

Dear Graduate Psychology Student:

I am pleased to welcome you to the graduate program in Clinical-Counseling Psychology and to provide you with this edition of the Student Handbook.

The main purpose of the Handbook is to help you get the most out of your experience at La Salle. Please look through it carefully as you begin your course of study and consult it in the future as needed.

If you have any questions about its contents or suggestions for future editions, please pass them on to me.

I want to wish you every success in your development as a counseling professional.

Sincerely,

John J. Rooney, Ph.D.  
Director

Students are responsible for all regulations contained in this Handbook and in the 2006-2007 Graduate Catalog. They are also responsible for any amendments to these regulations.

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# **ADMINISTRATION OF THE PROGRAM**

## **I. The Director**

The M.A. Program in Clinical-Counseling Psychology (hereinafter the Program) is administered by a Director who is directly responsible to the Dean of the School of Arts and Sciences. The Director coordinates all graduate instruction with the Chair of the Psychology Department and the Director of the Psy.D. program. These three administrators comprise the Executive Committee of the Psychology Department.

## **II. Graduate Council**

All graduate programs at La Salle are overseen by the Graduate Council. That body is responsible for formulating policies that guide graduate programs, for reviewing and advising on matters of curriculum, and for evaluating program operations. Members of Graduate Council include: the University Deans responsible for the graduate programs, four Directors of graduate programs, members of the faculty chosen by the Faculty Senate, and two graduate students. The Provost serves as Chair of Graduate Council.

## **III. Advisory Board**

The Advisory Board consists of distinguished professional people from the community at large. The Board makes recommendations to the director on matters of relevance to the Program, including matters of program development, professional standards, and community relations.

## **IV. Committees**

The Program Director is advised by five standing committees. Appointments to all of these committees are for three years.

1. M.A. Steering Committee
2. Student Progress Evaluation Committee
3. Comprehensive Examinations Committee
4. Clinical Training Committee
5. Admissions Review Committee

### **A. Master's Program Steering Committee**

This committee has the main responsibility for making recommendations to the Director of the Program on all matters of administration. Its membership includes: the Program Director, Clinical Director, the Coordinators of the four Program concentrations, two additional full time faculty members, one additional adjunct faculty member, and one student representative.

## B. The Student Progress Evaluation Committee (SPEC)

The Student Progress Evaluation Committee is responsible for certifying that each student meets program requirements and also for making specific recommendations to the student to further his/her progress in the program.

Committee responsibilities include reviewing the quality of student performance in academic and clinical courses, recommending corrective measures for students whose progress reflects deficiencies, and certifying students for separation from the program for cause.

Three faculty members serve on this Committee.

Members are appointed by the Program Director with the advice of the M.A. Steering Committee. A chairperson is designated annually from among members.

## C. Comprehensive Examination Committee

This committee: 1) obtains questions from the faculty and evaluates them for inclusion in the pool of written comprehensive questions; 2) selects questions for the examinations; 3) selects faculty to read examinations and to give the oral examinations; 4) supervises the examination schedule; 5) and supervises the process of reading and grading examinations.

The Comprehensive Examination Committee is also responsible for implementing policies that govern the written and oral comprehensive examinations.

Three faculty members serve on this committee.

Members are appointed by the Program Director with the advice of the M.A. Steering Committee.

## D. Clinical Training Committee

This committee advises the Director and the Clinical Director on all matters pertaining to the clinical aspects of the program. It is the clinical training committee's task to examine all factors affecting the student's clinical progression, including the achievement of the established competency standards, the adequacy of in-course skills preparation, and the adequacy of the field placement experiences.

Ordinarily the committee is composed of six to eight members: the Program Director, the Clinical Director, the two field placement Coordinators and three or four faculty members who are working with students in placement as case seminar instructors.

## E. Admissions Review Committee

Three faculty members are assigned by the Director to review the credentials of applicants. They are responsible for assuring that matriculants meet admissions standards and for prescribing measures for accepting conditional or provisional applicants. The granting of transfer credit, however, is administered only by the Program Director. After a student is admitted, no transfer credit will be given for courses taken prior to enrolling at La Salle.

## **V. Other Administrators**

### **A. Clinical Director**

The Clinical Director of the M.A. program is responsible for all programmatic matters concerning the clinical preparation and progress of students in the program. His/her duties include but are not limited to:

- 1) working with the Concentration Coordinators to establish and maintain norms for clinical preparation and progression;
- 2) working with the Field Placement Coordinator to establish and review field-placement sites;
- 3) working with the clinical committee to review progress, identify problems and initiate new programs;
- 4) writing and distributing manuals, handbooks and other guides to assist students in moving through their clinical progression.

The Clinical Director is directly responsible to the Director of the Program.

### **B. Field Placement Coordinators**

The Field Placement Coordinators are responsible for coordinating all practicum and internship activities of the program. Their duties include but are not limited to:

- 1) assisting students in securing suitable practicum and internship sites; s/he will have final authority for approving a student's placement;
- 2) maintaining direct contact with all active outside agencies to assess adequacy and progress of all placements; s/he will make at least one visit to each agency during the student's tenure;
- 3) working with Concentration Coordinators and Clinical Director to ensure an appropriate and high level training experience for each student.

The names of the current placement coordinators are listed in Appendix ..

### **C. Concentration Coordinators**

Each of the Program's four concentrations - Psychological Counseling (PC), Marriage and Family Therapy (MFT), Addictions (AD), Industrial/Organizational I/O), has one or more coordinators who oversee the operation of the concentration. The Coordinators act as liaisons to the Program Director concerning curriculum and student needs of their area. They are also expected to be the primary advisor to students in their area.

The names of the current coordinators are listed in Appendix ..

#### D. Faculty Advisors and Mentors

The Program maintains a system of Faculty Advisors and mentors to ensure that each student receives timely information and support at all points in the program. They are available to the student in three ways: 1) The Coordinators of the four concentrations are the primary advisors for the students in their respective concentrations; 2) The instructors in the counseling laboratory courses (Psy502 & 602) are mentors to the students enrolled in their laboratory sections; and 3) Instructors in the case/professional seminar serve as advisors and mentors to students during their practicum and internship 4) the other faculty of the Program, though not formally designated as advisors or mentors, are prepared to offer whatever assistance they may.

# **ACADEMIC REGULATIONS AND PROCEDURES**

## **I. Curriculum of the Program**

Students in the Clinical-Counseling Psychology Program have the choice of four concentrations: Psychological Counseling, Marriage and Family Therapy, Addictions Counseling, and Industrial / Organizational Psychology. The program requires 48 credit hours and normally takes three years (nine terms) to complete taking two courses (six semester hours) per term. It may be completed in two years by taking three courses (nine semester hours) per term in the fall and spring and two courses (six semester hours) in two summers.

A 60 hour certificate program (M.A. plus 12 hours) is available to assist students preparing to meet requirements for licensure as a Professional Counselor or Marriage and Family Therapist. See Graduate catalog for more information.

## **II. Graduate Psychology Sequence Of Courses**

Since the program is designed in a tier-like fashion to accommodate clinical progression, it is important that each student plan his/her program carefully at the outset. This will ensure that courses will be available when needed and all requirements will be met in an orderly and timely fashion. A form for this purpose is provided in the appendix.

## **III. Courses**

The courses required in each of the four Program concentrations are listed in the *Program at a Glance* page in appendix. Also listed in that section are the prerequisite requirements for each course. For a more detailed description of the courses listed, see the Graduate Psychology Brochure or the Academic Catalog.

## **IV. Academic Honesty**

Students in the program are expected to behave in an ethically responsible manner. This includes honesty in all examinations and reports submitted as part of course requirements.

Failure to live up to these standards will result in sanctions, including the possibility of dismissal from the program.

See Appendix for additional information about plagiarism.

## V Academic Integrity

Integrity and a sense of commitment are the hallmarks of professionalism. It is expected that all students will be active participants in the educational and training processes of the program. Active and regular class attendance accompanied by an openness to each lecture, each classroom discussion, and each training experience is expected at this level; it is an essential part of becoming a professional.

## VI. Clinical Preparation

### A. A Short Preamble

While the development of clinical skills is an expressed objective of the program, this can in no way be separated from the student's continued acquisition of knowledge and life experience. The truly effective practitioner is able to apply what s/he knows in a practical and sensitive manner. S/he is one who is ever seeking and open to new ideas and opportunities – one who can learn as much from peers, clients and life experience as from books and experts.

An important part of clinical preparation is a thorough grounding in the ethical principles of the helping professions. These principles are set forth in publications of the American Psychological Association, The American Association for Marriage and Family Therapy, The American Counseling Association, and other professional organizations, (see appendix) And while Faculty are responsible for helping the students understand and interpret these principles, it is ultimately the student's responsibility to practice them in a sensitive, caring, and responsible manner.

### B. Clinical Skills Progression

There are three steps in the clinical skills progression:

**1)Basic counseling skills** are emphasized in the Counseling Laboratory course (PSY 502). Particular attention is paid to those skills that effectively connect the therapist with the client and those which communicate respect and understanding. The student's manner of attending, listening and responding in simulated counseling situations is recorded and evaluated.

**Basic assessment skills** are highlighted in the first Assessment course (PSY 509) where the student learns to select, administer, score, interpret and communicate the results of group tests.

**2)Techniques specific to various therapeutic approaches and multicultural counseling** are discussed, demonstrated and practiced in the advanced skills courses, including the Advanced Counseling Laboratory (PSY 602). In some instances at this level, the student may receive supervision in a

simulated counseling situation, work behind the mirror with a supervisor, or serve as a co-therapist with the instructor during in-class demonstrations.

**3) The final step in the clinical progression is field placement (practicum and/or internship).** Once students in the PC, AD, and the I/O concentrations have completed 18 credits (excluding “I”s) , and those in the MFT concentration have completed 24 credits (excluding “I”s), they are eligible to begin field placement. At this point, the student should be sufficiently prepared to be of service to a clinical or organizational facility. S/he will be entering a situation that is a test of how well s/he has understood and integrated the theory and practice of his/her preparation. It is an opportunity to gain supervised experience that will lend more substance and meaning to the preparatory training the student has received. No one expects the student to be independent practitioners at this time.

### C. Meaning of Grades in Skills Courses

In order to inform students, advisors and administrators that a student needs more skill development, faculty use the following grading system:

**The student must earn a B or better in all skills courses.** If a student has not reached a sufficient level of skill development in any of the designated skills courses, s/he is given a “C” or an “F” grade.

**If the student receives a “C” grade in a skills course,** the student must retake the course. This is normally done by repeating the course in class or as an Independent Study with a professor assigned by the Director. S/he must make up the deficiencies noted in his/her course evaluation. The deficiency must be corrected before the student is allowed to take another skills course in the sequence.

**If the student receives an “F” grade in a skills course,** the student must retake the course and earn at least a “B” grade. If the student receives a second “F” or a “C”, the student is separated from the program.

**In Field Placements,** grades of “S” (Satisfactory) or “U” (Unsatisfactory) are assigned. The student must earn an “S” grade or is subject to dismissal from the program. Grades at this level are largely based on the student’s performance in placement, but performance in the case seminar is also factored in.

## VII Field Placement (Practicum & Internship)

### A. Purpose and Objectives

The purpose of field placement is to provide the student with an extended supervised clinical experience consistent with his/her entry-level preparation and area of concentration. It is an opportunity for the student to integrate theory and practice while doing hands-on assessment and counseling under direct supervision. During this experience, students are expected to develop a framework for therapeutic understanding and intervention that encompasses theory derived from academic work and practice based on clearly delineated skills. Through a continuous assessment/counseling experience and supervision, it is expected that the student will become more self-aware and learn to make effective use of self in the counseling relationship.

A further purpose of field placement is to provide the student with the opportunity to work with other professionals within mental health and organizational systems and thus better understand and appreciate his/her own specific role(s) in those systems.

### B. Structure

For those students in the **Psychological Counseling (PC)**, **Addictions (AD)** and the **Counseling & Consulting option** of the **Industrial Organizational (IO)** concentrations, the field placement experience consists of a one semester (100 clock hours) **practicum** and a one calendar year (600 clock hours) **internship**. In most cases this will be a continuous experience served at the same facility. Three hundred (300) of the hours accumulated in practicum and internship must involve documented face-to-face client contact.

For those students in the **Management and Human Relations** option of the **Industrial/Organizational (IO)** concentration, the field placement experience consists of a two semester (400 clock hours) internship.

For those students in the **Marriage and Family Therapy (MFT)** concentration, the field placement experience consists of a one calendar year **internship** of 600 clock hours, 300 of which must involve face-to-face client contact.

Students taking **dual concentrations** must meet the requirements for both concentrations. Dual concentrations including addictions are particularly recommended.

## C. Eligibility Requirements

**To be eligible for practicum** (PSY 660), a student following the Psychological Counseling (PC), Addictions (AD) or Industrial Organizational (I/O clinical option) concentrations must have...

- ...completed 18 hours of course work (including PSY 502) and one additional skills course (from list in appendix V)
- ...good standing academically and no outstanding "I" grades
- ...passed the written comprehensive examination
- ...been certified as eligible by the respective concentration coordinator
- ...submitted all the appropriate forms to the field placement coordinator

**To be eligible for internship** (PSY 680), students following the **PC** or **AD concentration**, and those in the **I/O** clinical concentration preparing for licensure must have...

- ...completed practicum with the required hours recorded
- ...completed 24 hours of coursework, including Psy 502 and at least two additional skills courses (from list A in appendix V below)
- ...good academic standing with no outstanding "I" grades
- ...passed the written comprehensive examination
- ...submitted all the appropriate forms to the field placement coordinator

**To be eligible for internship** (PSY 680), students following the **MFT concentration** must have...

- ...completed 24 hours of coursework, including Psy 502 and at least two additional skills courses (from list B in appendix V on page 37)
- ...good academic standing with no outstanding "I" grades
- ...passed the written comprehensive examination
- Submitted all the appropriate forms to the field placement coordinator

**To be eligible for internship** (PSY 680), students following the Management and Human Resources option which only requires two semesters, must have..

- ...completed 24 hours of coursework, including at least three I/O or Management courses\*
- ...good academic standing with no outstanding "I" grades
- ...passed the written comprehensive examination.

\* I/O students not preparing for licensure (and taking only 2 terms of internship) should register for 690D or 691D, (professional case seminar) which will be given through independent study, if there are too few to make a class. I/O students planning on licensure should register for one of the other sections of professional case seminar.

## D. Getting Started in Practicum or Internship

Once the student has been reviewed and approved by the coordinator of his/her concentration, he/she should then contact the appropriate **Field Placement coordinator** (see page 35) who will work with the student to secure an appropriate placement. At this point, the student is expected to be actively involved in the process and to assume a major portion of the responsibility for locating and contacting potential placement sites. **Planning for locating placement sites should begin at least one term before the intended starting date.** Site listings are available on the **mylasalle** portal and may be accessed by following this procedure:

To pull this channel into your mylasalle layout:

1. Click on **content/layout** located at the top of the page
2. Click on **mylasalle tab** (or tab where you want the channel to reside in your layout)
3. Click on **New Channel** button in the layout
4. Select category - **Academics**
5. Select **myResources – GR Psych** and click add.
6. Close **mylasalle** and re-enter **mylasalle**
7. The listing for sites and internship paperwork will appear under **myResources – GR Psych.**

If you need assistance with this, please contact Jim Sell, Director of Portal Communications at 215-991-3615 or [jsell@lasalle.edu](mailto:jsell@lasalle.edu)

See Appendix for suggestions on selecting a placement

As you make a choice, the following should be considered:

RE: Requirements for Agencies

The agency should be able to provide the student with a sufficient number of the kinds of cases and/or work activities that would meet the standards of his/her concentration (addictions cases for those in the Addictions concentration, marriage and family cases for those in the MFT concentration, etc.). Ordinarily, this would mean six to ten cases a week with at least one third of them in the respective concentration.

The agency must be willing to provide at least one hour of individual, face to face supervision each week in exchange for services provided to clients by the student. This is a quid pro quo exchange and it is not possible for La Salle to compensate the supervisor in any way.

The Agency must be willing to permit the student to videotape a number of sessions, of which three will be used for on-campus case seminar

presentations. It would also be desirable for the student be able to tape (either audio or video) a high percentage of his/her other sessions.

Preferred sites will also make other training activities available to the student, including the opportunity to attend on-going case conferences and participate in in-service training programs.

A private practice does **not** qualify as a placement site and will **not** be approved.

### **Having A Field placement Where You Are Employed.**

Here are some guidelines if you are considering doing an internship or practicum where you are working.

It is not only a requirement in our program, but a requirement for licensure that a student complete a formal internship. This is a training program that is quite different from work experience.

Our general rule is that you cannot do your internship (or any field placement) where you are working. We have made exceptions in the case of a large organization with several branches where it is clear that the student is, in fact, doing an internship in a separate part of the organization, with a different supervisor and a different client population, and where there is no conflict of interest.

Students that seek to pursue training at a site where they are currently employed face the additional hurdle of needing to provide a greater level of documentation in addition to what is required from those at a site where they are not employed. This is necessary to assure that the training experience is commensurate with that received by other students and to avoid ethical pitfalls (such as the problem of dual relationships). Beyond Program requirements, it is necessary to have sufficient documentation so that outside agencies (such as licensing boards) can agree that training experiences meet established standards.

It is necessary for the student to submit a detailed plan to the Master's Program before any approval for a training experience where one is employed can be given. There are a number of considerations that must be included in this plan, as detailed below.

As noted above, exceptions for students employed at a site are made for "large organizations" with multiple sites. Please describe the site in detail and clarify if this is a single site with different 'programs' physically in the same building. If the proposed site is physically removed from the site of employment, clarify this as well. If the proposed training experience is within the same physical structure or consists of different "programs" clarify how the "training program" and associated staff are the same or different from the structure of the program where you are currently employed. Specifying the organizational structure involved, especially in regards to the supervisor you are proposing for your training experience. An organizational chart (or written description of the programs) indicating the overlap (if any) between the program in which you are employed and the one you propose for your training would help clarify this. This may be especially pertinent regarding other staff with whom you

may work with during the day and who would be required to relate to you in a different role (student vs. co-worker-the issue of dual relationships).

In the proposal specify (in detail) the degree of difference in clinical populations which exists between your current job and proposed training experience. It is necessary to assure that the clinical contact is with individuals who are not involved in your job activities. In addition, it is necessary to clearly specify how all training activities (e.g., supervisors, administrators, staff, and clients) are fully divorced from the individuals with whom you interact with during your regular job activities.

As noted, it is necessary for the student to submit a detailed plan to the Master's Program before any approval can be given for this programmatic exception. Keep in mind that all other requirements for a clinical training experience (e.g., use of videotaping, number of hours, supervisor qualifications, etc.) must also be met before it can be assured that the proposed training experience meets the requirements for a separate internship experience.

#### RE: Requirements for Supervisors

As a minimum standard, the supervisor should...

...have a master's degree in psychology, counseling, marriage and family therapy or other mental health/organizational field related to the student's concentration; s/he should also have certification or licensure appropriate to the student's concentration (D&A, MFT, etc.)

...have at least three years experience (preferably five) with the types of cases with which the student will be working. It would be preferable that the designated supervisor has had at least two years of supervisory experience as well.

...be willing to provide the La Salle's Program with feedback regarding the student's progress by completing the forms provided by the Field Placement Coordinator and by meeting with the coordinator at the agency site on at least one occasion during the placement year.

#### E. Approval

Once the student has finalized his/her plans for Field Placement, the appropriate Field Placement Coordinator must approve them following submission of appropriate forms. No student will be permitted to register for Field Placement credit until the placement has been approved.

#### F. Practicum and Internship Requirements

Once he/she is approved for placement, it is the student's responsibility to notify the agency and to make appropriate arrangements to initiate the placement.

The clock hours noted in the Structure section are minimum: 100 hours practicum, 600 hours internship for PC, AD and IO students, 300 of which must be client contact; 600 hours of practicum for MFT students, 300 of which must be client contact. These totals are in line with licensure requirements in Pennsylvania and many other states.

Since La Salle University has a contractual arrangement with each placement facility, it is important that the student knows the provisions of that contract. The student must also know and understand the policies and practices of the placement agency as well. Failure to observe agency regulations may result in removal from placement and/or unsatisfactory grading.

As a general rule, when the student encounters problems at an agency it is best to seek to resolve them locally with the supervisor or administrator on site, as per the APA Ethics Code, and with the advice of the case seminar instructor. However, should this fail, or should the problems be of considerable magnitude, then the Field Placement Coordinator should be notified without delay.

Sudden changes in placement are discouraged because of the disruption to the therapeutic relationship between the student and his/her clients, and because of the commitment that had been made to the agency. A student who requires such a change must inform the Field Placement Coordinator and the placement agency as soon as possible and prior to any actual change.

Liability Insurance. Prior to starting field placement students are required to secure some form of professional liability insurance. This may be obtained relatively inexpensively as a student member of a professional association such as APA, AAMFT, ACA, APS, etc. The application forms are available in the Graduate Office. Coverage of \$1,000,000 is required. **No one will be permitted to begin their placement without insurance.**

**It should be noted that placement hours will not count until the appropriate placement forms have been received and the student's liability insurance is in effect.**

#### G. Case/Professional Seminar

During the **practicum** semester, students in the PC, AD and the Counseling and Consulting option of IO concentrations are required to attend a seminar on professional and ethical issues (PSY 661).

During the **internship** year, all students are required to attend and fully participate in the Case/Professional Seminar (PSY 690,691,692). This is a unique opportunity for students to share their progress with their fellow students and to grow professionally as they engage the world of real clients and clinical challenges. Videotapes of student work are used in the seminars as a basis for the discussion of case management, therapeutic proficiency,

technical progression and professional and ethical issues. The format for presentation will be provided in the seminar syllabus

#### H. Record Keeping

As part of the field placement experience, the student will be required to keep up-to-date and accurate records. Each agency will have its own system and its own forms, and it is incumbent upon the student to learn and follow the agency's system of record keeping. Copies of appropriate records should be retained by the student to submit when applying for licensure.

For the purposes of the Program, the student will be required to complete and submit three forms each semester:

- The SEMESTER RECORD (e.g. log of hours and activities) form, done on a weekly basis and verified at the end of each semester by the signature of the supervisor.
- The STUDENT'S EVALUATION OF FIELD PLACEMENT form
- The evaluation of student by supervisor

#### I. Field Placement Evaluation

Each student will receive a grade of "S" (Satisfactory) or "U" (Unsatisfactory) or "I" (Incomplete) for each semester of field placement.

An "S" grade is awarded each semester if the student has completed the minimum number of hours of on-site work and supervision and has been rated as satisfactory on the Student Evaluation Sheet completed by the on-site supervisor.

A "U" grade is awarded if the hours are not met or the ratings are unsatisfactory

An "I" grade will be awarded if the rating forms and materials documenting hours have not been submitted. The responsibility for making certain all evaluation materials are submitted for review rests with the student. An "I" grade (Incomplete) will be given if any material has not been submitted. A student receiving an "I" grade may not register for a second term of Field Placement until s/he meets with the Field Placement Coordinator to discuss the reasons for the incomplete and the means by which the situation will be resolved.

Satisfactory grades in Practicum and Internship are required for graduation.

For further information and a guide to the steps of Practicum and Internship see Appendix VII.

## **VIII. Evaluation of Student Progress**

### A. Student Progress Evaluation Committee

#### 1. Nature and Functions

The Student Progress Evaluation Committee is responsible for certifying that students are meeting program requirements and also for making specific recommendations to students to further their development in the program. Beginning after students have completed two courses and continuing until field placements are completed, the Committee reviews their course and clinical work at the end of each term to determine whether or not performance is satisfactory. Reviews ordinarily occur after term grades have been submitted. Faculty members may, however, initiate a progress evaluation with the Committee anytime they believe a student's performance warrants review.

### B. Criteria Used in Evaluation of Student Progress

#### 1. Satisfactory Progress

- Completion of 4 or more courses, taken in approved sequence, each calendar year.
- Maintain a minimum G.P.A. of 3.00.
- No more than 1 "C" in all courses.
- Acceptable performance in all clinical skills courses and placements.

#### 2. Unsatisfactory Progress and Sanctions

- An "F" grade constitutes grounds for separation from the program.
- "C" grades in any 2 courses or G.P.A. below 3.00. Such students are placed on probationary status.
- "C" grades in any 3 courses. This normally leads to separation from the program.
- Incomplete grades in courses that are prerequisites for later courses. The later courses may not be taken until "I" grades are removed.
- Incomplete grades must be completed by the time set by the Instructor. The latest this may be is within one term of the semester in which they occur; otherwise the course must be repeated. The I grade remains on the student record.

- Failure to satisfactorily demonstrate clinical skills at any point in the program. Unsatisfactory performance following one retake of skills course or one retake of any Field Placement constitutes grounds for separation from the program. (See Meaning of Grades in Skills Courses)
- Evidence of failure to relate to clients or colleagues in therapeutic and/or professional ways constitutes grounds for separation from the program.
- Violation of Ethical Standards

## **IX. Comprehensive Examinations**

For the Oral Comprehensive Examination, completion of 39 credit hours of graduate psychology courses, including one semester of internship and professional seminar is required.

Comprehensive examinations are taken in two parts: a written section and an oral section. The written examination is a sample of the student's retention and understanding of a body of knowledge in psychology with the exam drawn from Ethics and three of the basic courses in the program. The oral examination provides the opportunity for a student to integrate what they have learned in the program and apply this knowledge within an area of specialization focusing on a case.

Students must apply in writing to the Director of the Program at the beginning of the semester in which they plan to take each Comprehensive Examination. For the Written Comprehensive Examination, completion of the three courses included in the comprehensive is required.

For the Oral Comprehensive Examination, completion of 39 credit hours of graduate psychology courses, including one semester of internship and professional seminar is required.

### **A. Written Comprehensive Examination**

Students are to take the written examination upon completion of 18 hours in the Program. Students must have satisfactorily passed this exam by the completion of 30 credits in order to continue in the program.

The examination is given in two parts:

**The objective part** is based on material in Ethics and material covered in the basic areas of the program (Psy 500, 503, 504)

**The essay part** will focus on the **student's** area of specialization, and will also evaluate the student's writing ability.

Exception: students in the Management and Human Resources option of the I/O concentration take an objective exam on Ethics and PSY 500 and 506, and two essay questions on areas of their specializations.

## Evaluation

The **objective part** is graded Pass or Fail. A Pass grade is assigned when 70% of the items are passed correctly. Students may repeat the exam twice. The **essay part** is graded Pass or Fail. Two professors read the question independently. When one of the two readers assigns a failing grade a third reader's grade is determinative.

A student who fails the Comprehensive Examination a second time may not register for additional courses. The student will be able to take the exam for a third and final time. If the student fails the exam on the third attempt, this is cause for dismissal from the program.

### **B. Oral Comprehensive Examination**

The Oral Comprehensive Examination is a focal integrative experience in the program. Not only is it an opportunity for the students to demonstrate what they have learned in the program, by way of theory and technique, but also how they would apply this store of information and knowledge to the world of real people and problems.

To be eligible for the Oral Comprehensive Examination, the student must have successfully completed 39 credit hours in the program, finished one semester of field placement with no "I" grades outstanding, and passed the Written Comprehensive Examination.

Eight weeks before the posted date of the final comprehensive examination students will be sent a case summary or a problem along with a set of questions that will be used as a basis for the examination. The case summary or the problem will be chosen for its appropriateness to the student's training concentration.

From the materials received, students will write a case or problem report, following the instructional guidelines included in the packet. Typically, students will be required to do an assessment and intervention strategy for the case assigned detailing the dynamics and the approach they would employ. In writing the report (APA Style; 10–12 pages typed), a narrative style should be used, the answers to the questions should be woven into the body of the report.

Three weeks before the posted examination dates students must submit three typewritten copies of the prepared report to the Graduate Psychology office. Two of these will be forwarded to the faculty members who have been chosen to sit on the student's panel; the other will be retained in the records.

If the report that the student has submitted is insufficient, it will be returned with a strict deadline as to when it must be resubmitted. If the second report is still lacking, the student will be asked to take the examination at a later date.

Although the case or problem students have prepared will be the focal point of the final oral examination, they will be judged mainly on how well they defend the report and the ideas they put forth. It is expected that professional bearing and composure will be commensurate with level of preparation.

Examinations will be scored on a Pass/Fail basis. Students who fail will be notified by the Program Director and will receive recommendations on correcting deficiencies.

## **X. Electives**

In some concentrations free electives are available to the student. These may be selected from other courses in the Clinical-Counseling Psychology Program or they may be taken in any of the graduate programs offered at La Salle; including certain courses in the Psy.D. program. The purpose of these electives is to assist students in their preparation for the settings where they intend to work. For example, students who plan to work in a Hispanic setting are encouraged to take their electives in the La Salle Bilingual/Bicultural program; students intending careers in management positions, whether in business, government or other settings, are encouraged to elect courses in La Salle's Business Program.

## **XI. Independent Study**

Students may take some courses on an independent study basis (such as research with a faculty member) when approved by the Program Director.

It is the student's responsibility to contact the faculty member who is to supervise the independent study. Once the student has the approval of the faculty member, they should contact the graduate office to get the approval of the director. If approved by the director, a contract will be drawn up and the student will be sent a copy for their records.

Ordinarily, skills courses and required courses regularly scheduled in the program sequence may not be taken as independent study.

## **XII. Transfer Of Credit**

Graduate courses taken at another school may be considered for transfer of credit. The maximum allowable number of transfer credits is nine (9).

Only courses with a grade of "B" (3.00) or higher may be transferred.

Transfer of credit must be approved by the Program Director when the student first matriculates. Transfer will not be granted for skills courses or courses at the 600 level. After a student matriculates, permission to take

courses at other universities for credit must be approved by the Program Director. Skills courses cannot be transferred.

### **XIII. GRADUATION**

Students who have satisfactorily completed all course work and internships, who have received satisfactory evaluations of skills development, and who have passed oral and written Comprehensive Examinations before the end of the term will receive the degree of Master of Arts at the end of that term. Formal commencement exercises are held in May each year.

Students who apply for their graduation over the Mylasalle portal will receive a booklet with written instructions covering participation in baccalaureate and commencement exercises.

Students who wish to apply for certificates, must do so through the graduate psychology office.

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# **STUDENT LIFE**

## **I. Statement of Student Development**

In training as a counseling professional, the student assumes an ever-increasing responsibility for his/her professional development. To become an effective practitioner, the student must become aware of and become sensitive to the circumstances which impact upon the lives of clients. To do so, it is important to acquire and hone skills to search out, analyze and apply information effectively. While these skills are taught, modeled, and reinforced in the classroom and field placement agencies, they are ultimately the student's responsibility. Moreover, it is equally important the student develop a meaningful and valid yardstick for measuring progression of his/her own competencies. The following are some practical things for the student to do to progress as a counseling professional:

- Seek out and be open to feedback from a variety of sources. In this regard, faculty and fellow students-can be a valuable mirror for you.
- Become acquainted with area resources.
- Regularly read professional journals and newsletters.
- Develop a deliberate and disciplined reading program, in addition to assigned materials.
- Attend off-campus lectures, workshops, and conferences. Many of these are informative and inspiring, and the Philadelphia area with its many universities and medical centers is particularly fortunate in this regard.
- Join appropriate professional organizations as a student member (e.g., American Psychological Association, American Counseling Association, American Association for Marriage and Family Therapy, Pennsylvania Counseling Association, Pennsylvania Psychology Association).
- Give serious consideration to obtaining personal counseling/therapy. This is a potentially rich source of personal development as well as a valuable experience for a counselor in training.
- Use the competency guidelines provided to you as a guide throughout your program. Be especially responsive to the feedback from the faculty.

## **II Competency and Professional Development**

To monitor and guide the student's acquisition of clinical competencies and his/her professional development, a procedure to measure the progress of each student is being created. The scales being developed for this purpose are intended as guidelines and when put into use should provide timely feedback to each student as he/she progresses through the program. They are not meant to replace academic measures but to supplement them in order to gain a more complete and individualized measure of each student's overall progress.

### **III. Membership in Professional Organizations**

It is commonplace today for professionals to belong to local, regional, and national groups which advance the goals and objectives of their profession. Three such organizations are the American Psychological Association, the American Counseling Association and the American Psychological Society.

**A. The American Psychological Association (APA)**, is a national professional and scientific organization of psychologists with membership exceeding 100,000. APA publishes 23 journals. It has 47 divisions representing diverse specialties in the field of psychology. Graduate students are eligible to join APA as Student Affiliates.

**B. The American Counseling Association (ACA)** is a nationwide organization with members from counseling, therapy, and personnel specialties. It is generally recognized as an organizational leader in these fields, and as such, sets professional standards, develops programs, sponsors legislation, encourages public awareness, and processes considerable information of practical and professional relevance. Its sixteen divisions address a wide range of concerns, including religious and value issues in counseling. Membership entitles the student to be a part of this system and its functioning. Members will receive three highly regarded periodicals: Journal of Counseling and Development, The Guidepost and American Counselor. Also, the student will be eligible to attend conferences and workshops sponsored by the Association. As a special benefit the student will also be able to purchase, through ACA, low-cost professional liability insurance which the student will need to have once he/she undertakes his/her clinical training. The Pennsylvania Counseling Association is a state branch of ACA. It is an important resource for licensure as a Professional Counselor and other state issues.

**C. The American Psychological Society**, founded in 1988, has the following purpose: to promote, protect, and advance the interests of scientifically oriented psychology in research, application, and the improvement of human welfare.

**D. The American Association for Marriage and Family Therapy** is the professional association for the field of marriage and family therapy. It is a national organization with in excess of 25, 000 members throughout the United States, Canada and abroad. It sets the standards for research and education within the field. For eligible graduate students, it makes available low cost student membership with numerous benefits. With membership, the student will receive two professional journals, invitations to national and local conferences, and the ability to purchase low-cost liability insurance for his/her practicum year through the AAMFT plan. The student will also be included as a member in the State Association

E. **Psi Chi** is the national Honor Society in psychology. The La Salle chapter of Psi Chi is open to both graduate and undergraduate students who meet eligibility requirements.

#### **IV. Advisement**

Coordinators of the respective concentrations, with the assistance of other faculty are responsible for student advisement. The process is an exchange: from the advisement the student gains accurate information about courses, requirements, and program development from the faculty member; the Administration and Faculty of the Program gain a valuable source of student input which is vital for scheduling, program development, and morale.

While all students are encouraged to contact the advisor whenever he or she deems it appropriate, students who have been accepted conditionally or who have been placed on probation are required to contact the advisor for an appointment during pre-registration periods.

Students who will not be taking courses during the coming term are required to consult their advisors.

#### **V. M.A. Graduate Student Association**

The M.A. Graduate Psychology Student Association provides a forum for representation of student interests and needs in the Program. It is a channel of communication among students, faculty, and administration. The organization encourages student involvement in planning and execution of appropriate aspects of the program in order to foster group spirit, support, and development. This group is responsible for all student appointments to standing committees.

The following particulars apply:

All matriculated students in the Clinical-Counseling Psychology Program are members, and are eligible to hold office. Only currently enrolled students are eligible to vote in the election of officers.

Five students shall hold office of equal status from February to January. Nominations are open four weeks prior to the end of the Fall semester and must be received by the Student Government no later than the final day of that semester. The slate of nominees will be posted at the beginning of the Spring semester, and the election will be held the fourth week of that semester. Appointments will be effective the following week.

The student officers shall meet at their discretion, but there shall be a minimum of one general meeting per semester.

## **VI. Alumni Mentoring**

Graduate psychology students now have available a group of experienced resource persons to whom they can turn for consultation. These alumni have offered to serve as mentors to interested students.

### MENTOR SERVICES

Mentors are prepared to:

- Assist in field placement planning
- Advise on comprehensive examination preparation
- Advise on graduate level study skills and writing
- Work with graduate students to develop workshops on topics of interest to students
- Plan social and professional activities with interested students
- Offer guidance in selecting and applying to doctoral programs
- Provide career/employment information

See Alumni Mentor Directory for additional information.

## **VII. Student Communication Folders**

File folders for each student will be placed at the campus where the student is attending classes. Students are responsible to check their folder weekly for any correspondence.

If a student does not have a folder, please call 951-1767, and we will arrange to have one made.

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# APPENDIX

## I. Plagiarism

### A. What is Plagiarism?

1. Definition: “Presenting someone else’s ideas as your own, whether deliberately or accidentally” (Fowler, 1986. p. 501)
2. Plagiarism is derived from a Latin word meaning “kidnapper” (Folwer, 1986. p.570).
3. Forms of plagiarism:
  - a. “The use of another’s writing without proper use of quotations marks. Do not, under any circumstances, copy onto your paper a direct quotation without providing quotation marks and crediting the source” (Lester, 1967. p. 47).
  - b. “The borrowing of a word or phrase, the use of an idea, or the paraphrasing of material if that phrase, idea, or material is not properly introduced and documented. Also included in plagiarism is the mere rearrangement of phrases from the original into a new pattern” (Lester, 1967. p. 47).
  - c. It is also plagiarism to “take, buy, or receive a paper written by someone else and present it as your own” (Corder & Ruszkiewicz, 1985. p. 633).
  - d. Another form of academic dishonesty that is related to plagiarism is collusion which is defined as “collaboration with someone else in producing work you claim to be entirely your own” (Corder & Ruszkiewicz, 1985. p. 633).

### B. How Plagiarism Can Be Avoided

1. Acknowledge all borrowed material by introducing or following the quotation or paraphrase with the name of the authority from whom it was taken.
2. Enclose all quoted materials within quotation marks, even single words and phrases.
3. Make certain that all paraphrased material is written in your own style and language.

4. Provide a reference entry for every source that appears in a written work.
5. Be certain that all written work you submit is your own. You may (and in some cases should) ask others to review your work, but “any changes, deletions, rearrangements, or corrections should be your own work” (Corder & Ruskiewicz, 1985. p. 633).

### C. Why is Plagiarism Wrong?

1. It is considered to be a criminal offense (i.e., the theft of intellectual property) and can result in fines and/or imprisonment.
2. It is academically dishonest and can lead to serious sanctions from the college.
3. It undermines the academic integrity and ethical atmosphere of the college.
4. It violates the mission of college to emphasize “a respect for knowledge.”
5. It involves a passive, rote learning process that obstructs the acquisition and understanding of meaningful academic material.
6. It stalls or retards intellectual, moral, and social development.
7. It violates and disables the process of critical thinking.
8. It promotes feelings of lowered self-esteem in those who practice it.
9. It produces alumni whose inferior knowledge, abilities, and moral standards tarnish the public image of the college and lower the perceived value of a college degree in the eyes of those who evaluate current college students who are seeking employment or admission into graduate school.

#### References

- Corder, J.W., & Ruskiewicz, J. J. (1985). Handbook of current English. Glenview, IL: Scott, Foresman and Company.
- Fowler, H. R. (1986). The Little Brown Handbook. Boston: Little, Brown and Company.
- Lester, J. D. (1967). Writing research papers: A complete guide. Glenview, IL: Scott, Foresman and Company

## **II. Course Listings by Concentration**

### III. WEB INFORMATION

La Salle has implemented a line of web products to enhance functionality to student data via the Web. **Brother LUWIS** (La Salle University Web Information System) can be accessed from our homepage at [www.lasalle.edu](http://www.lasalle.edu).

Students are now able to perform the following:

Register On-line

View Final Grades

View Current Account Information

View Financial Aid

View your Student Schedule

Review and Update E-mail address

View Holds (financial, academic, disciplinary, etc)

Download all forms in the internship packet and internship sites onto the Mylasalle portal.

Graduate Catalog, Student Handbook, and faculty research interests can be accessed at :

<http://www.lasalle.edu/academ/grad/counseling/counseling.htm>

### IV. STUDENT FOLDERS AND E-MAIL

Important information is communicated to all students by the student folders, located on Main Campus in Holroyd room 120 or Bucks campus (ask the security guard), by your lasalle e-mail address and the listserv. If you find that you do not have a folder at your campus please call the graduate office at 215-951-1767.

**LIST SERVE-** Those students interested in joining the MA Listserv, may use the following link:

<http://www.lasalle.edu/~collins/psych/students.htm#MSA>

## V FIELD PLACEMENT GUIDELINES (Practicum & Internship)

For students getting started with field placement preparations, it's as simple as A, B, C.

- A. Download the forms onto your personal My LaSalle page.
- B. Get approval from your area coordinator
- C. Register appropriately

A. The **field placement packet** contains a description of and guidelines for the field placement experience. It also contains forms to track and evaluate your progress. As you get started, use the **Checklist** in the packet to guide you.

B. To receive **approval** from your area coordinator, you must meet the following requirements:

- To begin *Practicum* (which must precede Internship for those in the Psych Counseling and Addictions Concentrations), you must 1) have completed 18 hours of coursework in the program, including Psy 502 and at least one additional skills course (from list A) 2) be in good academic standing with no outstanding "I" grades and 3) have passed the written Comprehensive Examination.
- To begin *Internship* in **Psychological Counseling or Addictions**, you must have 1) completed 24 hours of coursework in the program, including Psy 502 and at least two additional skills courses (from list A) 2) be in good academic standing with no outstanding "I" grades and 3) have passed the written Comprehensive Examination and 4) have completed practicum.
- To begin *Internship* in **Marriage & Family Therapy**, you must have completed 24 hours of coursework in the program, including Psy 502 and at least two additional skills courses (from list B) 2) be in good academic stand with no outstanding "I" grades and 3) have passed the written Comprehensive Examination.
- **Industrial Organizational** students following the Counseling and Consulting option which prepares for licensure should follow the same requirements listed for practicum and internship as students in the Psychological Counseling concentration.
- **Industrial Organizational** students following the Management and Human Resources option take two terms of internship in an I/O setting. To begin this internship, you must have 1) completed 24 hours of coursework, including at least three I/O or Management courses 2) be in good academic standing with no outstanding "I" grades and 3) have passed the written comprehensive examination.

I/O students not preparing for licensure (and taking only 2 terms of internship) should register for 690D or 691D, (professional case seminar) which will be given through independent study, if there are too few to make a class. I/O students planning on licensure should register for one of the other sections of professional case seminar.

Once you have met the above requirements for placement, you should complete the **Field Placement Approval** form and submit it to your area (track) coordinator for his/her approval. You can do this by using the campus mail box of the coordinator or by leaving it in the Grad Psych office. Once approved it will be forwarded to the field placement coordinator.

To help you with your search the site listings are available TO BE DOWNLOADED ONTO YOU'RE MYLASALLE PORTAL (see page 13). At this time, you should also contact Barbara Santone if you are in the MFT concentration or a Bucks student (any concentration) (215-951-1846 - Santone@lasalle.edu), field placement coordinator, or Kevin Riley 215-951-5119, riley@lasalle.edu) if you are a main campus student following any concentration except MFT for assistance with and approval of your placement plans. Students at Gwynedd-Mercy Campus (any concentration) should contact Donna Tonrey, [tonrey@lasalle.edu](mailto:tonrey@lasalle.edu).

Once you have settled on a placement site, see appendix on choosing a practicum or internship, you must submit two documents to the field placement coordinator without delay: 1) the **Supervision Agreement form** and 2) **proof of professional liability insurance**. These should be delivered to the internship office (H120C) or sent to one of the addresses listed on page 37. **Please note, you will not be permitted to register or begin your placement unless these documents have been received.** Once they have been received you will receive an email notification of your approval.

**C.** Regarding **appropriate registration**: when registering for the **Practicum** (Psy 660) you must also register for Professional & Ethical Issues in Counseling (Psy 661); when registering for the **Internship** (Psy 680, 681, 682), you must also register for Professional Seminar (Psy 690, 691, 692). Please note where the sessions are being offered: i.e. BA, BB, BC denotes Bucks campus; A, B, C denotes main campus.

### **Courses with a skills component**

List A Psychological Counseling & Addictions

Psy 502  
Psy 509  
Psy 512  
Psy 600  
Psy 602  
Psy 610/611/612

**List B**      Marriage and Family Therapy

Psy 502  
Psy 614  
Psy 602  
Psy 624/626/616

**Campus Address of Field Placement Coordinators:**

Barbara A. Santone, Field Placement Coordinator  
215-951-1846, [santone@lasalle.edu](mailto:santone@lasalle.edu)  
Graduate Psychology Program – Box 268  
La Salle University  
Philadelphia, PA 19141

Dr. Kevin Riley, Field Placement Coordinator  
215-951-5119, [riley@lasalle.edu](mailto:riley@lasalle.edu)  
Graduate Psychology Program – Box 842  
La Salle University  
Philadelphia, PA 1914

Dr. Donna Tonrey  
215-641-5538, [tonrey@lasalle.edu](mailto:tonrey@lasalle.edu)  
Graduate Program in Psychology (Gwynedd-Mercy Campus)  
1325 Sumneytown Pike  
Gwynedd Valley, PA 19437-0901

## VIII. LICENSURE IN PENNSYLVANIA

The following are the standards for licensure in Pennsylvania. They are given in somewhat digested form as they would apply to the MA Program in Clinical-Counseling Psychology.

Essentially there are two licenses awarded for our purposes:

- 1) The Professional Counselor license (LPC)
- 2) The Marriage and Family Therapist license (LMFT)

The general standards for each are as follows:

For the **Professional Counselors license** the applicant must have completed a planned program of 60 semester hours of graduate coursework in counseling or in a field determined by the board to be closely related to the practice of professional counseling. This must include a 48 hour master's degree in counseling, or a field closely related, from an accredited educational institution.

The specific educational requirements include courses in the following:

- Human growth and Development PSY 504
- Social and Cultural Foundations PSY 619
- Helping Relationships PSY 500
- Group Work PSY 612
- Career and Lifestyle Development PSY 674
- Appraisal PSY 509
- Research and Program Evaluation PSY 506
- Professional Orientation PSY 661 and PSY 680
- Clinical Instruction\* PSY 660 and PSY 690

\* Clinical instruction includes 100 clock hours of supervised practicum experience (one semester) and 600 hours of supervised internship experience (three semesters).

In addition to the educational requirements, the applicant must have completed at least three years or 3600 hours of supervised clinical experience, acceptable to the board, after the completion of 48 hours of graduate coursework. At least one-half of the supervised experience must be obtained by providing services in one or more of the following areas; Assessment, Counseling, Therapy, Psychotherapy, Consultation, Family Therapy, Group therapy.

The applicant must also pass an examination in professional counseling. For most of La Salle's graduates, the examination will be the National Counselors Examination for Licensure and Certification (NCE) given by NBCC. LaSalle University is approved to administer this examination.

For the **Marriage and Family Therapist license the applicant** must have completed a planned program of 60 semester hours of graduate coursework in marriage and family therapy or in a field determined by the board to be closely related to the practice of marriage and family therapy. This must include a 48 hour master's degree in marriage and family therapy or in a field closely related to it, from an accredited institution.

The specific educational requirements include courses in the following:

Human Development (3 courses)	PSY 504, 503, 603
Marriage and Family Studies (3 courses)	PSY 505, 628, 634
Marriage and Family Therapy (3 courses)	PSY 614, 616, 624, 626
Professional Studies	PSY 680/81/82
Research	PSY 506
Internship *	PSY 680/81/82

\* Internship involves a period of one year (three semesters) and must include 300 hours of supervised direct client contact with individuals, couples and families.

In addition to the educational requirements, the applicant must have completed at least three years or 3600 hours of supervised clinical experience, acceptable to the board, after the completion of 48 hours of graduate coursework. At least one-half of the supervised experience must be obtained by providing services in one or more of the following areas; Assessment, Counseling, Therapy, Psychotherapy, Consultation, Family Therapy, Group therapy.

The applicant must also pass an examination in marriage and family therapy. The examination required is the AMFTRB National MFT Examination. It is usually given annually unless the board approves a special administration.

## IX. DIRECTORY

### People, Offices, and Phone Numbers Students May Need

All university numbers start with 215-951:

Dir. of M.A.Clinical-Counseling Program	John J. Rooney	1282
Administrative Assistant	Elaine Elezko	1767
M.A. Clinical-Counseling Office	Holroyd Room 123	1767
Field Placement Office		1846
Field Placement Coordinator (Main Campus)	Kevin Riley	5119
Financial Aid	Financial Aid Office	1070
I.D. Cards	Gold Card Office	1578
Job Placement	Career Planning	1075
Library	Circulation Desk	1292
Refunds of Tuition	Bursar's Office	1055
Security	Carriage House	1111
Textbooks	Textbook/Campus Store	1397
Transcripts and Grade Reports	Registrar's Office	1020
Tuition Payments	Bursar's Office	1055

### Coordinators of Concentrations

Addictions Counseling	Denise Maida	
Industrial / Organizational	Tim Erb/Joe Diorio	
Marriage and Family Therapy	Donna Tonrey	
Marriage and Family Therapy	John A. Smith	
Psychological Counseling	Chris Dematatis	
Psychological Counseling	D. Hannigan	
Coordinator, Assessment Laboratory	Cori McFadden	215-951-1334
Director, Gwynedd Campus	Donna Tonrey	215-641-5538
Director, Psy.D. Program	Frank Gardener	1350

**Faculty \***

Sharon Lee Armstrong, Ph.D.	<a href="mailto:armstrong@lasalle.edu">armstrong@lasalle.edu</a>	215-951-1297
Suzanne Boyll, Ph.D.	<a href="mailto:boyll@lasalle.edu">boyll@lasalle.edu</a>	215-951-1355
Brother Joseph Burke, Ph.D.	<a href="mailto:burke@lasalle.edu">burke@lasalle.edu</a>	215-951-1596
Melanie Cosby, Ph.D.	<a href="mailto:Cosby@lasalle.edu">Cosby@lasalle.edu</a>	
Lynn Collins, Ph.D.	<a href="mailto:Collins@lasalle.edu">Collins@lasalle.edu</a>	215-951-5046
Joanne B. Conway, Ed.D.	<a href="mailto:conwayj@lasalle.edu">conwayj@lasalle.edu</a>	215-885-4489
Christopher Dematatis, Ph.D.	<a href="mailto:dematatis@lasalle.edu">dematatis@lasalle.edu</a>	610-667-5829
Joseph Diorio, Ph.D.	<a href="mailto:diorio@lasalle.edu">diorio@lasalle.edu</a>	215-951-1247
Francien Dorliae	<a href="mailto:dorliae@lasalle.edu">dorliae@lasalle.edu</a>	
Timothy Erb, M.A.	<a href="mailto:erb@lasalle.edu">erb@lasalle.edu</a>	215-951-1355
David J. Falcone, Ph.D.	<a href="mailto:falcone@lasalle.edu">falcone@lasalle.edu</a>	215-951-1684
Andrea Fina, Ph.D.	<a href="mailto:fina@lasalle.edu">fina@lasalle.edu</a>	
Randy Fingerhut, Ph.D.	<a href="mailto:fingerhut@lasalle.edu">fingerhut@lasalle.edu</a>	
Darlene Hannigan, Psy.D.	<a href="mailto:hannigan@lasalle.edu">hannigan@lasalle.edu</a>	
Brian Hess	<a href="mailto:hess@lasalle.edu">hess@lasalle.edu</a>	
Christine Trainer Haas, Ph.D.	<a href="mailto:trainerh@sju.edu">trainerh@sju.edu</a>	
Gilbert Hoffer, Ph.D.	<a href="mailto:Ghoffer@psycor.net">Ghoffer@psycor.net</a>	
Timothy A. Lomauro, Ph.D.	<a href="mailto:tlomauro@gsrh.org">tlomauro@gsrh.org</a>	
Denise Maida, Psy.D.	<a href="mailto:maida@lasalle.edu">maida@lasalle.edu</a>	
Edward Marks, Ph.D.	<a href="mailto:marks@lasalle.edu">marks@lasalle.edu</a>	
Brad May, Ph.D.	<a href="mailto:may@lasalle.edu">may@lasalle.edu</a>	
Mary Ellen McMonigle, M.A.	<a href="mailto:mcmonigle@lasalle.edu">mcmonigle@lasalle.edu</a>	215-951-1257
Diane Montague, Ph.D.	<a href="mailto:montague@lasalle.edu">montague@lasalle.edu</a>	215-951-1280
Brother Tri Nguyen, Ph.D.	<a href="mailto:nguyen@lasalle.edu">nguyen@lasalle.edu</a>	215-951-1106
Kevin Riley, Ph.D.	<a href="mailto:riley@lasalle.edu">riley@lasalle.edu</a>	215-951-5119
Daniel Rodriguez, Ph.D.	<a href="mailto:drodrig2@mail.med.upenn.edu">drodrig2@mail.med.upenn.edu</a>	
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