



MS in Psychology, Concentration in Marriage & Family Therapy Handbook

2022-2023

Revised November, 2022

TABLE OF CONTENTS

Our Lady of the Lake University	4
History.....	4
Non Discrimination Policy	4
Houston ms MFT program.....	6
Houston Campus Director	6
Program Directors	6
Overview of the MS in Psychology Program	6
Practitioner Focus.....	6
Advising and registration.....	8
Course Registration	8
Practicum.....	9
Academic Policies	10
Course Load and Continuous Enrollment.....	10
Attendance Policy.....	10
Time Limitations	11
Leave of Absence.....	11
Petition for Exception to Program Policies.....	11
Petition for Exemption from University Policies	11
Degree Requirements.....	11
Satisfactory Academic progress	11
Grading Policies	12
Course Requirements	12
Practicum Requirements	13
Comprehensive Examination.....	17
Degree Completion.....	18
Commencement	18
Compliance with University and Professional Regulations and Standards.....	19
Rationale.....	19
Consequences of Unsatisfactory Performance or Conduct of Students.....	19
Grievance/COMPLAINT Procedures	21
Student Complaints/Concerns.....	21
Graduate Assistantships	22
student association for marriage & family therapy	22
Program Sufficiency Standard	26
Appendix A: MFT Course Sequence	29
APPENDIX B: PETITION FOR EXCEPTION.....	30
APPENDIX C: EVALUATION OF PRACTICUM STUDENTS	31
Off Campus Practicum Student Evaluation	33
APPENDIX D: EVALUATION OF PRACTICA SUPERVISORS	34
APPENDIX E POD GUIDELINES AND POD PEER EVALUATION.....	39
Appendix F: Brief Core MFT Faculty and faculty supervisor Biographic Summaries	44
APPENDIX G. 2018-2019 DIVERSITY COMPOSITION	45
APPENDIX H. PARTIAL LIST OF TECHNOLOGY RESOURCES FOR STUDENTS and faculty.....	46
APPENDIX I. ADMISSIONS POLICIES AND PROCEDURES	47
APPENDIX J. CAPSTONE PRESENTATION RUBRIC.....	51

The *MS in Psychology Handbook* is not meant to supersede any of the policies and codes of conduct in the University's *Student Handbook*, or the American Association for Marriage & Family Therapy (http://www.aamft.org/imis15/Content/Legal_Ethics/Code_of_Ethics.aspx) or State laws as defined in The State of Texas (<http://www.statutes.legis.state.tx.us/Docs/SDocs/HEALTHANDSAFETYCODE.pdf>, Health and Safety Code, Title 7). Students are expected to adhere to the APA and AAMFT Codes 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. Each edition of the handbook supersedes previous versions. 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 practicums 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 AAMFT and respects the rights of our students. The faculty reserves the right to request a student to engage in a psychotherapeutic relationship with an appropriate therapist 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 or other jurisdictions. 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 *Ethics Code* of the AAMFT and state and federal law governing Mental Health Service.

Student Name _____

Student Signature _____ Date _____

Faculty 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. 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.

Non Discrimination Policy

OLLU's non discrimination policy may be found [here](https://www.ollusa.edu/consumer-information/policies/nondiscrimination.html):

<https://www.ollusa.edu/consumer-information/policies/nondiscrimination.html>

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 on the basis of 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 with either permanently or temporarily disabling conditions.

HOUSTON MS MFT PROGRAM

Houston Campus Director

Jamina Scippio-McFadden

Program Directors

Stephanie Gabel-Zepeda, PhD, LMFT-S, Assistant Professor, Program Director

Adriana Gil-Wilkerson, PhD, LMFT-S, Assistant Professor, Clinic Director

Candace Runaas, MS, LMFT-S, Clinical Assistant Professor, Clinic Coordinator

OVERVIEW OF THE MS IN PSYCHOLOGY PROGRAM

The Master of Science in Psychology (MS) degree program at Our Lady of the Lake University emphasizes strengths-based, systemic approaches to mental health services. At the Houston campus, students in the MS in Psychology program specialize in Marriage & Family Therapy. Graduates from this program are proficient in providing systemic therapeutic services to individuals, couples, families, and groups. In coursework and practicum, students learn to work with clients from a wide variety of ethnic, economic, educational, and religious backgrounds. The program is designed to meet the academic requirements for the licensure as a Marriage & Family Therapy (LMFT) in Texas.

Practitioner Focus

Faculty members of the MS program focus on designing classroom experiences that are relevant to the practice of Marriage & Family Therapy. 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 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 Association of Marriage and Family Therapy (AAMFT), and their state and local affiliates. Applications are available online at www.aamft.org.

The **MFT** concentration emphasizes developing competent psychotherapists. Students in this concentration begin their practicum training after completing 18 semester hours of specified courses. Students generally begin practicum in the fall of their second year. This experience begins with clinical teams. The team approach provides a supportive environment. Up to eight students and a faculty supervisor meet weekly as a team to deliver marriage & family therapy services. After the first year of practicum (2nd year of the program), and with the approval of their supervisors, students may complete a portion of their required practicum hours at approved off-campus sites (sometimes called internships). 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]. At least 100 of their clinical hours must be *relational hours* (working with families or couples).

Students in the MFT program are taught a variety of theories and professional skills. However, the program emphasizes a particular set of therapy models. These models are described in various ways, such as: Strengths-based, Postmodern, and Social Constructionist. While there are variations among these collaborative 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
- Client Directed Outcome Informed Therapy
- Collaborative Therapy

These theoretical models are taught in our Systemic Approaches to Counseling 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 therapy (e.g., Cognitive-Behavioral, Structural Family Therapy) and are taught necessary diagnostic skills to allow them to function as independent therapists.

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. OLLU Graduates have been successful getting licensed in several other jurisdictions with no significant difficulty (cross-state licensure requirements are located on our [webpage](#)). 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. If applicable, please seek out faculty early in the program for assistance in designing an appropriate degree plan if possible.

Mission

The Mission of the University:

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.

The Mission of the Program:

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 Goals and Student Learning Outcomes

The Program Goals and Student Learning Outcomes (SLO) of the MFT Program are designed to serve as guidelines for what the program is designed to teach as well as our goals for what our students should be able to demonstrate by the time they graduate. In the outline below, "Targets" are what the program would like to achieve. Those identified as "Benchmarks" are standards the program sees as minimums.

Program Goal #1: Graduates are prepared to pursue the profession of Marriage & Family Therapy in Texas (addresses knowledge, practice, diversity, and ethics).

SLO 1.1: Graduates will be employed as MFT professionals

Benchmark: 70% or more of graduates will be practicing as MFT's within 1 year of graduation

Target: 75% or more of graduates will be practicing within 6 months of graduation

SLO 1.2: Students will be successful in passing the national MFT exam

Benchmark: 70% or more of students taking the exam will pass the exam

Target: 75% or more of students who take the exam will pass the exam

Program Goal #2: Students effectively practice family therapy inter-culturally (addresses diversity, ethics, and practice)

SLO 2.1: Students will demonstrate knowledge relevant to working with diverse populations

Benchmark: 70% of students receive a score of 80/100 or better on Cultural Proficiency Assignment (part of the Capstone project)

Target: 90% of students receive a score of 80/100 or better on Cultural Proficiency Assignment (part of Capstone project)

SLO 2.2 Students will demonstrate the 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 (addresses ethics and practice).

SLO 3.1: Students will demonstrate knowledge of AAMFT ethics

Benchmark: 70% of students receive a score of 80% or higher on MFT Ethics Exam.

Target: 90% of students receive a score of 80% or higher on MFT Ethics Exam..

SLO 3.2: Students will demonstrate practice consistent with AAMFT ethics

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 #4: Students demonstrate competency in practice in systemic, strengths-based approaches to family therapy informed by research (addresses: knowledge, research)

SLO 4.1: Students will demonstrate knowledge of systemic, strengths based theory

Benchmark: 70% of students receive average scores of 80% or higher on Theoretical Proficiency Section of Capstone.

Target: 90% of students receive average scores of 80% or higher on Theoretical Proficiency Section of Capstone..

SLO 4.2: Students will demonstrate knowledge of MFT research methods

Benchmark: 70% of students receive a score of 80% or higher on Research Project in PSYC 6380

Target: 90% of students receive a score of 80% or higher on Research Project in PSYC 6380

SLO 4.3: Students will demonstrate basic skills at delivery of systemic, strength-based approaches

Benchmark/Target: 100% of students pass final exam role play in PSYC 8352

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

ADVISING AND REGISTRATION

Students are assigned faculty advisors upon admission to the program.

Degree Plans

Because the Houston program is a cohort model program, degree plans generally correspond to the sequence of courses outlined in the course grid in effect at the time the student was admitted. While we make every attempt to assist students who do not follow this sequence to graduate on time, those students who depart from the cohort’s degree plan cannot be assured of timely graduation.

Course Registration

Students are registered by university staff for the first semester. In subsequent semesters students may register online through the [OLLU Registrar’s Office](#), or in-person at the Houston office. As long as students are following the degree plan they developed with their advisors, advisor approval is not normally needed for registration. The registration dates and instructions are distributed each semester with the Schedule of Classes.

Learning Pods

Students will be in a learning pod throughout the program. Learning pods are study groups that meet together between class meetings for each class (except practicum and some electives). In a typical semester, pods are required to meet a total of 18 hours for each course (i.e., 36 hours in semesters with two non-practicum courses). Each pod will have from 4 to 8 regular members (temporary increases and decreases for specific classes are permitted). Any permanent pod membership changes must be approved by the program director and will only be made at semester breaks. Temporary changes in pod membership affecting only one class (e.g., inclusion of non-degree seeking students or MS students who are out-of-sequence) must be approved by course faculty and/or the program director. Each pod decides where and when they will meet as well as how to schedule the group's time. Virtual (online) pod meetings utilizing real-time audio and video systems are permitted as long as all students in the pod agree. Particularly in online meetings, students must be mindful of ethical constraints on discussion, especially where it concerns confidential information. Students are encouraged to conduct pod peer evaluations each semester. Faculty may require these and may include results of this evaluation in grading pod assignments.

Learning pods have a threefold purpose:

1. Academic: Courses offered in the traditional university have approximately 45 class contact hours. The Houston MS program has fewer contact hours. Having the additional hours of the pods allows students to practice clinical experience, work on group projects, and discuss readings in more depth. Attendance at pod meetings is considered mandatory.

2. Community : Pods provide a connection in a less formal setting with fellow students. We provide the pod experience to facilitate a sense of community among students in the program.
3. Experiential: Students experience the dynamics of the group process by negotiating tasks and logistics with the diverse members of their pod. They learn about boundaries, beginnings and endings as people enter and leave the pods over Semesters, working towards common goals, and resolving conflicts. The pods serve as a laboratory and preparation for the future of professional relationships.

Student Retention

The university and the program seek to assist any student in reaching graduation if possible. Students who are considering leaving the program and/or leaving the university are asked to bring their concerns to program faculty, advisors, and directors. The university has an office for Advising, Retention, & Transfer services in the Student Success Center:

<http://www.ollusa.edu/s/1190/hybrid/18/default-hybrid-ollu.aspx?sid=1190&gid=1&pgid=7765>

Faculty or staff may initiate Retention Alerts using the Web Advisor or Colleague applications anytime for reasons that include but are not limited to:

- Student is underperforming in academic courses
- Student is displaying negative attendance trends
- Student is on academic or departmental probation
- Student complains of, and/or is displaying unusual levels of distress

The retention office staff will contact students and their advisors and attempt to make sure students are accessing any university and/or community services that may assist the student in successfully completing the program.

Practicum

The purpose of practicum is to provide clinical experience with individuals, couples, and families, clinical team practice, ongoing group and live supervision and experiences in the contextual and relational aspects of therapy, including larger systems, referral processes and sources, ethical issues and legal issues. These clinical goals will be accomplished through a pre practicum course, a two-year supervised clinical team practicum placement and a one year placement at a community practicum (internship) site.

- The clinical team practicum provides an intensive clinical experience including live and/or video supervision, reflecting processes, and clinical discussions.
- The community site practicum (internship) placement provides students with a professional experience as a therapist in an organization - what it is like to be a therapist on a daily basis. This includes a variety of clinical experiences and supervision. It also includes participation in other activities at the organization such as staff meetings, consultations, trainings, and record keeping. Students will have experience with various client populations, presenting problems, and treatment modalities at the site as well as the opportunity to collaborate and develop relationships with other professionals in the field.

Practicum registration occurs at the time of course pre-registration. The program elicits student preferences for assignment to practicum team. However, assignment to practicum teams is based on multiple factors, including student preference, location of internship sites for 3rd year students, schedule demands, and diversity of training experience. Students cannot be assured of being assigned to the teams they request. Therapy teams typically meet in 4 hour time blocks weekday evenings, beginning as early as 4:00 pm, and as late as 5:30 pm. Practicum teams meet on campus. All practicum teams are under the administrative auspices of the Community Counseling Service (CCS), located near the San Antonio campus. For purposes of providing students exposure to diverse training experiences and diverse styles of supervision, students are encouraged to change practicum teams at semester breaks. Students are required to be on at least two different teams for their two years in practicum (an exception to this may be granted for students on a bilingual Spanish practicum team if only one bilingual team is available).

With approval from their supervisors, third year students are usually placed on off-campus internships. [see [Practicum Requirements](#) of this Handbook].

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. Students who do not have current professional liability insurance will not be allowed to see clients. This may also affect a student's grades for practicum. Information about student malpractice insurance is available online with a professional organization (AAMFT, APA, TPA) for a minimal cost. Practicum hours accrued while a student is uninsured do not count toward degree requirements.

ACADEMIC POLICIES

Course Load and Continuous Enrollment

Students in the Houston MS program generally attend a minimum of 6 semester hours and *must maintain continuous enrollment from the time of matriculation to graduation*. Failure to remain continuous enrollment will normally result in dismissal from the program. Students who have completed all course requirements but not other degree requirements (e.g., comprehensive exam or equivalent) are required by the university to enroll in GRAD 8000 Continuous Enrollment every semester until they graduate.

Students may request a leave of absence of a maximum of one year if they require an exception to the continuous enrollment policy. Students are permitted one leave of absence while in the program.

Attendance Policy

Since each of the Saturday class times in the weekend college format is equivalent to multiple classes in a traditional college semester, **it is expected that the student will attend all class sessions.**

Program faculty will develop an absence policy for their course(s) that meets the guidelines of this policy. The absence policy for each course should be specified in the course outline.

1. If a student *must* miss a class due to serious circumstances, **it is the responsibility of the student** to initiate a conversation with the faculty to determine what type of make-up project (if any) can be completed and how it will be evaluated.
2. For the *first absence* per course per semester, faculty may assign a grade penalty ranging from 0-5% of the final course grade.
3. For the *second absence* per course per Semester, faculty may assign a grade penalty of 5-10% of the final course grade (i.e., the minimum grade penalty for the second absence is 5% of the final grade, the maximum *total* grade penalty for the second absence is 10% of the final grade)
4. For each absence per course per Semester, each faculty member will determine:
 - a. whether they will require/allow a makeup assignment
 - b. deadline for the assignment
 - c. how the makeup assignment will be evaluated
 - d. how, and to what degree a grade on a makeup assignment will be incorporated into the final course grade
5. Students are also required to do any assignments that were due or given during that class time.
6. **In the case of a third absence per course per Semester, for any reason, the student will be required to repeat the course.**
7. In emergency situations (e.g., severe weather) which require classes to be cancelled for *all* students, there will be no attendance penalty.

Each instructor will determine his/her policy for tardies and will communicate this to students in the outline and/or at the first class meeting.

Each instructor will determine the policy on late papers for their own class and communicate this to students in the outline and/or at the first class meeting.

Attendance Policy for Practicum:

Students are expected to attend all sessions of practicum. All absences in practicum must be made up. Practicum instructors may set additional attendance requirements and place limits on how and when meetings may be made up. Each clinical team's specific policy should be outlined in an addendum to the practicum syllabus.

Absence Policy for Professional Conferences

Students are encouraged to attend and present at professional conferences. Classes may be rearranged to accommodate some conferences at the discretion of the program director. Students not attending such conferences will not be penalized but may be asked to complete an assignment in lieu of attendance.

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 one year 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. Students who are granted a leave of absence must still complete the program within six years of matriculation. Each student is permitted a maximum of one leave of absence while in the program.

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 AAMFT and all applicable federal and state laws in the MS program. Violation of legal or ethical standards will result in program discipline, which may include 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 psychotherapy. Instructors distribute and explain a syllabus with assignments and due dates on or before the first day of each class. Syllabi may be revised up to one week after the start of classes each semester with the approval of the program director. 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.

Annual Performance Review

All students receive an Annual Performance Review. The exact timing of the review will depend on where the student is in the program. Typically, first year students are reviewed after pre-practicum (end of Spring semester), second year students after their first year of practicum (end of summer semester), and 3rd year students mid-way through the third year (end of Fall semester). The evaluation is designed to assess student’s progress on the program’s stated student outcomes. Areas evaluated include Academic Progress and pre-practicum or practicum evaluations. Advisors summarize the results. If desired, the student may request a meeting in order to discuss the evaluation and any recommendations.

Academic Discipline

Students who fail to maintain a 3.0 GPA or who receive a grade of “D” will be placed on Scholastic Probation for the next 9 semester hours of coursework, as outlined in the Graduate Bulletin. The university does not award graduate credit for grades of “D” and the course must be repeated. 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

Marriage and Family Therapy Specialty (beginning Fall 2017). 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 Marriage and Family Therapist (LMFT). A specific set of electives is required to meet the academic requirements for licensing as a Professional Counselor (LPC) in Texas.

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 Psychotherapy
PSYC	8359	Couples & Sex Therapy
PSYC	8190	Practicum: Psychotherapy I (must be taken 3 times)*
PSYC	8391	Practicum: Psychotherapy II
PSYC	8392	Practicum: Psychotherapy III
PSYC	8393	Practicum: Psychotherapy IV

Plus 9 credit hours of electives (for a total of 60 credit hours)

The following electives must be taken to meet the academic requirements for licensing as an LPC 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 Behavior (1-credit lab course taken with PSYC7333)

Psychological Services for Spanish Speaking Populations (PSSSP) Certificate (Note: these courses may be used to fulfill the program's elective requirements)

PSYC	6370	Professional/Technical Spanish (Intermediate/Advanced Spanish Required, may be waived by the PSSSP director for students demonstrating sufficient fluency)
PSYC	6327	Psychosocial Support at the Borderlands (Taught in Spanish, Advanced Spanish Required)
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)

In addition to the above the PSYC 8352 (Pre-Practicum) experience for PSSSP students will include a bilingual component whenever possible.

Practicum Requirements

MFT

Prior to beginning the MFT practicum, students must complete 18 hours including PSYC 8351 Introduction to Systemic Approaches to Psychotherapy and PSYC 8352 Pre-practicum Psychotherapy Lab. The instructor of PSYC 8352 must recommend that students are ready to begin practicum. This recommendation is implied by a grade of B or better unless the instructor indicates otherwise to the clinical director.

Students should refer to the guidelines given below or consult with their academic advisor if they have questions about practicum requirements.

PSYC 8190 Practicum I (or equivalent)	Clinical Team each semester of the second year. Course must be taken 3 times.
PSYC 8391 Practicum II	Clinical Team, Fall of the 3 rd year and approx. 20 hrs/week internship
PSYC 8392 Practicum III	Clinical Team, Spring of the 3 rd year and approx. 20 hrs/week internship
PSYC 8393 Practicum IV	Clinical Team, Summer of the 3 rd year and approx. 20 hrs/week internship

Students must be enrolled in practicum every semester they are seeing clients. Students who do not complete their practicum requirements (attendance, clinical hours, relational hours, and/or supervision hours) are required to enroll in practicum courses until all requirements are met. Students may either take PSYC 8194 Practicum Continuation, or re-enroll in PSYC 8393 Practicum IV depending on the amount of requirements yet to meet. Which course a particular student must take will be decided by the clinical director in consultation with the student and their advisor.

Students are responsible for tracking their practicum hours online using Time2Track or on an alternative log approved by the clinical director. Students should update their logs at least weekly and turn in up to date logs every semester.

Before beginning an off-campus placement, students must receive permission from their team supervisor and the Clinical Director. Students are to remain at their off-campus placement site for a minimum of three semesters, unless the site becomes unsatisfactory. If a student's performance on the site is deemed unsatisfactory, a comprehensive review of the student's performance will be conducted. Concerns regarding off-campus placement should be discussed with the off-campus supervisor (i.e. the supervisor on-site at the placement) and the practicum supervisor. Concerns can also be brought to the Clinical Director.

Practicum Evaluations. Supervisors complete practicum evaluation forms for each student and meet with students to discuss the evaluation each semester. During the evaluation meeting, each supervisor has an opportunity to discuss progress the student has made as well as areas for growth. See Appendix C 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 (e.g., an ethics or legal violation), the program reserves the right to dismiss the student from the program.

At each semester's evaluation, 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 D for a copy of the form. Students are encouraged to discuss feedback directly with practicum and internship supervisors. Practicum supervisors are provided aggregated feedback on the evaluations completed by all students on the supervisor's team. Because a site supervisor may have only one student at a time, feedback to site supervisors cannot be considered confidential. Sites and site supervisors are not permitted to retaliate for negative feedback given by students. The university will address any perceived retaliation on behalf of the student. If a student believes they have been subject to retaliation, the student should bring the matter to the attention of the Clinical Director and/or the Program Director.

Students must complete the following practicum requirements:

300 face to face clinical hours. A minimum of 100 must be relational (e.g., with couples and/or families).

Clinical time is when the client is in your presence. It does not include phone calls, processing or discussion of client unless the client is in the room. You must be actively engaged in therapy, either as therapist or co-therapist for an hour to be considered a clinical hour. Merely observing a session conducted by other therapists cannot be counted as a clinical hour (except those that can be counted as Team Hours as described below).

A Clinical Hour is defined as 50-60 minutes spent with one or more clients in face-face contact in a therapy session. A supervision hour is defined as 50-60 minutes with a university approved supervisor in face-face contact in a supervision session. Session lengths include reflecting team time where applicable. Session lengths below 50 minutes or above 60 minutes should be recorded as exactly as possible.

MFT/Relational hours are clinical hours in which two or more people living as a family are seen together.

Multiple family groups will count as MFT/Relational hours as long as they are not primarily educational.

Group therapy involves two or more clients being seen together who are not living together as a family. These are counted toward the total Clinical Hours requirement, but not toward the separate MFT/Relational hour requirement (except multi-family groups as described above).

When clients are living in communal living situations for extended periods of time (e.g., at least 3 months) conjoint meetings of two or more residents may be considered family therapy.

Team hours, times when you are on the clinical reflecting team in the presence of the client(s) or other situations where you are observing a session without being a therapist or co-therapist, do NOT count towards the 300 face-to-face clinical contact hours. However, students need to log these hours as they are able to transfer them towards their post-graduate hours for licensure. Team hours may be MFT/Relational hours if the clients present constitute a family as described above.

100 Supervision Hours.

A 1 to 5 ratio of supervision to clinical hours (across PSYC8190 - PSYC8394) must be maintained. **This means that students who exceed 300 clinical hours are required to have enough additional hours of supervision to maintain the 1:5 ratio.**

A minimum of 1 hour of individual supervision per week (with community site supervisor for students placed at community sites). Group supervision may be used in addition to individual supervision, but may not replace individual supervision without prior approval by the clinical director.

"AAMFT Approved" supervision is supervision provided either by an AAMFT Approved Supervisor or Supervisor Candidate. Each student in practicum must receive at least one hour of supervision each week the student sees clients from an AAMFT Approved Supervisor. Please note that this includes university holidays. Please consult with practicum faculty to make sure this requirement is met. AAMFT Approved hours may be either individual or group supervision.

Individual supervision is one supervisor with 1 or 2 supervisees. Group supervision is supervision with 3 or more supervisees.

Supervision is further identified as either by Observation (supervisor directly observes the session, either by observing it live or by video), or Discussion (supervision is by discussion between supervisee and supervisor). Each student must receive at least 50 hours of supervision using observable data. This includes live supervision or review of a video or audio recording of a student's psychotherapy session during supervision. Providing therapy while under direct, real-time, live or video observation by a supervisor may count as both supervision and clinical time.

Team time is when you are on the clinical team directly observing the client in real time.

Co-therapy time counts as clinical hours for both therapists. Merely observing a session without participating as a therapist cannot be counted as clinical time (unless it qualifies as team clinical time as outlined above). You cannot count team time if you are one of the therapists. In other words, you cannot double count your clinical time.

Selection of Internship Site:

The Clinical Director is responsible for visiting sites, interviewing supervisors, and determining if a site meets the minimum clinical requirements for clinical experience and supervision. A site must be approved by the Clinical Director before a student can be placed there. During Spring Semester of year 2, the Clinical Director will evaluate potential sites. Student suggestions will be incorporated to the extent possible. There is no guarantee that a student will get a site conveniently located, or with the desired hours available. Students will need to accommodate the constraints of the site. The program's responsibility is to provide an adequate number of site positions for each practicum cohort. It is impossible, however, to accommodate the individual preferences for every student. For example, it is usually not possible to provide sites with primarily evening and weekend hours.

In Spring Semester for second year students, a meeting will be held for all students who will begin a practicum in the fall of their third year. At this meeting, students will be given information about specific sites that have been selected. Students will choose several sites from this list at which to interview. These interviews are similar to job interviews. The contact person at each site will send a rank ordered list of preferred candidates to the Clinical Director. Students will submit a rank ordered list of sites to the Clinical Director. The Clinical Director will compare these lists and assign students to the best matching internship sites. The Clinical Director will act as the liaison between the student and the community site during this process. Generally, students are placed at a site within a month after the conclusion of interviews. If students are unable to obtain a placement during this process, then every effort will be made to help the student find an acceptable placement. More responsibility will be placed on the student to locate potential sites at this point in the process. However, the site must meet the program criteria. Site availability becomes more limited as time goes on due to students from other programs competing for available practicum positions.

Students may suggest sites that have not yet been approved by the program. Under those circumstances, the student will be required to coordinate communication between the site, Program Director, and Clinical Director. Ultimately, the site and site supervisor must still meet the criteria below. The final decision on whether the site is acceptable rests with the Clinical and Program Directors. We expect students who might be working at internship sites to broaden their experiences by interning at sites other than their employer. If an student wants to intern at the same site as they are working the student must: (a) intern for at least 20 hours per week beyond their work hours, and (b) the internship must be a different type of work activity than their job.

Criteria for Sites:

- A. A large enough client base to provide student with clinical hours required as stated above.
- B. It must be possible to accrue at least 100 the clinical hours with couples and/or families.
- C. At least one other intern on site or a history of having interns in the past. Exceptions may be approved by the Clinical Director.
- D. Emphasis placed on the training and supervision of students, and staff available to spend the time necessary to work with students.
- E. Appropriate supervisors available who will provide a minimum of one hour per week of individual supervision.
- F. Sites must be in the greater Houston area allowing for site visits by practicum faculty.
- G. Site suitability is determined by the University Clinical Director.
- H. The site must be willing to follow the AAMFT Code of Ethics. This includes the non-discrimination clause in the Code.

Criteria for Site Supervisors:

- A. At least a Master's level license in a mental health field.
- B. It is preferable that the site supervisor be an AAMFT Approved Supervisor/Supervisor Candidate or a state-approved LMFT supervisor. Some exceptions may be granted to supervisors licensed in other disciplines who have specific training and/or prior experience in MFT supervision.
- C. The University must determine that the supervisor has the interest, training, and experience working with couples and families in order to adequately supervise the student in this area.
- D. Supervisor will provide a minimum of one hour per week of individual supervision.
- E. Supervisor suitability is determined by the University Clinical Director. Supervisor vitas will be kept on file.

Criteria for University Supervisors:

The University supervisor must be a licensed mental health professional and a credentialed MFT supervisor. Credentialed MFT supervisors are those who are either AAMFT Approved Supervisors/Supervisor Candidates or state approved LMFT supervisors .

Practicum Grades:

- To receive a grade, all evaluation documents must be received by the Clinical Director. For PSYC 8393, a grade of "X" (Course in Progress) will be awarded until the student has accrued the required number of clinical and supervision hours.
- Students should submit their practicum logs at the end of each semester of PSYC 8190 (or equivalent course in the second year), and every semester during the 3rd year. These forms are to be submitted in a timely manner at the end of the applicable semester. Practicum log sheets are to be provided to the Clinical Director and/or designee. For safety reasons, please make a copy of your practicum log sheets for your own records before submitting your originals to be verified. You should **KEEP YOUR COPIES OF PRACTICUM LOGS PERMANENTLY. You are likely to need the information after graduation.**
- **AUGUST GRADUATION:** For students who will graduate in August, the 300 hours must be completed and submitted by the last day of practicum in Summer Semester (usually July 31). **THERE WILL BE NO EXTENSIONS.**

- If by the end of PSYC 8393, a student has not completed the required 300 hours, the student must remain at the community site and on a practicum team (re-enrolling in a practicum course each semester) until the hours are completed. Under these conditions, graduation will be delayed.

Comprehensive Examination

Comprehensive examinations in the student's concentration are required for all MS in Psychology students. Students must be currently enrolled to be eligible for the comprehensive exam. This can be either regular coursework, practicum or practicum extension, or GRAD 8000 (continuous enrollment). 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.

MFT written comprehensive exams are one time per year in the Spring. **Students may request to substitute the Marriage and Family Therapy Examination administered by the Association of Marriage and Family Therapy Regulatory Boards (AMFTRB) for the comprehensive exam if the student receives a passing score on the exam.** In Houston, traditional comprehensive exams are only offered in Spring on a date determined by the program director.

Students are required to take the Marriage and Family Therapy Examination and submit their score to the program director. Students who do not take the AMFTRB exam before the end of February will be required to take the traditional comprehensive exam.

Traditional Written Comprehensive Examination

- Students must take the examination no later than the beginning of their final Semester in the program. The examinations are given once per year at the Houston campus. The program director will determine the exact date of the exam. Students register for the examination with the Program Director. An orientation meeting will be held at least four weeks prior to the exam for all students who have registered to take the examination. Attendance at this meeting is required.
- 6 hours will be allotted for the examination. Students are required to take the examination utilizing computers available in the computer labs in order to demonstrate computer literacy. Exams are identified only by student ID numbers and names are kept anonymous during grading.
- Each question is scored by two faculty members on a scale of: 3 (high pass), 2 (pass), or 1 (fail). Students must pass all questions with a score of 2 (pass) or better. If more than half of the questions are failed, the student must retake the entire examination. A student is permitted only one complete retake. If half or fewer of the questions are failed, then the student needs only to retake the failed portion(s). Results of the examination will be shared with the students approximately six weeks after the examination date.
- Full and partial retakes of the examination will be taken as dictated by the program director
- As stated above, students are permitted only one full retake.
- If one or two questions from the full retake are missed, the student will be permitted one additional partial retake on the failed question(s)
- If three or more questions are failed on a full retake, the student must re-take courses covering content of the failed questions (or take outside training if approved by the program director) prior to each additional retake.

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. Students must be able to access and use Blackboard routinely.

Students are required to have and use an OLLU email address. The OLLU email address is the only official way in which 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 email and changing passwords as required).

Students with previous criminal convictions:

OLLU asks students on admission if they have been convicted of any felonies. The purpose of this is to assist those students with making certain they are appropriately trained and are license eligible upon graduation.

The following is information from the Texas Occupations Code:

It is required in the State of Texas as per HB 1508 and the Texas Occupations Code 58.001, to notify students enrolled in or applying for admission to a program that may prepare an individual for an occupational license as defined under Texas Occupations Code 58.001 and/or if you later decide to change to a program that prepares you for an occupational license as defined under Texas Occupations Code 58.001, that:

An individual who has been convicted of an offense may be ineligible for issuance of an occupational license upon completion of the educational program;

1. Each licensing authority may issue an occupational license to an individual who completes an educational program must establish guidelines which state the reasons a particular crime is considered to relate to a particular license and any other criterion that affects the decisions of the licensing authority (Note: a "licensing authority" is a state agency or political subdivision that issues an occupational license such as the Texas Education Agency (TEA)).
2. Local or county licensing authorities may issue additional guidelines related to criminal history. Applicants should contact their respective local or county licensing authority for more details.
3. A person may request a criminal history evaluation letter regarding the personal eligibility for a license issued by a licensing authority under Texas Occupation Code 53.102.

Applicants are encouraged to review all applicable eligibility requirements related to the respective occupational license. Questions related to eligibility requirements should be directed to the applicable licensing authority.

Both the Texas LMFT and LPC licensing boards will provide this service to students and applicants for the program. In addition, students should know that some internship sites perform background checks on students applying for internships and may reject not only those with previous felony convictions, but those with certain misdemeanor convictions. Please contact the program director and/or clinical director for additional information including any case-specific advice. In most cases, even students with convictions will be entitled to complete their degree. However, the program reserves the right to terminate students if we conclude that the student's past history may endanger future clients, peers, and/or supervisors.

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. Please understand this distinction. *Graduation* is the date degrees are conferred. *Graduation* occurs every semester. *Commencement* is the graduation ceremony. *Commencement* occurs in May and December. Students should make sure they are aware of the Registrar's dates for applying for graduation. Deadlines for this are set by the Registrar and posted on the Registrar's web page. These deadlines normally are strictly enforced and exceptions not granted. Information regarding regalia and announcements will be provided there as well. OLLU confers degrees at commencement ceremonies in May and December. Degrees are conferred without a commencement ceremony in August. Students who graduate in August may participate in the commencement

ceremony in December. Students who fail to apply for graduation by the deadline set by the Registrar's office will not be allowed to graduate that term. Students who miss graduation and application deadlines should be sure to reapply to graduate in a subsequent semester.

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 marriage & family therapy. 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 AAMFT) and the Texas State Boards governing the practice of marriage & family therapists, psychologists, and professional counselors. 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, pod activities, practicum, comprehensive examinations, or internship will result in a full review of the student's record. 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 program director 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 in their pod, or on practicum or internship; 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 as the requirements that must be met before the probationary status will be lifted. These conditions will be communicated verbally, in writing (document sent to OLLU email account), 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 AAMFT 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." It is the student's responsibility to know what constitutes academic dishonesty and plagiarism and must avoid committing these offenses in their work.

Policy on Student Impairment

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

Accountability to the public and the maintenance of professional standards are responsibilities of 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 & family therapists, psychologists and professional counselors, and the professional ethics codes of AAMFT address this issue by prohibiting professionals from delivering psychological services when their objectivity or effectiveness is impaired. As marriage & family therapists and/or other mental health professionals, 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 (practicum 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. 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/COMPLAINT 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.

Formal complaints

Formal complaints are any complaints that either (a) utilize university-wide complaint procedures outlined in various university policy documents (e.g., Title IX or ADA complaints), or (b) any complaint which is made to any university official above the program director in the university organizational chart (e.g., Department Chair, Dean).

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 he/she 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 Student Association for Marriage & Family Therapy (SAMFT) Council of

Representatives to relay the concern to the person(s) involved, (b) ask a member of the SAMFT 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.

Appeals Policies

Appealing a Course Grade

A student may appeal a course grade or other formal evaluation if there is evidence of prejudice or capriciousness. Students should 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 catalog (at this point, the matter would be considered a formal complaint as described above). The complete procedure on how to file a Student Academic Grievance is available in the Catalog under "Student Academic Grievance."
<http://catalog.ollusa.edu/content.php?catoid=12&navoid=829#student-academic-grievance>

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. These will be considered formal complaints as described above. The department chair will convene the meeting, which includes the student, supervisor(s), advisor, Program Director and/or the Clinical Director, 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. These are considered internal university proceedings and individuals from outside the university community may not be in attendance. Following this meeting, the department chair (or designee) 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 may follow the procedures outlined regarding Student Academic Grievance in the catalog (link provided above).

GRADUATE ASSISTANTSHIPS

Students may apply for graduate assistantships. Students interested in assistantships should communicate their interest to the program director or clinical director highlighting both their interest in, and qualifications for such an appointment. There are a limited number of assistantships available. Applicants are selected as needed by the department and graduate assistant appointments are not normally based on financial need. Students are generally assigned either practicum coordination duties or as administrative assistant to the program director. Occasionally GA positions in other areas of the university are open to MS students. Announcements of new graduate assistant positions will be sent to the graduate student e-mail distribution list.

STUDENT ASSOCIATION FOR MARRIAGE & FAMILY THERAPY

Each fall semester, two representatives from each cohort are elected to serve on the Student Association for Marriage & Family Therapy (SAMFT) Council of Representatives 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 further expected to ease discussion between students and faculty.

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.

SAMFT OFFICERS POSITIONS:

President:

1. Act as primary spokesperson of the Student Psychological Association (SAMFT) and represent the SAMFT at student orientations, meetings with faculty, staff, and alumni.
2. Preside over all SAMFT meetings.
3. Establish meeting agendas and coordinate through Program Director.
4. Declare regular and special meetings of the SAMFT as deemed necessary.
5. Create ad hoc committees, as deemed necessary.
6. Appoint qualified students to fill vacancies in class representatives and other offices in the absence of upcoming general elections, with majority approval of current Board members.
7. Coordinate the transition process for new members of the Board at the beginning of their term.
8. Facilitate mini workshops designed for additional learning opportunities for students in many subject areas and with special guests.
9. Facilitate communication between students and administrators in a dialogue on current University/MS program issues and student concerns.

Vice President:

1. Assist President with all above duties and stand-in in his/her absence.
2. Should the President become unable to continue, the Vice-president shall continue to the end of the term.

Treasurer:

1. Receive all funds and maintain a record of all income and expenses.
2. Issue receipts for dues paid and make deposits into the Student Association account in a timely manner.
3. Keep proper books of account and give a report of account activity at the Student Association meetings.

Secretary:

1. Responsible for minutes of each Student Association Meeting, including the distribution of minutes to representatives within 10 working days after the meeting.
2. Post minutes of meeting on LakeOnline.
3. Collect, receive, and maintain of such meetings, handouts and any material distributed at the meetings.

Parliamentarian

1. Attend all meetings of the student association and give necessary advice in parliamentary procedure when requested.
2. Conduct elections of officers and give instructions in procedural matters.

Historian

1. Serve as historian and archivist by maintaining records of the leadership and activities of the Student Psychological Association.
2. Attend meetings, conferences, planned activities, and take pictures for souvenir book.

Social Chair:

1. Responsible for planning and coordinating social events for the Student Association.
2. Responsible for interfacing with students on ideas for socials, which will include interaction and networking.
3. Responsible for encouraging students to become involved in the Student Association.

Community Outreach Liaison:

1. Responsible for coordinating community outreach programs.
2. Look for ways in which the SAMFT can be of service to the community.
3. Raise visibility and awareness of OLLU within the community so that they may see us as a resource for providing stimulating educational opportunities.

HAMFT Liaison:

1. Acts as a liaison between SAMFT and HAMFT.
2. Keeps the student body up to date with HAMFT events, opportunities and information.
3. Raise visibility and awareness of OLLU within the professional community of HAMFT.

Mentor Chair:

1. Responsible for organizing and maintaining a committee of POD mentors to assist new students in understanding the purpose and function of the PODs.
2. Periodically meet with mentors to assess the progress of each newly formed PODs.
3. Be available to assist any questions and concerns PODs may have about the program.
4. Communicate with Program Director on any issues that may be of concern.

Student Representatives:

1. Serve according to BYLAWS.
2. Be an active member in good standing at OLLU Houston.
3. Attend student association meetings and serve on committees.
4. In a timely fashion, inform fellow students in your class of any important developments, activities, and events at OLLU.

5. Communicate feedback to program leadership about student concerns or issues

PROGRAM SUFFICIENCY STANDARD

The purpose of this section is to outline our tracking methods to maintain sufficient resources for the program. We will outline how we track the instructional & clinical resources, academic resources & student support, faculty sufficiency, and demonstrated achievement of faculty effectiveness. As fits with the nature of our program, each of these is tracked by using feedback from the student body and responsiveness to that feedback.

Instructional & Clinical Resources

Instructional and clinical resources are the resources that are provided in order to provide you with the ideals for learning experience. I will begin by describing our instructional and clinical resources and then tell you about how we evaluate these resources in a formal way. Our campus is at 600 North Sam Houston Pkwy W, Houston, TX 77067. The campus site is under a 10-year lease that does not expire until 2029 (with definite plans to renew upon review of programs on campus). Within that space, our program has a dedicated 5-room clinic that is outfitted with high quality video recording and audio systems that allow us to record our practicum sessions as well as practice 'behind-the-mirror' reflecting teams processes. In addition to the clinical resources for practicum, we also have classrooms with at least two 75-inch flat screen televisions in each room so that every student can view powerpoint or other media presentations from their faculty members.

Our university also partners with Microsoft Office 365 and every student and faculty member has this account with access to all the tools to enhance the learning experience – Microsoft Outlook email service, OneDrive cloud storage, Powerpoint, Word, Excel, etc. to name a few. We also have a wonderful library system (<https://library.ollusa.edu/library>) with access to any article you could need for your research and academic growth. If they do not have an article on hand, the library staff will help you find it from a partner library, giving us essentially limitless access to published material worldwide.

The sufficiency of these resources is assessed informally on an ongoing basis through conversations with our professors, the ability to send feedback to the program director either yourself and/or anonymously (via the program graduate assistants or class student representative), and through the culture of feedback that is promoted throughout the program. While this informal assessment is invaluable and helps us make improvements to our program, we also have a formal way that we assess Instructional & Clinical Resources.

Formal Evaluation of Instructional & Clinical resources

While our program always encourages informal feedback about the instructional and clinical resources through conversations with your professors, the clinical director, and the program director, we also have a formal process by

which we evaluate the quality and sufficiency of these resources. This is done via the Annual Student Survey, released each May by the department for students to submit confidentially. If the average falls below 80% on any of the items on the survey falls below 80%, a plan is presented to the students at a program meeting and suggestions for implementation are held. The items related directly to these Instructional & Clinical resources are the following:

- OLLU Sueltenfuss Library
- Technology Services Sufficiency
- Classrooms
- Facilities for Practicum

This data is presented to the Communities of Interest (COI) in order for the feedback to be acknowledged and implemented into the program. The two COI for this data who are presented with this data are: 1. The Psychology Department, who receives this data annually for discussion at the Faculty Retreat and 2. The student body & faculty, who receive this data annually in the summer semester following the collection for discussion.

Academic Resources & Student Support

Academic Resources & Student Support on campus are accessible on the OLLU website (<https://www.ollusa.edu/academics/academic-support/index.html>) and includes the Academic Center for Excellence, and in particular interest to our students a writing lab to help with term papers and resume writing. We also offer academic advising with each student being assigned to either our program director or clinical director for advising assignments. The library (<https://library.ollusa.edu/library>) is also a fantastic academic resource with access to any article you could need for your research and academic growth. If they do not have an article on hand, the library staff will help you find it from a partner library, giving us essentially limitless access to published material worldwide.

Formal Evaluation of Academic Resources & Student Support

While our program always encourages informal feedback about the instructional and clinical resources through conversations with your professors, the clinical director, and the program director, we also have a formal process by which we evaluate the quality and sufficiency of these resources. This is done via the Annual Student Survey, released each May by the department for students to submit confidentially. If the average falls below 80% on any of the items on the survey falls below 80%, a plan is presented to the students at a program meeting and suggestions for implementation are held. The items related directly to these Academic Resources & Student Support are the following:

- Graduate Admissions
- Registrar's Office
- Financial Aid
- OLLU Sueltenfuss Library
- Technology Services
- Availability of Food Services/Facilities (on or near campus)
- Houston Office Staff
- Academic Advising
- Availability of Faculty
- The Program Director Supports the MFT identity of the program
- The Program Director promotes cultural inclusiveness
- The Program Director maintains open, timely, and accessible communication with students
- The Clinical Director supports the MFT identity of the program
- The Clinical Director promotes cultural inclusiveness
- The Clinical Director maintains open, timely, and accessible communication with students
- The program values diversity and provides a safe and inclusive environment for diversity. The program strives to value and provide a climate of safety and inclusion for diversity on the basis of race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religion and spiritual beliefs and/or affiliation, and/or national origin. Please feel free to leave any comments below regarding any specific diverse group

This data is presented to the Communities of Interest (COI) in order for the feedback to be acknowledged and implemented into the program. The two COI for this data who are presented with this data are: 1. The Psychology

Department, who receives this data annually for discussion at the Faculty Retreat and 2. The student body & faculty, who receive this data annually in the summer semester following the collection for discussion.

Faculty Sufficiency

The Faculty Sufficiency standard is how we assess that we will have qualified professors to teach the courses at our program. For the content courses, our program is based on a cohort model where the same courses are taught each semester, so this makes the course needs quite easy to predict every semester, every year. The program director is able to arrange for faculty at least a semester in advance of the course. The qualifications of the professors are: doctoral-level degree in Marriage & Family Therapy or related field, and either a marriage and family therapy identity/training or a specialization of subject matter specific to the course.

For the practicum courses, we calculate the number of incoming students to the next year's practicum teams by adding the number of 2nd year students with the number of 1st year students. We then divide that number by 6 (which is the largest team size that we have) to determine the number of teams that we will need for the following year. The qualifications of these instructors are: masters or doctoral level degree in Marriage & Family Therapy or related field, AAMFT-approved supervisor or candidate status, and that they have training in strengths-based postmodern models.

Formal Evaluation of Faculty Sufficiency

In accordance with the COAMFTE guidelines, our faculty to student ratio is 15:1. Since our students are enrolled in the program on a part-time basis, each student is calculated as a 0.66 enrollment and our faculty needs are calculated in that way. The program director has calculated that a 2.5 full time equivalent (FTE) faculty are required for when the student body is above 40 students, 2.75 FTE when the student body is above 45 students, and 3 FTE when the student body is above 60 students. As of Summer 2021, we have 33 students enrolled and 2 FTE. If we surpass 40 students, we will hire a 0.5 FTE position in order to maintain the 15:1 ratio.

Demonstrated Achievement of Faculty Effectiveness

Achievement of Faculty Effectiveness is informally assessed year-round through conversations with our professors, the ability to send feedback to the program director either yourself and/or anonymously (via the program graduate assistants or class student representative), and through the culture of feedback that is promoted throughout the program. While this informal assessment is invaluable and helps us make improvements to our program, we also have a formal way that we assess Faculty Effectiveness.

Formal Evaluation of Demonstrated Achievement of Faculty Effectiveness

We track Achievement of Faculty Effectiveness in two formal ways: 1. The Annual Student Survey, 2. End of Semester Evaluation Forms.

- Annual Student Surveys – Various items on the Annual Student Survey help us to assess directly the effectiveness related to achieving the program's mission, goals, and outcomes. The Annual Student Survey is released each May by the department for students to submit confidentially. If the average falls below 80% on any of the items on the survey falls below 80%, a plan is presented to the students at a program meeting and suggestions for implementation are held.

This data is presented to the Communities of Interest (COI) in order for the feedback to be acknowledged and implemented into the program. The two COI for this data who are presented with this data are: 1. The Psychology Department, who receives this data annually for discussion at the Faculty Retreat and 2. The student body & faculty, who receive this data annually in the summer semester following the collection for discussion.

The items related directly to the Achievement of Faculty Effectiveness *directly related to the program's mission, goals, and outcomes* are the following:

- The mission of the Marriage & Family Therapy concentration of the M.S. in Psychology program is: To prepare culturally competent professionals who are skilled in providing psychotherapeutic services 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. How well is the program fulfilling this mission, on a scale from 1 being poor and 5 being excellent?
- Program Goal 1: Graduates are prepared to pursue the profession of Marriage & Family Therapy in Texas. How well is the program helping you achieve this objective, on a scale from 1 being poor and 5 being excellent?
 - Program Goal 2: Students effectively practice family therapy inter-culturally. How well is the program helping you achieve this objective, on a scale from 1 being poor and 5 being excellent?
 - Program Goal 3: Students identify and apply ethical and legal principles to practice How well is the program helping you achieve this objective, on a scale from 1 being poor and 5 being excellent.?
 - Program Goal 4: Students demonstrate competency in practice in systemic, strengths-based approaches to family therapy informed by research. How well is the program helping you achieve this objective, on a scale from 1 being poor and 5 being excellent?
 - The Program Director Supports the MFT identity of the program (Linked to Program Goal 4)
 - The Program Director promotes cultural inclusiveness (Linked to Program Goal 2)
 - The Clinical Director supports the MFT identity of the program (Linked to Program Goal 4)
 - The Clinical Director promotes cultural inclusiveness. (Linked to Program Goal 2)
- End of Semester Evaluations – These evaluations help us to understand in a formal way how our faculty are at in our coursework delivery.
 - After the assessments for the semester are completed, each item of the assessment is scored based on a percentage. If *any* item on the evaluation dips below an average of 70%, this prompts a meeting of the faculty member and the program director to review the student feedback and make plans for improvement (if the faculty member in question is the program director, this review meeting will take place between the program director and the psychology department chair).

We encourage students to make use of both the formal and informal methods of evaluation as they both give invaluable improvement paths to our program. Practically every change and modification to the program comes from this wonderful process – growth through feedback.

APPENDIX A: MFT COURSE SEQUENCE

(Subject to Change)

	First Year	Second Year	Third Year
Fall	<p>PSYC 8356 Normal Family Processes Across Cultures</p> <p>PSYC 8351 Introduction to Systemic Approaches to Psychotherapy</p>	<p>PSYC 8348 Strengths Based Approaches to Contemporary Issues</p> <p>PSYC 8190 Practicum I (Prereq: 8351, 8352)</p> <p>6380 Research Design & Procedures</p>	<p>PSYC 8359 Couples & Sex Therapy</p> <p>PSYC 8345 Theoretical Foundations of Individual & Family Psychotherapy</p> <p>8391 Practicum II (Prereq: 8390 or 8190 taken 3 times)</p>
Spring	<p>PSYC 8352 Pre-Practicum (Prereq: 8351)</p> <p>PSYC 8303 Professional Practice: Skills & Issues</p>	<p>PSYC 7333 Psychopathology</p> <p>PSYC 6190 Strengths Based Approaches to Abnormal Behavior (1-credit lab needed for LPC)</p> <p>PSYC 8190 Practicum I (Prereq: 8351, 8352)</p> <p>PSYC 8357 Advanced Systemic Approaches to Psychotherapy</p>	<p>PSYC 8392 Practicum III (Prereq 8391)</p> <p>Elective. May Include: PSYC 8333 Advanced Practice Management (needed for LPC), Special Topics course in Supervision, or any other graduate PSYC course that is not a program requirement.</p>
Summer	<p>PSYC 8301 Group & Family Processes (Prereq: 8351)</p> <p>PSYC 7351 Lifespan Developmental Psych.</p>	<p>PSYC 6321 Psychological Measurement & Evaluation (elective, needed for LPC)</p> <p>PSYC 8355 Psychotherapy with Children, Adolescents & Their Families (Prereq: 8351)</p> <p>8190 Practicum I (Prereq: 8351, 8352)</p>	<p>PSYC 8393 Practicum IV (Prereq 8392)</p> <p>PSYC 6358 Life Planning & Career Development (elective, needed for LPC)</p>

APPENDIX B: PETITION FOR EXCEPTION

Student Name: _____

Student ID No.: _____ Date: _____

I would like to apply for an exception to the following department 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: EVALUATION OF PRACTICUM STUDENTS

Student:	Practicum Course:	Semester/Year:
Supervisor:	Agency:	
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:
Student Signature:	Date:

Off Campus Practicum Student Evaluation

Student:		Semester:	Year:
Supervisor:		Agency:	
Please rate supervisee on the following competencies using the following scale: 1 – Unacceptable 2 – Needs improvement 3 – Acceptable 4 – Outstanding			
	1. Develops a strong therapeutic alliance with clients and conveys a sense of hope and optimism to clients.		
	2. Incorporates clients' culture and values (including larger systems issues such as family, referral source, school, CPS, etc.) into treatment plan.		
	3. Collaborates with clients to develop clear expectations and goals for therapy and elicits and utilizes clients' strengths and resources.		
	4. Uses formal and/or informal assessment methods to develop a treatment plan and assess treatment effectiveness.		
	5. Demonstrates competence in delivery of therapeutic interventions.		
	6. Demonstrates an understanding of, and the ability to apply, ethical and legal principles.		
	7. Effectively deals with crisis situations		
	8. Works collaboratively with supervisor(s) and colleagues and acknowledges and implements feedback		
	9. Consistently contributes helpful ideas during supervision and/or case staffing.		
	10. Maintains professionalism - including dress, attendance, completion of case notes, etc.		
	FOR SPANISH-SPEAKING CLIENTS		
	11. Demonstrates linguistic competence when working with Spanish speaking clients.		
Student shows strengths in these areas:			
Suggested improvements for the future:			
Electronic signature:		Date:	

APPENDIX D: EVALUATION OF PRACTICA SUPERVISORS

Supervisor:
Position:
Agency:
Period of Evaluation:

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 of multicultural competence | 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 of ethical competence | 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 of student therapeutic skill | 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 student responses & contributions | 1 | 2 | 3 | 4 | 5 |

5. Provides opportunities for students to reflect upon their personal, professional and spiritual (cultural) growth:

- | | | | | | |
|--|---|---|---|---|---|
| a. Solicits student participation | 1 | 2 | 3 | 4 | 5 |
| b. Extends student responses & contributions | 1 | 2 | 3 | 4 | 5 |

6. Organizes student experience:

a. Uses procedures & routines effectively	1	2	3	4	5
b. Gives clear administrative directions	1	2	3	4	5
7. Maximizes use of time:					
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
8. Uses strategies to motivate students for learning:					
a. Relates contents to student experience	1	2	3	4	5
b. Reinforces/praises effort	1	2	3	4	5
c. Constructively challenges students	1	2	3	4	5
9. Maintains supportive environment:					
a. Gives criticism in a supportive & constructive manner	1	2	3	4	5
b. Establishes climate of courtesy & mutual respect	1	2	3	4	5
c. Encourages students	1	2	3	4	5
d. Establishes and maintains positive rapport w/students	1	2	3	4	5

I. Please evaluate the supervisor and give comments and/or criticism in the following sections:

Global evaluation of supervisor:

Specific strengths:

Specific limitations:

Recommendations:

Off Campus Practicum Supervisors Evaluation

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

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:** 1 2 3 4 5
 - Solicits student participation
 - Extends responses/contributions

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

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

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

5. **Facilitates cognitive learning:** 1 2 3 4 5
 - Defines/describes concepts/terms
 - Elaborates complete concepts
 - Provides for application

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

7. **Maintains supportive environment:** 1 2 3 4 5
 - Gives criticism in a supportive & constructive manner
 - Establishes climate of courtesy
 - Establishes and maintains positive rapport w/students

Please evaluate the supervisor and give comments and/or criticism in the following sections:

Specific strengths:

Recommendations:

APPENDIX E POD GUIDELINES AND POD PEER EVALUATION

PEER ORCHESTRATED DEVELOPMENT (PODs)

Students will be assigned to a **POD (Peer Orchestrated Development) group**, in which they normally remain throughout the M.S. program's duration. POD group meetings are a requirement in order to make up the additional 18 hours per class per semester to fulfill the curriculum requirements for the M.S. degree.

The POD group's purpose for meeting each week is to 1) provide a quality study environment for students to discuss and learn curriculum material together 2) enable and facilitate collaboration of students for class projects 3) compensate for the fewer hours of actual class time, due to the weekend format of two classes meeting every other weekend for four hours each, and 4) provide an environment for developing the necessary skills for professional peer relationships. POD groups will meet between class sessions, for 18 hours per course per semester. In a typical semester, POD groups will meet an average of 3 hours per week. It is up to the POD group to decide where and when it will meet, as well as how to schedule the group's time. It is preferable for everyone in the POD to agree on a meeting time and place. In the case a POD group is unable to decide by consensus on POD meeting details, a majority vote will determine the POD meeting time and location. Others in the POD group will arrange their schedule based on the majority decision. If a student is unable to arrange to be at POD meetings, severe grade penalties and other possible sanctions outlined in the handbook can be expected.

All core MS classes require some collaborative POD group assignments as part of the individual's overall grade for the class. These assignments may include collaborative papers, presentations, or other creative endeavors. It is up to the POD group to determine how to divide each assignment between group members. Faculty are encouraged to elicit a report from the pod verifying that work on pod projects was relatively equally divided. If an individual student's contribution to the pod assignment is significantly below that of other's, proportional grading of the pod assignment is encouraged.

POD Group Benefits:

- A great opportunity for individual growth and learning about group dynamics.
- An opportunity to learn how to work with a diverse group of peers and practice conflict resolution skills.
- A structured forum for making commitments, and practicing collaborative and organization skills with others.
- An educational support medium for exploring personal and professional issues.
- A confidential, supportive, non-threatening, and safe place to be transparent and feel free to discuss ongoing life and school events with peers.

POD Mentors:

Each 1st and 2nd year POD group will have a volunteer POD mentor, a more advanced student. The mentor will be assigned to a POD group and will be available to answer questions, and to provide suggestions and guidance to help with organizing and facilitating the POD group. POD members are encouraged to contact their POD Mentor with any questions or concerns.

At the new student orientation, POD mentors will briefly meet with their POD group, facilitate an ice breaker, discuss POD guidelines, answer questions that students may have, and share his or her program experiences. If this doesn't occur at orientation, the POD mentor will schedule a meeting with the POD prior to the start of class or will make arrangements to attend the POD's first POD meeting of the semester.

Getting a POD Started:

- POD groups are determined at the new student orientation. The initial number of members will be limited to 4-8. POD groups may be expanded in certain classes to accommodate students from other programs or who are out of sequence in the MS program. Once assigned, POD members may not switch POD groups without program director approval.
- POD groups can meet at any public place, or at a member's home, that is agreed upon, e.g., library, an office, a church meeting room, a quiet restaurant, coffee shop, etc.

- Be flexible about meeting times and places; rotate places if necessary to accommodate each other.
- Learn about each other's personal and professional interests and background.

POD Group Considerations:

- Be a collaborative member, not a loner. Remember, these are your fellow students and friends for the next 3+ years. (They also may be a contact or future boss one day.)
- Be on time. Let other members know if you are going to be absent or late.
- Attendance and participation is required. These meetings are part of your curriculum requirements and must be treated in an ethical and considerate manner.
- Share leadership responsibilities each meeting/month.
- Volunteer for, and do your share of the work.
- Keep up with class assignments; consider assigning textbook chapters and dividing the readings among members to summarize to the POD group; ask each other questions about the readings; share your insights.
- Use your POD group as a great opportunity to learn how to share and function collaboratively with others.
- Figure out how to air individual or group differences openly and constructively.
- If an individual or group problem cannot be worked out, contact your POD mentor.

POD Evaluations:

A POD member evaluation should be conducted within the POD once a semester. The evaluation serves as a tool to help facilitate conversation within the POD that results in constructive feedback for each POD member. If described in the syllabus at the start of class, faculty may use the pod evaluations as part of the course grade. If guidance is needed during this process, contact your POD mentor for assistance. POD Evaluation Form is attached. Faculty are encouraged to incorporate pod evaluations in course grades.

POD Changes:

The program director must approve any POD membership changes. Changes in POD membership are made only in extenuating circumstances. The size of the POD and the relative balance of pod sizes must be considered when changing groups. Changes should occur between semesters or at the end of a semester as to not interfere with class assignments in progress. Please e-mail the program director well before the break if you feel you need to address a serious change in your POD at the semester break.

Orientation:

Part of the new student orientation will be used to address POD dynamics, structure, guidelines, and expectations of members.

The POD group experience will be a vital part of your academic and therapy experience during these next few years. Please treat this responsibility to yourself and to your peers with respect and consideration. Be creative, collaborative, and committed in your POD group relationships and activities!

What Can the *Faculty* Do To Help PODs Succeed?

- Define clear guidelines
- Facilitate when necessary – help resolve problems that cannot be resolved within the POD group
- Continue to be open for questions and as a resource; Be available!
- Be willing to meet with the POD group, if necessary
- Offer tools for problem solving
- Discuss grading methods for POD assignments at the initial class meeting
- Help in pod assessment; add your personal interaction
- Faculty should not make any decision about member issues prior to discussion with the entire POD group if possible
- At the new student orientation , clearly explain POD groups to the incoming students

- At the new student orientation, encourage newly formed POD groups to discuss group rules
- Make sure that student performance in their pods is considered as part of the overall grade for the course

What Can *You* As a Pod Member Do To Help Your POD Succeed?

- Be accountable
- Take responsibility
- Come prepared
- Stay flexible and be willing to compromise
- Be open
- Expect and be ready to deal positively with conflict
- Listen and share
- Resolve issues collaboratively as soon as possible
- Communicate differences
- Address issues as they come up
- Don't try to do routinely do work for others (helping a pod mate in an emergency is part of good collaborative pod membership)
- Stay open to others' concerns, ideas, and views
- Try to be aware of the time commitments of those who have full-time work schedules; however, don't put all of the work on those who do not have full-time jobs
- Utilize your creativity
- Ask for help
- Self-reflect outside of the group
- Vary pairings for assignments

What Can *Fellow Pod Members* Do To Help Their POD Succeed?

- Compromise and be willing to change for the good of the POD group
- Take a risk (speak up)
- Expect and be ready to deal positively with conflict
- Do your work (be accountable), and hold others accountable
- Contribute to your POD group by your own volition
- Realize that everybody has their strong points
- Communicate your differences
- Get to know each other warmly
- Be willing to discuss anything – share personal problems when it feels appropriate to do so
- If someone has to switch to another POD group, accept the new POD member and help them become part of their new POD
- Create opportunities to express your concerns and ideas
- Address issues as they come up
- Utilize your creativity
- When the need arises, be willing to go outside the POD group to obtain help
- Make an ongoing assessment
- Resolve group dynamic problems within the POD, and then obtain input from POD mentor when necessary
- Discuss expectations on communication and follow through.

What Do You Do When A POD Conflict Arises?

- Keep in mind the bullet points listed under *POD Group Considerations, What Can You As a Pod Member Do To Help Your POD Succeed?, and What Can Fellow Pod Members Do To Help Their POD Succeed?*
- Discuss the issue within the POD group
- If the POD group is unable to resolve the issue, contact your assigned POD mentor for guidance.

- If the POD mentor and POD group are unable to resolve the conflict collaboratively, the POD mentor coordinator will be contacted.
- If the issue still cannot be resolved, the appropriate class instructor will be contacted for guidance in the event the issue is related to a particular class.
- If the issue is still not resolved after the above steps have been taken, the program director will be contacted for guidance.

OLLU MS PSYCHOLOGY: POD PEER EVALUATION

POD Member:	POD Name:	Semester/Year:
POD Evaluator:	Agency: OLLU	
Please rate fellow POD members on the following competencies using the scale below. Discuss the results within the POD. E – Excellent A – Acceptable N- Needs improvement U - Unacceptable		
	1. Works well with POD members. Examples/Comments	
	2. Completes assignments in a timely manner. Examples/Comments	
	3. Attends and participates actively in POD meetings. Examples/Comments	
	4. Attends POD meetings on time and notifies POD members if running late or unable to attend. Examples/Comments	
	5. Responds to POD emails, phone calls, or texts in a timely manner. Examples/Comments	
	6. Holds a collaborative stance in regards to POD assignments. Examples/Comments	
	7. Is open to suggestions and comments made by POD members. Examples/Comments	
	8. Asks questions when needed. Examples/Comments	
	9. Thoroughly completes assignments. Examples/Comments	
	10. Is willing to be flexible when needed. Examples/Comments	
	11. Communicates in a way that is mindful of others. Examples/Comments	
Student shows strengths in these areas		
Suggestions for the future		
Absences	Tardies	
Signed:	Date:	

APPENDIX F: BRIEF CORE MFT FACULTY AND FACULTY SUPERVISOR BIOGRAPHIC SUMMARIES

Program Director:

Stephanie Gabel-Zepeda, PhD, LMFT-Supervisor
Texas LMFT Supervisor
AAMFT Clinical Fellow & Approved Supervisor

Highest Degree: PhD, Marriage & Family Therapy, St. Mary's University
Courses Taught: *PSYC 8345, *PSYC 8348, *PSYC 8352, *PSYC 8355, *PSYC 8357, *Practicum
*Taught in last year

Primary clinical and research interests: Couples, adolescents, Neurofeedback, and use of technology in therapy.

Clinical Director

Adriana Gil-Wilkerson, PhD, LMFT-Supervisor
Texas LMFT Supervisor
AAMFT Clinical Fellow & Approved Supervisor

Highest Degree: PhD, Counselor Education & Supervisor, Sam Houston State University
Courses taught: PSYC 6358, *PSYC 6390 (Special Topics: Clinical Supervision), *PSYC 7333, PSYC 7351, PSYC 8301, *PSYC 8303, *PSYC 8351, PSYC 8352, PSYC 8357, *PSYC 8359, *Practicum
*Taught in last year

Primary Clinical & Research Interests: Supervision, Postmodern Therapies (especially integrating postmodern models)

Practicum (Faculty) Supervisors:

Stephanie Gabel-Zepeda, PhD, LMFT-Supervisor (see information above)

Catherine J. King, PhD, LMFT-Supervisor, LPC-Supervisor

Adriana Gil-Wilkerson, PhD, LMFT-Supervisor

Candace Runaas, MS, LMFT-Supervisor

APPENDIX G. 2021-2022 DIVERSITY COMPOSITION

Faculty (combined, core faculty, adjunct faculty, and practicum supervisors, active in last year)

Male: 2
Female: 5

African-American: 1
Hispanic: 1
White: 5

Students: (Active, enrolled students as of Fall, 2020)

Male: 5
Female: 30

African-American 13
Hispanic/Latinx 10
White 10
Middle Eastern 1
Asian 1

APPENDIX H. PARTIAL LIST OF TECHNOLOGY RESOURCES FOR STUDENTS AND FACULTY

New students will be provided with initial training on access to technology services at new student orientation. Faculty during new faculty orientation. In addition, the university provides additional training resources as needed.

Email: Students and faculty will be assigned an OLLU email address upon enrollment/employment.

Portal: Many university offices, necessary forms, etc. are available after logging in to the Portal. The student or faculty email address and password is used to log in:

<https://myollu.ollusa.edu/>

Web Printing: Accessed through the portal and uses the OLLU alias (the first part of the email address before “@ollusa.edu”) of the student along with their password. Used to remotely print from a student computer to an on campus printer to later be picked up by the student. For assistance, contact Houston office staff.

Blackboard: May be reached via the portal or at ollusa.blackboard.com. Log in using your alias and the same password. Current courses will appear there. In addition, under “Organizations”, students and full time faculty will have access to the “Houston Family Therapy Program” organization, which has many program-specific links, forms, and documents.

Office 365: Students and faculty have access to Microsoft Office 365 online (via the portal or at office.ollusa.edu, login credentials will be the student’s email address and password). In addition, students and faculty may download and use Office 365 on their personal computers and any compatible portable devices. Office 365 subscription will remain valid as long as the student is enrolled, or the faculty member employed by the university (adjunct faculty who teach at least once per year will have access to Office 365).

Library: Students and faculty have access to remote library services at:

<https://libguides.ollusa.edu/houston>

Access to certain library databases requires logging in using the alias and password.

Helpdesk: The university computer helpdesk may be accessed after logging in to the portal as described above. In the event that the student or faculty member cannot access the portal, the helpdesk may be reached by phone at: 210-431-3908, or via email at helpdesk@ollusa.edu. For some issues, administrative staff at the Houston campus may be able to provide assistance.

APPENDIX I. ADMISSIONS POLICIES AND PROCEDURES

Admissions Policies and Procedures

Both the university and the additional program non-discrimination policies apply in the admission process.

Admissions Requirements:

Admission Requirements may be found in the online Catalog here:

http://catalog.ollusa.edu/preview_program.php?catoid=12&poid=1189&returnto=821

All applicants for admission to OLLU Graduate Programs must meet the following general admissions requirements:

An earned baccalaureate degree from a regionally accredited institution or an institution that the Texas Higher Education Coordinating Board has authorized to grant bachelor degrees.

GPA requirements may be as follows:

A cumulative grade point average of 2.5 (based on a 4.0 system) of undergraduate coursework, or a cumulative grade point average of 3.0 (based on a 4.0 system) in the last 60 hours of the undergraduate degree.

A 3.0 from undergraduate coursework taken after completion of bachelor's degree, in combination with the last 60 hours of undergraduate degree.

If fewer than 12 hours of graduate level coursework, then the last 60 hours, including the graduate hours, will be used to calculate the grade point average, It needs to be at least a 3.0 for admittance.

Specific Program Admission Requirements are:

Regular Admission

In addition to the requirements for graduate admission into Our Lady of the Lake University, applicants will provide:

Payment of the Application Fee as required by the Admissions office. This fee is usually \$25, but may be waived by the admissions office for individuals who attend certain admissions events.

Official transcripts from all regionally accredited colleges and universities where degrees were conferred.

All foreign transcripts must have an official course-by-course credential evaluation report from an appropriate credential evaluation service. These credentials must indicate a minimum educational preparation equivalent to a U.S. baccalaureate degree. OLLU recommends the following credential evaluation services:

Transcript Research
9090 Skillman, #182-A PMB 264
Dallas, TX 75243-8262
www.transcriptresearch.com
email: info@transcriptresearch.com
Ph.: 214-810-1124

World Education Services (WES)
Bowling Green Station
P.O. Box 5087
New York, NY 10274-5087
www.wes.org
Ph.: 212-966-6311

Other agencies approved by National Association of Credential Evaluation Services (NACES) may be used but additional documentation may be required.

An earned bachelor's degree from a regionally accredited university with an overall grade point average of 2.50 or a 3.00 grade point average for the last 60 semester hours.

At least 12 undergraduate semester hours in psychology including one course in statistics and a cumulative average of a "B" or better.

Two letters of recommendation not more than one year old from former instructors or employers (forms supplied by the University).

Submission of a satisfactory score on the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) taken within the last five years. For applicants with a graduate degree, the graduate admission test requirement will be waived.

As felony convictions may limit practicum placements and the ability to obtain professional licensure after graduation, all students who enroll in the MS program must submit criminal background checks. A national criminal background check, no older than 6 months prior to enrolling in the MS program must be submitted by the last day of the first semester in the program. All admissions are conditional pending the submission of the national criminal background check.

Note that Texas law requires professional licensing boards to evaluate criminal backgrounds to determine whether an individual's criminal background might prevent professional licensing prior to a student's admission into a program of study. Both the Texas MFT and LPC licensing boards provide this service.

Personal statement addressing background in Psychology, expectations of the MS program, and professional goals.

After a review of the completed admissions files, selected applicants will be invited to an interview with psychology program faculty. These will usually be group interviews, though individual interviews may be scheduled at the program's discretion for special situations.

NOTE: Due to limited spaces available, meeting minimum standards does not guarantee admission.

Transfer Credit:

The program may accept up to 18 hours of transfer credit of graduate coursework that is the equivalent of program courses. Normally, all credits, including transfer credits, must be no older than 6 years old at time of graduation. Transfer of graduate credit requests must be approved by the Dean and are submitted to the Dean only after a student is admitted to the program. Under most circumstances, transfer credit is not accepted for the practicum sequence (certain basic theories courses, pre-practicum, and practicum).

Conditional Admissions: At the discretion of the program, students that do not meet the minimum requirements above at the time of admission may be granted Conditional Admissions. Reasons for conditional admissions may include: degrees that are not yet complete but are anticipated to be completed prior to the start of graduate studies, GPA's that are slightly below minimum standards described above, or fewer than 12 semester hours in Psychology or lack of a Statistics course. Conditional admissions normally will include additional requirements (e.g., final transcripts, or completion of additional coursework) the applicant must complete by a specific deadline to have the condition removed.

Admission Deadlines

Deadlines for completing application to the Master of Science degree program are:

The OLLU MS Program only accepts new students in the Fall.

Early decision Deadline - March 1

Final decision Deadline - June 1

Students will be notified of admission decision within three weeks after the interviews of selected students.