regarding Protection against Improper Academic Evaluation in the OLLU *Student Handbook*. *https://www.ollusa.edu/cps/programs/marriage-and-family-therapy-mft/index.html*

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, PSSSP, or in the psychology department as needed. Occasionally GA positions in other areas of the university are open to MS students. Announcements of graduate or research assistant 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 (PGSA) 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. The faculty advisor for PGSA is Dr. Bernadette Solórzano.

RAINBOW COALITION GRADUATE STUDENT ASSOCIATION

Rainbow Coalition is a league of Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, Asexual (LGBTQIA), and Straight student members of the psychology department. The coalition promotes a welcoming and affirming climate for sexual-minority and heterosexual students to align their interests in LGBTQIA psychological research, education, and advocacy. Rainbow Coalition provides a forum for professional and academic goals related to the LGBTQIA community, which includes: 1) supporting LGBTQIA students within our department, 2) increasing awareness of LGBTQIA concerns in our curriculum, and 3) creating more opportunities to work with LGBTQIA populations. The organization also works to promote the formation of ethically competent therapists by working with faculty to ensure the integration of LGBTQIA issues in the curriculum, original research, and practice. If you would like to get involved, please email Dr. Bernadette Solórzano at bsolorzano@ollusa.edu, Dr. Carlos Ramos at caramos@ollusa.edu, or student Alexis Loro (Lex) at aaloro18fl@ollusa.edu.

APPENDIX A: MFT COURSE SEQUENCE & MFT/PSSSP SEQUENCE

Full-time (9-12 credits per term)			Half-time (6-9 credits per term)		
Year 1 Fall					
PSYC	6321	Elective *Psychological Measurement & Evaluation (LPC track)	PSYC	6380	Research Design and Procedures
PSYC	6380	Research Design and Procedures	PSYC	8351	Introduction to Systemic Approaches to Psychotherapy
PSYC	8351	Introduction to Systemic Approaches to Psychotherapy	PSYC	7351	Life Span Developmental Psychology
PSYC	7351	Life Span Developmental Psychology			
Year 1 Spring					
PSYC	8303	Professional Practice Skills & Issues	PSYC	8303	Professional Practice Skills & Issues
PSYC	8352	Pre-Practicum Psychotherapy Lab: Basic Interviewing Skills	PSYC	7333	Psychopathology: Etiology, Diagnosis, & Treatment Planning
			PSYC	6190	**Only for LPC Track: Online Lab Component** (1 credit) Strengths-based Approaches to Abnormal Behavior
PSYC	7333	Psychopathology: Etiology, Diagnosis, & Treatment Planning	PSYC	8356	Family Processes Across Cultures
PSYC	6190	**Only for LPC Track: Online Lab Component** (1 credit) Strengths-based Approaches to Abnormal Behavior			
PSYC	8356	Family Processes Across Cultures			
Year 1 Summer					
PSYC	8348	Strengths-Based Approaches to Contemporary Issues	PSYC	6358	Elective *Life Planning and Career Development (LPC track) or other electives (see below)
PSYC	8301	Group and Family Processes	PSYC	8301	Group and Family Processes
PSYC	8390	Practicum I			
Year 2 Fall					
PSYC	8345	Theoretical Foundations of Individual and Family Psychotherapy-	PSYC	6321	Elective* Psychological Measurement & Evaluation (LPC track)
PSYC	8355	Psychotherapy with Children, Adolescents, and Their Families	PSYC	8355	Psychotherapy with Children, Adolescents, and Their Families
PSYC	8391	Practicum II			
Year 2 Spring					
PSYC	8359	Couples and Sex Therapy	PSYC	8359	Couples and Sex Therapy
PSYC	8357	Advanced Systemic Approaches to Psychotherapy	PSYC	8352	Pre-Practicum Psychotherapy Lab: Basic Interviewing Skills
PSYC	8392	Practicum III			
Year 2 Summer					
PSYC	6358	Elective *Life Planning and Career Development (LPC track) or other electives (see below)	PSYC	8348	Strenghts-Based Approaches to Contemporary Issues
PSYC	8333	Elective* Advanced Practice Management (LPC track) or other electives (see below)	PSYC	8390	Practicum I
PSYC	8393	Practicum IV			
Year 3 Fall					
			PSYC	8345	Theoretical Foundations of Individual and Family Psychotherapy-
			PSYC	8391	Practicum II
Year 3 Spring					
			PSYC	8357	Advanced Systemic Approaches to Psychotherapy
			PSYC	8392	Practicum III
Year 3 Summer					

	PSYC	8333	Elective* Advanced Practice Management (LPC track) or other electives (see below)
	PSYC	8393	Practicum IV

Possible Elective Tracks: Elective Track for LPC

PSYC *PSYC*	*6321* *6190*	*Psychological Measurement & Evaluation* *Strengths-based Approaches to Abnormal Behavior*
PSYC	*6358*	*Life Planning and Career Development (LPC)*
PSYC *PSYC*	*8333* *6190*	*Advanced Practice Management (LPC)* Strengths-based Approaches to Abnormal Behavior (LPC)

Other Elective Options

PSYC	*6372 (Fall)*	*Introduction to Dialogues in Bilingual Therapy*
PSYC	*8330 (Summer)*	*Sociocultural Foundations of Counseling Latinxs (Taught even years)*
PSYC	*8327 (Summer)*	Counseling Spanish Speaking Immigrants & Refugees(Taught odd years)
PSYC	*6327 (Fall)*	*Psychosocial Acompañamiento [support] at the borderlands (Taught in Spanish. Advanced Spanish Required))*
PSYC	*8366 (Summer)*	*Cultural, Spiritual and Religious Healing*

		MFT/PSSSP Full--time (9 ---12 credits per term)			MFT/PSSSP Half--time (6---9 credits per term)
Year 1 Fall					
PSYC	6321	Psychological Measurement & Evaluation **(LPC track) (elective)**	PSYC	6380	Research Design and Procedures
PSYC	6380	Research Design and Procedures	PSYC	8351	Introduction to Systemic Approaches to Psychotherapy
PSYC	8351	Introduction to Systemic Approaches to Psychotherapy	PSYC	6372	**Introduction to Dialogues in Bilingual Therapy (Required PSSSP elective)**
PSYC	6372	Required* **Introduction to Dialogues in Bilingual Therapy (Required PSSSP elective)**			
Year 1 Spring					
PSYC	7333	Psychopathology: Etiology, Diagnosis, & Treatment Planning	PSYC	7333	Psychopathology: Etiology, Diagnosis, & Treatment Planning
PSYC	6190	**Only for LPC Track: Online Lab Component** (1 credit) Strengths-based Approaches to Abnormal Behavior			**Only for LPC Track: Online Lab Component** (1 credit) Strengths-based Approaches to Abnormal Behavior
PSYC	8303	Professional Practice Skills & Issues	PSYC	8303	Professional Practice Skills & Issues
PSYC	8352	Pre--Practicum Psychotherapy Lab: Basic Interviewing Skills	PSYC	8356	Family Processes Across Cultures
PSYC	8356	Family Processes Across Cultures			
Year 1 Summer					
PSYC	8301	Group and Family Processes	PSYC	8301	Group and Family Processes
PSYC	**8327**	Optional* **PSSSP Elective-- Counseling Spanish Speaking Immigrants & Refugees (Taught in English odd years) Only one PSSSP elective is required in addition to PSYC 6372**	**PSYC**	**8327**	Optional* **PSSSP Elective --Counseling Spanish Speaking Immigrants & Refugees (Taught in English odd years) Only one PSSSP elective is required in addition to PSYC 6372**
PSYC	8348	Strengths--Based Approaches to Contemporary Issues			
PSYC	8390	Practicum I			
Year 2 Fall					
PSYC	8345	Theoretical Foundations of Individual and Family Psychotherapy--	PSYC	6321	Psychological Measurement & Evaluation **(LPC track)**
PSYC	8355	Psychotherapy with Children, Adolescents, and Their Families	PSYC	8355	Psychotherapy with Children, Adolescents, and Their Families
PSYC	7351	Life Span Developmental Psychology	**PSYC** **PSYC**	7351	Life Span Developmental Psychology
PSYC	8391	Practicum II			
Year 2 Spring					
PSYC	8357	Advanced Systemic Approaches to Psychotherapy	PSYC	8352	Pre--Practicum Psychotherapy Lab: Basic Interviewing Skills
PSYC	8359	Couples and Sex Therapy	PSYC	8359	Couples and Sex Therapy
PSYC	8392	Practicum III			
Year 2 Summer					
PSYC	6358	Optional* Life Planning and Career Development **(LPC track**)	PSYC	8348	Strengths--Based Approaches to Contemporary Issues
PSYC	8333	Optional* Advanced Practice Management **(LPC track)**	PSYC	8390	Practicum I
PSYC	8393	Practicum IV			
PSYC	**8366**	Optional* Cultural, Spiritual, and Religious Healing **(PSSSP elective) Only one PSSSP elective is required in addition to PSYC 6372. Taught even years only.**		8366	Optional* Cultural, Spiritual, and Religious Healing **(PSSSP elective) Only one PSSSP elective is required in addition to PSYC 6372. Taught even years only.**

	8330	**Or** **PSSSP Elective -- Sociocultural Foundations of Counseling Latinxs (Immersion course. Taught even years.) Only one PSSSP elective is required**			
Elective Track— LPC			**Year 3 Fall**		
PSYC	*6358*	*Life Planning and Career Development (LPC)*	PSYC	8345	Theoretical Foundations of Individual and Family Psychotherapy
PSYC	*8333*	*Advanced Practice Management (LPC)*	PSYC	8391	Practicum II
PSYC	*6321*	*Psychological Measurement & Evaluation (LPC)*	**Year 3 Spring**		
PSSSP Electives			PSYC	8357	Advanced Systemic Approaches to Psychotherapy
PSYC	*8366*	**Cultural, Spiritual and Religious Healing**			
P SYC	8327	**Counseling Spanish Speaking Immigrants & Refugees**	PSYC	8392	Practicum III
			Year 3 Summer		
PSYC	8330	**Sociocultural Foundations of Counseling Latinxs**	PSYC	8333	Optional* Advanced Practice Management **(LPC track)**
PSYC	6372	**Introduction to Dialogues in Bilingual Therapy**			
			PSYC	6358	Optional* Life Planning and Career Development (**LPC track)**
			PSYC	8393	Practicum IV

APPENDIX C: 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 D: PSYCHOLOGY GRADUATE STUDENT ASSOCIATION 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: OLLU PSYCHOTHERAPY PRACTICUM EVALUATION

Student:	Practicum Course	Semester/Year: Fall
Supervisor:	Agency: CCS	

Please rate supervisee on the following competencies using the following scale:
3. Outstanding: Exceeds expectations for level of training
2. Meets expectations for level of training
1. Needs improvement (does **not** meet expectation for level of training)
0. Unacceptable (F grade for practicum, consider dismissal from program)

	1. Develops a strong therapeutic alliance with clients--Engages each person present in the interview; demonstrates respect for clients and interest in understanding clients' experiences; develops goals collaboratively **Examples/Comments**
	2. Clearly explains practice setting rules and obtains informed consent **Examples/Comments**
	3. Articulates theoretical framework for treatment plan and interventions during supervision and/or team discussions **Examples/Comments**
	4. Attends to and incorporates larger systems issues (family, referral source, school, CPS, etc.) **Examples/Comments**
	5. Conveys a sense of hope and optimism to clients. **Examples/Comments**
	6. Elicits and utilizes clients' strengths and resources. **Examples/Comments**
	7. Manage session interactions with individuals, couples, and families **Examples/Comments**
	8. Generates strengths-based relational questions and reflexive comments in therapy room and during team discussions **Examples/Comments**
	9. Manages progression of therapy towards treatment goals **Examples/Comments**
	10. Uses ORS or other method to monitor progress towards goals and identify when treatment needs to be modified **Examples/Comments**
	11. Monitors personal reactions to clients and treatment process, especially when own cultural values intersect with therapeutic work **Examples/Comments**

	12. Incorporates clients' culture and values into treatment plan **Examples/Comments**
	13. Recognizes situations in which ethics, laws and professional liability, and standards of practice apply **Examples/Comments**
	14. Addresses ethical dilemmas and develops plans to resolve them **Examples/Comments**
	15. Maintains client records with timely and accurate notes **Examples/Comments**
	16. Effectively deals with crisis situations **Examples/Comments**
	17. Works collaboratively with supervisor(s) and colleagues **Examples/Comments**
	18. Acknowledges and implements feedback from supervisors and colleagues **Examples/Comments**
	19. Consistently contributes helpful ideas to team discussion and/or case staffing **Examples/Comments**
	20. Demonstrates professionalism - conduct, dress, etc. **Examples/Comments**
	21. Attendance & Punctuality Absences: Tardies:
	FOR SPANISH TEAMS **22. Demonstrates linguistic competence when working with Spanish speaking clients** **Examples/Comments**
Student shows strengths in these areas	
Suggested tasks for the future	
Grade: A (all scores of 2 or 3) B (no more than 3 scores of 1, no 0) C (4 or more scores of 1, no 0), F (any score of 0)	
Supervisor Signature:	Date:

APPENDIX F: STUDENT EVALUATION OF 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 feedback on student performance on incorporating clients' culture and values into the therapeutic process

a. Provides corrective feedback/clarifies..... 1 2 3 4 5
b. Defines/describes concepts/terms related to cultural competence..... 1 2 3 4 5
c. Provides for application..... 1 2 3 4 5

2. Provides feedback on student performance on the ability to recognize situations in which ethics and standards of practice apply

a. Provides corrective feedback/clarifies..... 1 2 3 4 5
b. Defines/describes concepts/terms related to ethical competence..... 1 2 3 4 5
c. Provides for application..... 1 2 3 4 5

3. Provides feedback on student performance on articulating their relational strengths-based theoretical framework of practice

a. Provides corrective feedback/clarifies..... 1 2 3 4 5
b.. Defines/describes concepts/terms 1 2 3 4 5
c. Provides for application..... 1 2 3 4 5

4. 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

5. Provides opportunities for students to reflect upon their personal and professional growth

a. Solicits student discussions 1 2 3 4 5
b. Extends reflections/contributions..... 1 2 3 4 5

6. Provides opportunities for students to reflect upon their spiritual growth and the inclusion of clients' belief systems in therapy

a. Solicits student discussions 1 2 3 4 5
b. Extends reflections/contributions..... 1 2 3 4 5

7. Organizes materials and students:

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

8. 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

9. 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

10. Maintains supportive environment:

a. Gives criticism in a supportive & constructive E	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:

MFT Practicum Log

APPENDIX G: PRACTICUM LOG INSTRUCTIONS

Students must track their practicum hours using the MS in Psychology (MFT) Practicum Logs available through the Lake Online Practicum site. Printed copies of the log sheets are also available at the CCS. You need your supervisors to initial to verify your hours both in the clinic and at your offsite. You must turn in your logs by the end of the semester. Failing to do so will result in one letter reduction of your practicum grade. Retain copies of your practicum logs for your records (you should keep your practicum logs until you retire from the profession!!).

Hours should be calculated as follows: one (1) hour will be 1.0 (Note: One hour of therapy should not be less than 50 minutes); forty-five (45) minutes is .75; thirty (30) minutes will be .5; and fifteen (15) minutes equals .25. You can round up or down for this as needed. Use a separate line for each client and for video review or discussion supervision. Enter the date of the activity. Be sure to total each of the columns and carry the totals forward to the next page so we you can accurately track your hours to know where you are in terms of the number of hours you need. An audit of your hours will be done when you turn each of your pages in to make sure your numbers are accurate.

CCS Practicum log

Site: Enter the name of the site in the first column

Direct hours: A total of 300 hours is required

- **Individual:** Enter the length of time you worked with an individual client as a therapist in training
- **Relational:** Enter the length of time you worked with a couple and/or family as a therapist in training *(100 hours of the total 300 must be relational)*
- **Alternative/Observation hours**: Enter the length of time you participated as a team member in a live session behind the mirror (A minimum of 50 required).

NOTE: *Group therapy hours are recorded according to the length of the session (and not to the number of members in the group). One group therapy hour with a group of single individuals counts as one individual hour; one group therapy with groups of couples and or families counts as one relational hour.*

Supervision

- **Approved:** Supervision is approved if your supervisor is an AAMFT Approved Supervisor or an LMFT-S (see supervisor list in this manual). *(100 hours of Approved supervision are required)*
- **Individual supervision:** Hours may be accrued when your supervisor meets with no more than two students for supervision.
- **Group supervision:** Hours may be accrued when your supervisor meets with 3-6 students for supervision.
- **Live supervision:** Hours may be accrued when your supervisor observed (or listened to) the therapy session either live or through a recording.
- **Discussion:** Discussion of therapy sessions with supervisor.

NOTE: On CCS teams, you will receive supervision and therapy/team member hours for each client session unless the supervisor is the co-therapist or the team is double-booked. For example, if you are the therapist and see an individual client for 1 hour with your supervisor behind the mirror, on the line for that client you will enter 1.0 for Individual Direct Hour and 1.0 for Individual (Approved or Non-Approved) Supervision.

Clock Hours

This column is used to correct for the double counting of hours in the Therapy and Supervision columns. Use the total for this column when you are required to report your total practicum hours for employment or licensure.

Supervisor Initials

Ask your supervisor to initial your paper copy of the log sheet.

Client ID

Enter the CCS client ID number (usually the last 4 digits of the client's birthdate).

MFT Practicum Log

OUR LADY OF THE LAKE UNIVERSITY

MS in Psychology (MFT) Practicum log

Student name:

Site	Date	**Direct hours (1)**		**Alternative hours (2)**		Supervision **(3)**				Clock hours	Suprv initials	Client ID
						AAMFT Approved		**Non-Approved**				
		Indiv	Relational couples, family	Indiv	Relational, couples, family	Individual (4) (6) (7)	Group (5)	Individual (4) (6) (7)	Group (5)			
Total this page												
Total pervious pages												
Grand total												

(1) Face to face therapy sessions with an individual (individual) or couples or families (relational). One hour is no less than 50 minutes. One group therapy hour counts as one individual hour, one group therapy hour with couples or families counts as one relational hour. A total of 300 direct client contact hours is required (200 must be individual and 100 relational [couples and families]. Please keep track of alternative hours for LPC requirements.

(2) Team member in a live session behind the mirror (or virtual) observing either an individual or relational hour.

(3) 100 hours of supervision provided by an Approved Supervisor are required.

(4) Supervision individually with no more than two supervisees.

(5) Supervision in a group with 3 to 6 supervisees.

(6) Supervisor observed (or listened to) the therapy session either live or through a recording

(7) Discussion of therapy sessions with supervisor.