



UNIVERSITY OF SAN FRANCISCO

School of Nursing and
Health Professions

2022-2023

PsyD Program Student Handbook

IMPORTANT NOTES:

1. The information contained herein is applicable to students matriculating in Fall 2022.
2. For students who matriculated in Fall semester between 2013 and 2021, where differences exist between this *Handbook* and earlier versions, information in this *Handbook* supersedes that presented in earlier versions.

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LAND ACKNOWLEDGMENT

The University of San Francisco resides on the traditional homelands of the Ramaytush Ohlone (pronounced rah-my-toosh oh-loh-nee) tribal nation. We acknowledge the painful history of genocide and forced removal from this territory, and we celebrate the public presence of Ohlone descendants who are working today to preserve and nourish their indigenous identity. We thank the Ramaytush Ohlone Community for their stewardship and support and look forward to strengthening our ties as we continue our relationship of mutual respect and understanding. **You are invited to take a moment to feel the land beneath your feet.** So much has happened on this land that has been centered in violence and injustice and in love and joy. We can hold this hypocrisy through awareness, dedication to land and racial justice, and a commitment to joy as justice.

EDUCATIONAL AND TRAINING CONTEXT

The University of San Francisco

Founded by Jesuit fathers in 1855 during the gold rush days of San Francisco, the University of San Francisco (USF) is San Francisco's first university and the third oldest in California. It is one of 28 Jesuit universities and colleges in the United States. In the Jesuit tradition of St. Ignatius, USF is dedicated to liberal arts education and to the preparation of ethically moral leaders in the community. The hilltop campus, located on Ignatian Heights, a hilltop overlooking the Pacific Ocean, San Francisco Bay and the city, was first occupied in 1927. The previous campus was destroyed by the 1906 San Francisco earthquake. The rebuilding of USF is well reflected in the university seal, which pictures a phoenix rising from the ashes. The Lone Mountain addition, one block from the main campus, was acquired in 1978, and in 1992, Presentation High School was purchased. Lincoln University was purchased in 2001 and housed the College of Professional Studies.

Today the University of San Francisco enrolls more than 11,000 students in its five schools and colleges: The School of Law, founded in 1912; the College of Arts and Sciences, organized in 1925; the School of Management, which began in 1925 as the College of Commerce and Finance and was merged with the College of Professional Studies in 2009; the School of Education, which started as the Department of Education in 1947 and was upgraded to a school in 1972; and the School of Nursing and Health Professions, which began as the Department of Nursing in 1948 and became a school in 1954. USF became fully coeducational in 1964, though women had been enrolled in the evening programs in law and business since 1927, in education since 1947, and in nursing since 1948.

USF's hilltop campus currently occupies 55 acres near Golden Gate Park in San Francisco. In addition, the university offers classes at additional campus locations (Sacramento, Orange County, and downtown San Francisco, including the Folger Building at 101 Howard Street).

USF Mission and Values

Since 1855, the University of San Francisco has dedicated itself to offering a daring and dynamic liberal arts education in the Jesuit, Catholic tradition. As a community, we empower and hold accountable our students, faculty, librarians, staff, administrators, alumni, and community partners to be persons for and with others, to care for our common home, including the native lands on which our campuses reside, and to promote the common good by critically, thoughtfully, and innovatively addressing inequities to create a more humane and just world.

We seek to live USF's Mission by nurturing a diverse, ever-expanding community where persons of all races and ethnicities, religions, sexual orientations, genders, generations, abilities, nationalities, occupations, and socioeconomic backgrounds are honored and accompanied. We are committed to educating hearts and minds to cultivate the full, integral development of each person and all persons; pursuing learning as a lifelong humanizing and liberating social activity; and advancing excellence as the standard for teaching, scholarship, creative expression, and service. Inspired by a faith that does justice,

we strive to humbly and responsibly engage with, and contribute to, the cultural, intellectual, economic and spiritual gifts and talents of the San Francisco Bay Area and the global communities to which we belong.

USF Values

At USF, we value three things: *cura personalis*, being people for others, and diversity in all its forms — cultural, political, and spiritual (to name just a few).

Cura Personalis

Cura personalis — care of the whole person — describes the respect we have for every individual's intellectual, physical, and spiritual health and autonomy.

People for Others

When you leave USF with a calling to always consider the least among us, you are proof that we are living our mission.

Commitment to Diversity

At USF, we see beauty in mixtures. We find richness in our differences. We spark ideas with our debates. We find strength in our common humanity.

The School of Nursing and Health Professions follows the University of San Francisco's mission to provide a liberal arts education rooted in Jesuit tradition of diversity, justice, and global perspectives.

The School of Nursing and Health Professions

Mission

To prepare socially conscious, innovative, expert-level health professionals who use their hearts, minds, and souls to change the world.

Vision

The School of Nursing and Health Professions advances the mission of the university by leading in innovative solutions to health inequities and transforming healthcare using evidence-informed approaches.

Values

Congruent with the core values of the university, the values of the SONHP are to:

- Create and maintain an environment that promotes excellence in the health professions' academic endeavors based on:
 - Mutual respect
 - Transparency
 - Collaboration
 - Professionalism
 - Creativity

- Diversity
 - Cultural sensitivity
 - Spirituality
- Demonstrate the personal values of:
- Integrity
 - Academic excellence
 - Respect for self and others
 - Compassion and caring
 - Personal growth, responsibility, and accountability
 - Professionalism
 - A passion for justice
 - Personal health and well-being
- Positively influence nursing practice and health care environments by promoting:
- Health and wellness
 - Holistic, patient and community centered care
 - Patient and community advocacy
 - A spirit of inquiry and evidence-based practice
 - Safety and quality improvement
 - Cost effective care
 - Emerging technologies balanced with a humanistic approach
 - Professional and ethical decision-making
 - Increased access to care, especially for vulnerable populations
 - Lifelong learning

Administration of the School of Nursing and Health Professions

The Dean, the executive officer for the School of Nursing and Health Professions (SONHP), is responsible for all matters pertaining to the School of Nursing and Health Professions.

Departments and Program Oversight

There are three departments in the School of Nursing and Health Professions: Undergraduate Nursing; Graduate Nursing, and Health Professions. The programs that comprise the Health Professions Department are the Master of Public Health (MPH), Master of Science in Digital Health Informatics (MSDHI) and Clinical Psychology PsyD (PsyD). The Clinical Psychology PsyD program offers the Doctor of Psychology in Clinical Psychology degree. Students offered admission and matriculated into the PsyD program may be eligible to earn a non-terminal Master of Science in Clinical Psychology during their enrollment in the PsyD program.

The PsyD Program Director has responsibility for overall coordination of the PsyD Program. The Program Director works in direct conjunction with the Director of Clinical Training whose responsibilities include all aspects of eligibility for and completion of applied practice experiences (i.e., practicum, externship, and internship), as well as postdoctoral training and licensure application support. The PsyD Program Director's responsibilities also include

hiring adjunct instructors, scheduling classes, responding to student and faculty concerns, communicating and implementing school, department, and program-wide policies, and leading efforts related to securing and maintaining program accreditation through the American Psychological Association. The Program Director also oversees the PsyD Program Committees, manages the PsyD Program and faculty meetings, and serves as a contact for potential students interested in the Program. The governance of the Program is facilitated by all of the core faculty members. Staff members provide administrative support to the program, its students and its faculty.

Faculty and Standing Committees

The full faculty, standing committees, and departments meet regularly to review and act on academic issues of importance to the SONHP. The eight standing committees of the Faculty Association School of Nursing and Health Professions (FASONHP) include: Academic Standards; Curriculum; Digital Teaching and Learning; Diversity, Equity, and Inclusion; Faculty Development; Peer Review; Program Evaluation; and, Simulation.

Further, the PsyD Program serves as a Committee-of-the-Whole with identified Chairs for the following functions: Curriculum, Program Evaluation, Recruitment and Admissions, and Comprehensive Exams (inclusive of Doctoral Comprehensive Qualifying Examination and Standardized Patient Evaluation Examination).

PSYD PROGRAM SUMMARY

Mission Statement

Based on Jesuit values, the USF PsyD Program's mission is to offer a rigorous program of study that emphasizes clinical and scholarly work with underserved populations and focuses on training culturally responsive health service psychologists to work in inter-professional, integrated, behavioral-health settings.

Accreditation and Standards

The PsyD Program is located in the Health Professions Department within the School of Nursing and Health Professions. The doctoral program in clinical psychology fulfills the academic requirements to prepare health service psychologists who are eligible for licensure as psychologists in California.

The American Psychological Association (APA) has granted the program *accreditation, on contingency*. This status, available to new doctoral programs, went into effect beginning 07/22/18 and was granted for five years. The program submitted a comprehensive program self-study application for full accreditation on June 1, 2022, which is under review by the APA's Commission on Accreditation (COA). A site visit will be scheduled following the APA COA's review and response. The program's status of Accredited, on Contingency remains fully in effect during the accreditation review process. For accreditation timelines, please see the [APA's Commission on Accreditation \(COA\) website](#). Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 First St, NE
Washington, DC 20002-4242
Telephone: (202) 336-5979
TDD/TTY: (202) 336-6123
Fax: (202) 336-5978
apaaccred@apa.org

USF is the PsyD Program's sponsoring institution and is accredited by the WASC Senior College and University Commission (WSCUC). The USF PsyD Program was initially approved by WSCUC in 2012. The Program also incorporates standards consistent with those of the American Association of State and Provincial Psychology Boards (ASPPB), the National Register of Health Care Providers (NRHCP), and the Commission on Accreditation (COA) of the American Psychological Association (APA).

The Program has been designed to meet the standards set by the APA Vail Conference on psychological training and incorporates both science and practice under a *practitioner-scholar* model, highlighting direct service delivery, scientific inquiry, and program evaluation with an emphasis on working with underserved communities. Community-engaged research is the hallmark of the culminating Clinical Dissertation. The program also emphasizes inter-professional education and training. Students can take elective courses with students from other programs, as the Psychiatric Mental Health Nurse Practitioner (PMHNP), Master of Public Health (MPH), and Marriage and Family Therapy (MFT) in the School of Education.

Aims, Competencies, and Outcomes

The PsyD Program faculty has developed aims, competencies, and outcome measures in accordance with the standards of accreditation set forth by the American Psychological Association's (APA's) Commission on Accreditation (COA) that provide the framework of the PsyD Program.

These standards are reflected in all courses, as well as in practica and internship, and other program requirements. Students are required to become familiar with these standards and adhere to them in order to facilitate professional development, enhance the training experience, and develop a record of achievement.

Program Aims:

1: To prepare students to become health service psychologists who a) have a broad knowledge of scientific psychology; b) engage in evidence-based conceptualization, assessment, and treatment of human problems using individual, developmental, contextual, and sociocultural perspectives; and c) focus on the delivery of inter-professional, integrated healthcare with underserved populations.

2: To prepare students to be health service psychologists who a) have a broad scientific knowledge base and b) employ scientific principles to consume, produce, and disseminate psychological research, with an emphasis on underserved populations.

3: To prepare students as health service psychologists who possess a) professional values and attitudes b) strong communication, collaboration, and consultation abilities and c) self-awareness and reflective practice skills.

The Program's aims reflect the Program's mission to offer a rigorous program of study that emphasizes clinical and scholarly work with underserved populations and focuses on training culturally responsive health service psychologists to work in interprofessional, integrated behavioral health settings.

The USF PsyD Program Aims and Curriculum are designed to support students' development of core knowledge within the four categories of Discipline Specific Knowledge (DSK) Areas, which facilitate achievement of the nine APA Profession-Wide Competencies (PWCs) at the doctoral level.

Discipline-Specific Knowledge Areas

Category 1: History and Systems of Psychology

Category 2: Basic Content Areas in Scientific Psychology

- Affective Aspects of Behavior
- Biological Aspects of Behavior
- Cognitive Aspects of Behavior
- Developmental Aspects of Behavior
- Social Aspects of Behavior

Category 3: Advanced Integrative Knowledge in Scientific Psychology

Category 4: Research Methods, Statistical Analysis, and Psychometrics

Please see Appendix A for a list of PsyD Program courses that contribute to students' development of core knowledge in the DSK areas.

APA Profession Wide Competencies

i. Research, ii. Ethical and legal standards, iii. Individual and cultural diversity, iv. Professional values, attitudes, and behavior, v. Communications and interpersonal skills, vi. Assessment, vii. Intervention, ix. Supervision, and ix. Consultation and interprofessional/interdisciplinary skills

Appendix B lists the nine PWCs and respective APA-defined elements which articulate the ways in which students must demonstrate competency in each PWC.

Although doctoral training in psychology is inherently broad and general, students may develop an area of concentration by focusing their electives, practica, internship, Clinical Dissertation topic, and by working with a faculty advisor with expertise in that area of concentration. Faculty members are engaged in a wide variety of clinical, research, leadership, advocacy, and other professional and community activities. PsyD students are part of a learning community comprised of over 1700 students, over 60 full-time faculty, and approximately 150 part-time faculty in the School of Nursing and Health Professions.

Graduates of the PsyD Program are prepared to serve in a variety of community health settings as health service psychologists who are proficient in the empirical and theoretical foundations of behavioral health interventions and sensitive to the contextual, cultural, and socioeconomic contexts of the individuals and communities they serve.

Graduates typically work in community mental health centers, college counseling centers, public and private school-based counseling centers, primary care centers, hospitals, courts, industry, and in the independent practice of psychology.

PROGRAM REQUIREMENTS

Residency Requirements and Program Schedule

The PsyD Program is designed to be completed in five years; this includes four years of full-time academic coursework at USF and one year of full-time clinical internship (or two years of half-time internship) completed at another institution. The residency requirements of the program are as follows: four years of full-time academic study plus one year full-time or two years part-time internship prior to receiving the doctoral degree. Three of the required four academic training years must be completed within the USF PsyD Program, a minimum of one year of which must be in full-time residence at the USF PsyD Program.

The Program is year-round. Brief academic breaks (1-6 weeks) occur in May, July, August, and December. Practicum placement schedules do not necessarily coincide with the academic calendar and thus students may be required to continue clinical training and related coursework during academic breaks. Additionally, once students begin their Clinical Dissertation they can expect to work on various components throughout the calendar year and will need to enroll in a Clinical Dissertation Proposal Seminar or Clinical Dissertation Seminar for consecutive semesters (including Summer Term) until they successfully defend

their Clinical Dissertation. Please refer to the *Clinical Dissertation Handbook* for additional details regarding the timeline of this process.

Although some students may choose to work part-time during doctoral training, full-time employment is incompatible with the overall requirements of the Program. Class and practicum schedules typically vary from semester to semester, and student schedules need to be flexible to meet various program requirements. Program classes are taught on Tuesdays and Thursdays, and students who are not on clinical internship will need to be available for the entire day on these two days to attend classes, advising, faculty office hours, required program meetings and events, dissertation meetings, and comprehensive exam preparation sessions. Primary practicum placements in the community are determined through a match process facilitated by the Bay Area Practicum Information Consortium (BAPIC); students apply in spring semester of years 1, 2, and 3 for a practicum placement in years 2, 3, and 4, respectively. Students are eligible to apply to practicum sites whose training schedules do not conflict with required program class days; see the Clinical Training Manual for additional information about the BAPIC process and practicum eligibility. Program requirements become increasingly demanding with each successive academic year, particularly during the 3rd and 4th year. During the clinical internship, students at APPIC or APA-accredited sites will be paid a stipend. Given the intensity of the internship experience, students are strongly discouraged from working during that year.

Summary of MSCP and PsyD Degree Requirements

Students may be eligible to apply for a non-terminal Masters in Clinical Psychology (MSCP) following completion of required coursework and after successfully passing the DCQE, SPEE, and Clinical Dissertation Proposal.

The PsyD degree is granted when students have successfully completed all required coursework, passed their comprehensive examinations (DCQE and SPEE), successfully defended and submitted their Clinical Dissertation, and completed all required practicum training and a full-time clinical internship.

Appendix C provides a listing of required coursework for partial fulfillment of the MSCP and PsyD degree and indicates other requirements that must be met for degree conferral.

Additional information about these program and degree requirements is provided below. Students will regularly consult with and seek guidance from their Program Faculty Advisor for support with their progression plan.

Coursework

A minimum of 106 semester credits are required for completion of the doctoral Program; the total number of semester credits may vary based on multiple factors including potential course waivers, summer practicum schedules, and progress on one's dissertation. Students are responsible for following the designed degree plan. Refer to the PsyD website for a standard PsyD Curriculum Pattern at

https://catalog.usfca.edu/preview_program.php?catoid=35&poid=34762&returnto=8284

which outlines courses by semester. Please note that curriculum patterns are subject to change. Students will be notified of changes via Canvas Announcement or e-mail. Please consult Banner for the schedule of courses each semester using the Subject “Behavioral Health (PSYD).”

Comprehensive Exams

- **Doctoral Comprehensive Qualifying Exam (DCQE):** Students who have completed required coursework with a passing grade of B- or better or “S” for S/U courses and who have received ratings of 3 or above on all items on the Practicum 2 Year-End Clinical Supervisor Evaluation of Practicum Student (CSEPS) and on the Practicum 3 Mid-Year CSEPS are eligible to take the DCQE. The DCQE is administered just prior to the spring semester of the third year; students must make themselves available for this exam in the modality it will be administered (typically, in person in a computer lab on campus), and must inform Student Disability Services no later than 2 months prior to the testing date to request testing accommodations.

The DCQE assesses a student's ability to integrate and synthesize core discipline-specific knowledge and competencies across 10 domains. The DCQE is a 180-question, multiple-choice, computer-based exam that is modeled after the Examination for Professional Practice in Psychology (EPPP), the national exam required as one step toward licensure as a psychologist.

The 10 domains assessed in the DCQE are: *Clinical Psychology, Abnormal Psychology, Ethics and Professional Issues, Psychological Assessment, Social Psychology, Diversity, Lifespan Development, Statistics and Research Design, Physiological Psychology, and Community Psychology*. Students prepare for this exam by reviewing relevant coursework and knowledge and skills gained through practicum experiences. The Program additionally supports students' preparation for the DCQE by providing a 6-volume test preparation package during the summer prior to year 3 and access to eight 100-question online practice exams, which are available in the 90-days prior to the exam date.

Because the DCQE requires breadth and depth of knowledge, as well as the ability in a student's demonstration of core knowledge and competency. Students who do not pass all 10 areas assessed in the DCQE with a 60% or higher during the initial administration will be provided with a remediation plan and will have two additional opportunities to demonstrate their knowledge in these domains.

- **Standardized Patient Evaluation Examination (SPEE):** Students typically take the SPEE during spring semester of the third year. Students who have completed required coursework with a passing grade of B- or better or “S” for S/U courses and who have received ratings of 3 or above on all items on the Practicum 2 Year-End Clinical Supervisor Evaluation of Practicum Student (CSEPS) and on the Practicum 3 Mid-Year CSEPS are eligible to take the SPEE.

The SPEE is a standardized, simulated clinical competency exam and serves as an indicator of readiness for application for clinical internship, with a focus on measurement of students' knowledge and clinical competencies in domains that correspond to four APA profession-wide competencies (PWCs): *Ethical and legal standards, Assessment, Individual and cultural diversity, and Communications and interpersonal skills*. The SPEE includes multiple components that are orchestrated, facilitated, and evaluated by PsyD Program faculty. Please see Appendix D for a description of these components.

Students prepare for this examination through sequential coursework in ethics, assessment, psychopathology, culture and mental health, practicum, and through supervised clinical practicum placements. Optional SPEE preparatory workshops are facilitated by core faculty in the weeks preceding the SPEE. The workshops review material covered on the exam, describe details of the test format and provide opportunities for practice through role plays. Students who do not pass all four domains assessed in the SPEE during the initial administration will be provided with a remediation plan and will have two additional opportunities to demonstrate their knowledge in these domains.

Clinical Training

Extensive information related to the design, policies, procedures and expectations about the applied practice aspects of the Program is covered in the *Clinical Training Manual*. All students are required to review and be knowledgeable of the content and application of the *Clinical Training Manual* in the Program.

Practica: A fundamental aspect of the degree requirement for the program is that students will complete a minimum of 1500 total hours of practicum training (acquired through program sanctioned and required practicum experiences) across the Program before beginning their internship placement. As part of that 1500 hours, a minimum of 500 hours of direct client contact is required. Practica must be approved in advance and are coordinated by the Director of Clinical Training. Starting in Year 2, students enroll in corresponding practicum courses at the same time they are in practicum placement. These courses must be taken each semester during which the student is acquiring clinical hours. Further details are covered in the *Clinical Training Manual*.

The required core practicum courses in the program are Practicum 2, Practicum 3, and Practicum 4. Each Practicum course extends as a sequence over two consecutive semesters (i.e. Practicum 2A in fall and Practicum 2B in spring). The A and B semesters are a part of a single course. Passing the entire A and B sequence is required for clinical training progression. A passing grade is determined by successful completion of the coursework, as defined in the syllabi, and successful completion of the clinical placement, as determined by the final CSEPS. Clinical placements that extend beyond the end date of the A or B course semester will merit an In Progress course grade ("IP") until the student successfully completes all requirements of course A and B, as well as the clinical placement.

Students may engage in program-approved supplemental practicum experiences in addition to their required practicum training. All supplemental practicum experiences must be approved by the Faculty Advisor and the Director of Clinical Training in advance of initiating the training experience. Eligibility criteria and requirements for supplemental practica can be found in the *Clinical Training Manual*.

Students who have practicum placements that extend into the summer may need to register for PSYD 797: Summer Practicum or attend a required Summer Practicum meeting facilitated by Program faculty. Additional information about how this determination is made is available in the *Clinical Training Manual*. The Clinical Training Office will notify students which summer practicum class session or summer practicum meetings they should plan to attend (if any).

Internship: Students also must complete a minimum of 1500 hours of predoctoral internship training. Students may submit a request to apply for internship only after successful completion of all required courses, successful completion of the DCQE and SPEE, and approval of the Clinical Dissertation Proposal.

Following a successful internship match, students commence the clinical internship per the internship program's training calendar. The clinical internship may be full time (40 hours/week) for one year or half time (20 hours/week) for 2-years. Internships must be pre-approved by the Director of Clinical Training to ensure that the student is fulfilling requirements for accreditation and licensure.

During each semester of internship, students enroll in a one-unit course, *PSYD 789 Full-Time Clinical Internship* for at least three semesters during which time they are simultaneously contracted with their internship training site. Similar to the model and grading structure of practicum classes, passing the entire internship sequence is required for successful completion of the internship degree requirement. A passing grade is determined by successful completion of the coursework, as defined in the syllabi, and the successful completion of the clinical placement, as determined by the DCT's review of internship evaluations. Clinical placements that extend beyond the end date of the semester will earn an In Progress ("IP") course grade until the student successfully completes all requirements of each internship course, as well as the overall clinical placement. For more detailed information about clinical internship training policies and procedures, please refer to the *Clinical Training Manual*.

Clinical Dissertation

Students complete a Clinical Dissertation as one of the final milestones of the PsyD degree. The goal of the Clinical Dissertation is to ensure that the Candidate possesses advanced scholarly competencies consistent with the aims and competencies of the PsyD Program. The Candidate demonstrates this competence by completion of a written document and by the successful oral defense of that document. The student's Faculty Chair prepares and guides each student starting with topic and committee selection, development of the clinical proposal document, and as they produce the document and prepare for the oral

defense. Additional information about the Clinical Dissertation process and requirements is provided in the *Clinical Dissertation Handbook*.

Advancement to Candidacy

Students advance to doctoral candidacy once they have completed required coursework, passed the DCQE, passed the SPEE, and successfully defended their Clinical Dissertation Proposal. Students may not associate the terms "doctoral candidate" or "Psy.D. candidate" with their names until they have met all requirements for advancement to candidacy.

Professional Development Requirements

In addition to the Program's formal requirements, additional activities are required to achieve professional socialization and development in health service psychology. The following are examples although not an exhaustive list of ways in which students can engage in these growth-promoting activities:

- Meet with the assigned Faculty Advisor at least once each semester
- Attend all required Program meetings and participate in student and faculty-led colloquia
- Membership in graduate student and/or professional organizations
- Demonstrate consistency in conduct, communication, language, and attire across programmatic and professional events
- Consistent engagement in cordial, respectful relationships with students, faculty, supervisors, and staff members at all levels
- Collaboratively discuss and address requests for exceptions to requirements, or personal and/or academic difficulties interfering with progress in the Program with the student's Faculty Advisor, Program Director, and/or Director of Clinical Training
- Comply with required and recommended activities for remediation
- Adhere to the *Ethical Principles and Code of Conduct* of the American Psychological Association

Current Address, Phone Number and Email Address

USF and the School of Nursing and Health Professions require that all students keep their address, telephone numbers, and email addresses current and on file. The Office of the Registrar and the School of Nursing and Health Professions Office should be notified immediately of any changes in the above in addition to any change of name.

Students will be asked to provide their updated contact information and emergency contact information as part of the PsyD Student Handbook attestation form at the beginning of each academic year. Should this information change during the academic year, please contact the PsyD Program Administrator, Kimberly Bruno (kbruno@usfca.edu).

CONFERRAL OF PSYD DEGREE

A student becomes eligible to have the PsyD degree awarded once they have completed all program requirements including coursework, comprehensive exams, defense of their Clinical Dissertation, submission of their final Clinical Dissertation manuscript to the USF library, and successful completion of the Full-Time Clinical Internship, including submission of related evaluations and documentation from the clinical internship site. The doctoral degree will be eligible for degree conferral once the program and the registrar certify that all requirements have been completed. Note that the University confers degrees three times a year: in Spring, Summer, and Fall.

Deadlines for completion of Clinical Dissertation requirements and their relationship to degree conferral are listed in the *Clinical Dissertation Handbook*. Students who do not defend and/or submit their final dissertation manuscript to the USF library by the indicated deadlines will be ineligible for degree conferral until the next University designated degree conferral period. Students are encouraged to review these deadlines early and plan accordingly with their Clinical Dissertation chair.

Students who are completing their clinical internship on or before the last business day (Monday through Friday) in August are still eligible for Summer degree conferral that year if they meet all of the following criteria:

- All other program requirements have been met, including successful defense and submission of final Clinical Dissertation manuscript to the USF library by the indicated deadlines (note, these deadlines may be earlier than the end of August);
- The clinical internship site verifies that the student has completed all internship requirements by the last business day in August;
- All internship documentation and evaluations are submitted to the program by the last business day in August.

No exceptions will be made to this policy, and students should remain in close communication with their clinical internship site supervisor(s), training director, the PsyD Program Clinical Training Office, Director of Clinical Training, and faculty advisor about the requirements and associated timeline. Students whose postdoctoral training begins immediately following or soon after completion of their clinical internship are also advised to keep their postdoctoral supervisor and/or training director apprised of any potential changes to their degree conferral date. Delays in completion of program requirements by the deadlines indicated, and thus, degree conferral, may impact the student's postdoctoral training start date, the date when they can begin "counting" hours toward licensure, and eligibility to work at certain sites.

The degree conferral date posted on the academic record is the last date of the academic term in which the student completes all degree requirements.

Students may not associate the terms "Doctor" or "Psy.D." with their names until the degree has been officially conferred.

Students will need to apply for degree conferral in advance of the term in which they anticipate receiving their degree, per the timeline indicated here:

<https://myusf.usfca.edu/graduation/students>

For example, a student who anticipates completing all program requirements in time to have their degree conferred in Summer 2023 will need to apply for degree conferral by February 1, 2023. It is recommended that students set a reminder for themselves to ensure they do not miss this and other important deadlines.

ACADEMIC EXPECTATIONS AND POLICIES

Student Academic Honesty—University of San Francisco Honor Code

USF upholds the standards of honesty and integrity from all members of the academic community.

All students are expected to know and adhere to the University's Honor Code. The full text of the academic honor code is available online at <https://myusf.usfca.edu/academic-integrity/honor-code>.

The University of San Francisco is a community of educators and learners with shared values, based on the principles of justice and personal responsibility inherent in the university's vision, mission and values. Accordingly, USF expects the highest standards of honesty and integrity from all members of the academic community. The university seeks students who are knowledgeable, forthright, and honest.

Adherence to standards of honesty and integrity precludes engaging in, causing, or knowingly benefiting from any aspect of cheating on assignments or examinations including but not limited to:

- giving or receiving unauthorized information and materials;
- plagiarism (intentionally representing the words or ideas of another person as your own);
- failure to properly cite references or manufacturing references;
- working with another person when independent work is required;
- forgery and/or misinterpretation of any signature on any academic document;
- multiple submission of the same paper or report for assignments in more than one course without the prior permission of each instructor;
- submitting a paper written by another person or obtained from the internet;
- falsification or fabrication of academic research materials;
- falsification of personal academic records and files, including admission and financial aid applications, resumes, and portfolio essays;

- falsification of client records or other clinical/professional reports, involved in the teaching/learning process of fieldwork within the School of Nursing and Health Professions or in any other internships within any of the schools and colleges of the university;
- unauthorized access to or use of university computer accounts or files;
- removal, mutilation, or deliberate concealment of academic materials belonging to the university libraries, computer laboratories, or other learning resource centers;
- destruction or alteration of the work of another student; and,
- unauthorized recording, sale, or use of lectures and other instructional materials.

This list is not meant to be exhaustive, and the university reserves the right to determine in each instance what action constitutes an infringement of academic honesty and integrity. The university commits itself to inform students of the requirements of academic honesty through orientation programs and its publications and to investigate vigorously claims of dishonesty. The policy and procedures on academic honesty and integrity can be obtained from the office of the deans or from the Office of the Provost.

SONHP Academic Honesty Policy

Truth seeking is one of the factors that predispose a person towards critical thinking. Honesty and truthfulness are essential to our professional practice. Consequently, the faculty expects absolute integrity from all students in this Program. Evidence of a breach of integrity (cheating, dishonesty, plagiarism) associated with clinical course assignments and performance, examinations, and/or written assignments will result in a course failure for all parties involved. The behavior is reported to the dean of the School of Nursing and Health Professions, and becomes part of the student's academic record at the university.

All SONHP students are expected to behave at all times with integrity; PsyD students are expected to sign the Integrity Commitment Statement (Appendix E) as they matriculate to USF.

Plagiarism Prevention

The University of San Francisco subscribes to *Turnitin.com*, and instructors may use this service to check students' work to verify originality and detect/deter plagiarism. If a paper is assigned as a course requirement, the paper may be submitted to the Turnitin service electronically.

Turnitin is integrated with Canvas. During the creation of an assignment, instructors specify an attribute of Turnitin. Once the assignment is made available, students simply upload their paper to the assignment in Canvas and an Originality Report is automatically generated. This report is viewable directly in Canvas by both the instructor and student.

[Read more on "How to use Turnitin in Canvas."](#)

Grading and Graduate Student Progression Policy

Students are expected to work independently, to contribute proportionately to group projects, and to adhere to the University's student academic honesty policies and procedures outlined earlier.

For every required course, the syllabus lists course objectives that are specific to the course, the APA Profession-Wide Competencies and associated elements addressed and evaluated in the course (if applicable), and the Discipline-Specific Knowledge areas addressed and evaluated in the course (if applicable). All of these areas must be passed successfully through demonstration of various assignments in the course such as case studies, presentations, exams, quizzes, and written papers.

The School of Nursing and Health Professions uses the following grading scale for graduate courses that are assigned a letter grade:

Percentage points	Letter grade
100	A+
92 - 99	A
90 - 91	A-
88 - 89	B+
82 - 87	B
80 - 81	B-

When the course is graded as "Satisfactory" or "Unsatisfactory," grades will be assigned on the basis of percentage totals; in order to receive a course grade of "S," students must earn 80% or more of the points possible in the course (≥ 80 points). Students who earn less than 80% of the points possible (≤ 79 points) will receive a "U" in the course.

Earning a grade of "B-" or higher in each course is required in order to remain in good standing in the PsyD Program. Students earn a letter grade in all didactic courses and earn a grade of Satisfactory (S) or Unsatisfactory (U) in dissertation, practicum, externship and internship courses. A grade of U in a practicum, externship, or internship course is a failing grade. For didactic courses, all Incomplete "I" grades must be approved in advance by the instructor, who develops explicit plans and provides a timeframe by which work must be completed for removal of the "I".

Practicum, Externship and Internship Grading Note: The required core practicum courses in the program are Practicum 2, Practicum 3 and Practicum 4, unless the student's practicum extends in the summer (please see the previous section, "Clinical Training" and the *Clinical Training Manual* for more details on summer Practicum). Each Practicum course extends as a sequence over two consecutive semesters (i.e., Practicum 2A in fall and Practicum 2B in

spring). The A and B semesters are a part of a single course. Passing the entire A and B sequence is required for clinical training progression. A passing grade is determined by successful completion of the coursework, as defined in the syllabi, and the successful completion of the clinical placement, as determined by the final passing CSEP. Clinical placements that extend beyond the end date of the A or B course semester will earn an In Progress course grade (“IP”) until the student successfully completes all requirements of course A and B, as well as the clinical placement.

Drops (W), Incompletes (I), and In Progress (IP)

Dropping Courses

Students wishing to drop courses and receive partial reimbursement for payment must do so by the term’s *census date*. The census date of the university represents a calendar date in each term when the general enrollment statistics of the university are established. Full reimbursement for payment is typically offered only if a course is dropped before the first day of the term. Particulars of these statistics are identified among colleges, classes, and student levels. The census dates can be found in the academic calendar at <https://myusf.usfca.edu/registration/academic-calendar>. Following the census date in any term, students will receive a *Withdrawal (W)* for any courses dropped; the only exceptions are classes canceled by the dean of the college, or a change from one section to another of the same course. Students are liable for the tuition for all courses dropped or withdrawn after the census dates. *Students cannot withdraw from courses solely because they are receiving a failing grade.*

Incompletes

Per university policy, a grade of *Incomplete (I)* is awarded if an examination or required assignment has been postponed for a serious reason after consultation with the instructor. Students who have not contacted a faculty member regarding completion of course requirements are subject to a failing grade. Students given approval to postpone course requirements must complete them on the date specified by the faculty member. If the notation is still incomplete at the close of the following semester, it is converted to a failing grade (F). Initiation of incomplete grades is the responsibility of the student.

Students will be required to work collaboratively with their faculty to establish and meet deadlines for their outstanding work. A student who fails to complete course requirements within the allotted time will receive a grade based on assignments completed to date. If the student fails the course, they will be required to repeat it at the next opportunity available. All applicable registration processing and tuition and fee payments are required to repeat a course. The full set of university graduate student policies can be accessed at <https://catalog.usfca.edu/content.php?catoid=37&navoid=8548>

In Progress (Practicum Course Grading)

Clinical placements that extend beyond a given semester will be graded as In Progress (“IP”) until the student successfully completes all requirements of that placement and all required

documentation/evaluations have been submitted.

Grade Rounding Standards

Individual course assignments, quizzes, exams, papers, etc., are not rounded. Rounding is applied only to the composite final course grade. Conventional rounding standards are applied; 0.5 – 0.9 rounds up to the next whole number (e.g., 84.5% is rounded up to 85%).

Grade Appeals

Students may appeal grades when they believe that the final grade they received in a course is unfair, for example, because discrimination or an error in calculation. The procedure for this appeal may be found in the USF Catalog under "Appeal Process for Change of Course Grade": <https://catalog.usfca.edu/content.php?catoid=37&navoid=8531>. If a PsyD student is appealing a final grade, a letter stating the desire to appeal the grade must be sent both to the course instructor and to the Associate Dean for Health Professions within the designated timeframe outlined in the USF Catalog.

Academic Progression Policy

A minimum passing grade is B- in letter graded courses or Satisfactory (S) in S/U courses. Per the University policy, any graduate student whose cumulative GPA falls below 3.0 will be placed on academic probation and placed on a remediation plan.

- The remediation plan for a grade of C or below for letter graded courses, or a grade of U for S/U graded courses, requires that the student repeat the course at the earliest opportunity. Successful completion of the remediation plan includes receiving a passing grade in the repeated course (B- or higher in a letter graded course, or a Satisfactory for a S/U graded course) at the end of the semester.
 - After successful completion of the initially failed course, a student is removed from probation if no other probationary concerns remain.
- Students who fail a 2nd course will be placed on academic probation and placed on a remediation plan requiring them to retake and pass the course.
 - The probationary status will not be removed, even when the course is successfully completed, until successful completion of all required coursework for the degree.
- Students who fail to earn a B- or S in a repeated course, and thus do not raise their cumulative grade point average to a 3.0 by the time they have completed the next six (6) semester units of graduate work may be disqualified from the Program.
- Failure of a third course is grounds for disqualification.

Performance at a clinical training site is also considered in the academic progression policy for students in the PsyD Program as follows:

- Students will be placed on a remediation plan facilitated through their clinical training site if they receive a rating lower than 3 on the mid-year *Clinical Supervisor Evaluation of Practicum Student (CSEPS)*.
 - Students must inform their practicum instructor about the remediation plan.
 - Students will have up to one semester to remediate mid-year CSEPS ratings lower than 3.
- On the year-end CSEPS, students must receive a minimum score of 3 on all critical items (identified on the CSEPS form) and on the overall performance rating in order to pass the practicum course.
 - If a student obtains a score lower than 3 on the year-end CSEPS, the student will be placed on a remediation plan, which may include repeating the practicum placement at a different site and retaking the practicum course.

Termination from a clinical placement or a grade of Unsatisfactory (U) in a practicum course is grounds for disqualification from the Program and will be reviewed by faculty on a case-by-case basis.

Disqualification from the PsyD Program: Process

In the event that a student meets criteria for disqualification, the following process will occur:

1. PsyD Program Director recommends student for disqualification.
2. Associate Dean of Health Professions or SONHP Dean issues a signed letter of disqualification to the student if they agree with the Program Director's recommendation.
3. Student confirms receipt of the letter within 48 hours.
4. The student will be withdrawn from the university upon disqualification.

The student can appeal through the SONHP Academic Standards Committee within 14 business days (this information will be provided in the letter of disqualification that the student receives). If the student submits an appeal, the Academic Standards Committee will convene at the next possible opportunity to review the student's application for reinstatement and vote on whether to uphold the disqualification or whether to recommend reinstatement. The Academic Standards Committee will share the results of this vote with the Dean, who will ultimately determine and communicate the outcome of the appeal to the student.

Possible Outcomes following appeal to Academic Standards Committee:

- If the disqualification is upheld, the student will be withdrawn from the University. If the student wishes to return to the program, they will need to reapply and be readmitted; admission is not guaranteed.
- If a student is reinstated, they may return to the program at the next possible opportunity as determined in collaboration with the faculty advisor, director of clinical training, clinical dissertation chair, and/or program director. Students may be placed on probation temporarily or permanently upon reinstatement and this will be determined on a case-by-case basis. Students who are reinstated will be issued a remediation plan with clear expectations and a timeline within which they must demonstrate improvements as indicated in academic, clinical performance, and/or professional development areas in order to continue progressing in the program.

Alternate Degree Progression Requests (ADPR)

The Program has a process to support students who progress through our Program in a different path than outlined by the Curriculum Pattern for their Cohort.

Beginning in Fall 2020, students who to deviate from the published curriculum pattern (i.e., not complete indicated or clinical training requirements in the

standard pattern), must submit an **Alternate Degree Progression Request (ADPR)** prior to implementing any change in their degree progression. The ADPR is available as a Qualtrics form here: https://usfca.co1.qualtrics.com/jfe/form/SV_2c0DqeMTb8vZHNj. This link is also available on the PsyD Students Canvas page in the “Advising and Curriculum” folder.

Students who submit an ADPR must allow 2 weeks from the date of submission of the request (excluding university holidays) for processing. If and until the ADPR is approved, students should progress according to the standard curriculum pattern, including attending any related mandatory program events and workshops.

Degree Completion Extension (DCE) Policy

The time limitation for completing all requirements for a doctoral degree at USF is 7 years; all requirements leading to a doctoral degree must be completed within seven years from the date of admission and within three years from the date of advancement to candidacy. For the policy on time limitations for degree completion, please reference the USF Catalog at <https://catalog.usfca.edu/content.php?catoid=2&navoid=61#time-limitations-for-degree-completion>.

For the Clinical Psychology PsyD Program, semesters of approved and accepted leaves of absence do *not* count toward the accumulated time. For the policies about leaves of absence, please also reference the USF Catalog at <https://catalog.usfca.edu/content.php?catoid=4&navoid=237#leave-of-absence>.

Completion of doctoral degrees in a reasonable period of time is one of many factors that characterize the responsible conduct of both students and advising faculty in the degree program. The SONHP contributes to this effort in many ways, including: offering opportunities for professional development, advising students on goals and requirements, facilitating the sharing of guidelines for responsible conduct by students and faculty, and providing advice and assistance in cases of students who are encountering special situations or obstacles. The SONHP will also act as an advocate for degree completion by identifying and reporting to the university any identified obstacles to completion of the degree due to policies or to limitations of appropriate resources.

The Clinical Psychology PsyD Program also contributes to earning of degrees in a reasonable period of time by monitoring the progress of students enrolled in their program. The Clinical Psychology PsyD Program will work with students and advisors to identify and remove obstacles to progress, and to assist in the formulation of realistic and achievable timelines that allow students to achieve their learning and professional goals.

Students Who Must File a DCE Proposal (DCEP) by May 15th

Each spring semester, students who are finishing their 4th year or later and not beginning the full-time clinical internship year and students who are finishing their 5th year or later and have not filed to graduate by August of that year (or by December of that year for

those completing clinical internships which finish after mid-August) will submit the Degree Completion Extension Proposal (DCEP)*. It is the responsibility of the student to initiate and submit the DCEP by May 15th of the 4th year (for students not beginning the full-time clinical internship that summer) or by May 15th of the 5th or 6th year for students who are not filing to graduate by August of that year (or by December of that year for those completing clinical internships which finish after mid- August).

The DCEP, which is available on the PsyD Students canvas page, is completed by the student in consultation with their faculty advisor and submitted, no later than May 15th. Program staff will forward the submitted DECP to the clinical dissertation chair, faculty advisor, and Program Director for their review, and, if endorsed, to the Dean's Office for review. The DCEP is then reviewed by the Associate Dean for Health Professions, the Senior Associate Dean of SONHP, and the Dean of SONHP, each of whom must approve the proposal before the start of the following fall semester in order for the student to remain in good standing and be permitted to register for classes.

Program staff will notify the student if and when the DECP has been endorsed and is being submitted to the Dean's Office for review. Program Staff will also notify the student of the outcome of the Deans' review.

Duration of Degree Completion Extension

Extensions are granted for a period of one academic year, beginning in mid-August and ending in mid-August of the following year. Thus, if a student's DECP is approved in summer of Year 5, the approval is granted through summer of Year 6.

In the event that the degree will not be completed when the approved DCEP expires, students must submit an additional DCEP by May 15th; DCEPs from students who have previously been granted a DCEP are unlikely to be approved except in extraordinary circumstances.

Criteria for Approval of Degree Completion Extension Proposal

- the student, the faculty advisor, and the program have agreed on a realistic plan and timetable for degree completion
- the supporting infrastructure is available within the program so that the plan may be completed
- any obstacles to degree completion have been or are being addressed
- there is support of the student's faculty advisor and clinical dissertation chair

Denial of DCEP and Appeal Process

If the Program Director denies the DCEP and the student chooses not to stay on track with the expected curriculum pattern and degree progress, the Program will recommend disqualification to the Associate Dean for Health Professions. If the Associate Dean, Senior Associate Dean, and/or Dean deny the DCEP, the student will be disqualified.

Students may appeal the denial of a DCEP and disqualification, in accordance with the formal appeals process described in the *PsyD Student Handbook*.

Beginning Spring 2021, all students described in the DCE Policy (students in Year 4 or later not beginning their clinical internship that summer and students in Year 5 or later who are not filing to graduate that summer) must submit the DCEP by May 15th.

Participation in Commencement and Hooding Ceremonies Policy

Participation in commencement and hooding ceremonies, which occur in May and December each year, is optional for students.

Students who wish to participate in a commencement and/or hooding ceremony must meet the following requirements:

1. Have successfully completed their clinical internship *or* be within 4 months of completing their internship and be in good standing at the internship at the time of the ceremony; and,
2. Have successfully defended their clinical dissertation (including uploading to the USF Digital Repository) by May 1st (for the May ceremonies) or December 1st (for the December ceremonies)

Students who anticipate completing their degree requirements and who wish to participate must submit the online **Graduation Application** by February 1st for the May ceremonies and by September 1st for the December ceremonies. The application process can be found at <https://myusf.usfca.edu/graduation/students>

Once the Application for Graduation form is submitted and the graduate booklet is published, which happens by April 1st for May ceremony and by November 1st for December ceremony, students may not change their commencement date (i.e., students may not move to a later commencement ceremony once these dates have passed).

Students who submit the Application for Graduation form but who are not in good standing at their clinical internship and in the PsyD Program (including submission of their clinical dissertation to the USF digital repository by May 1st for the May ceremony and by December 1st for the December ceremony) at the time of the ceremony will not be permitted to participate.

Implementation

This policy applies to all students beginning with students who matriculated in Fall 2015. While students who matriculated in Fall 2013 and Fall 2014 are not covered by this policy, they are strongly encouraged to follow these guidelines.

ADVISING AND EVALUATIONS

Faculty Advisors

PsyD students will be assigned a faculty advisor from amongst the core faculty of the PsyD Program who will assist them in successfully progressing through the PsyD Program.

Faculty advisors are available to assist students with registration, advisement regarding program requirements, discussions about Clinical Dissertation opportunities and clinical training goals, and other professional development. Faculty advisors will also help to identify campus resources for students who are having academic or personal difficulties that could interfere with their progression in the Program. It is the shared responsibility of the PsyD student and the advisor to monitor this progress and identify appropriate resources to assist the student as necessary. Students are required to meet with advisors at least one time per semester and are responsible for completing the annual planning and evaluation process document with their advisors each semester. Many questions regarding academic training, progression, and clinical training can be initially discussed and fielded by the Faculty Advisor.

Full-time core faculty are on contract for 10 months of the year (August – May) and do not serve as faculty advisors during the summer sessions. During the 12-weeks of summer session (mid-May to mid-August), the Program Director serves as the faculty advisor for all students. The Director of Clinical Training is available for consultation and clinical training advisement throughout the year, including the summer.

For a comprehensive overview of how to address questions and concerns in the PsyD Program, please refer to Appendix F.

Course Evaluations

Students are given the opportunity to evaluate each course anonymously at the end of each semester. Evaluation of the course includes students' opinions about the usefulness of the course objectives, the relevance and organization of the course content, and the methods for assessment of student learning. Part-time faculty are also required to collect mid-semester course evaluations and students are welcome to provide feedback through other means. Students' thoughtful, constructive, and professional responses on the faculty evaluations help to improve the effectiveness of individual courses and the Program.

Faculty Evaluations

Students are also given the opportunity to anonymously evaluate their course instructors every semester. Evaluation of the faculty includes students' opinions about their effectiveness as facilitators of learning and their ability to select and use effective teaching/learning strategies. These end-of-semester faculty evaluations, named "BLUE," are conducted online during the final weeks of each semester. Responses to the faculty evaluation are completely anonymous and handled and processed by the University's Academic and Enrollment Services Department. Instructors receive only the aggregate data several weeks after the end of the semester. The information received from the faculty evaluations assists in the professional development of the faculty member. The Dean meets with faculty members to discuss strengths and areas for improvement of teaching skills. Student feedback is also considered in faculty promotion and tenure decisions. Students' thoughtful, constructive, and professional responses on the faculty evaluations help to improve the effectiveness of the Program and faculty.

Clinical Placement and PsyD Program Evaluations

Students are asked to evaluate their clinical placements at mid-year and end-of-year (Student Evaluation of Clinical Placement). Students are asked to provide feedback about the Program (PsyD Program Evaluation Survey) at the end of every year.

Evaluations of Students

Students' progress is measured through a series of evaluations, including the Clinical Supervisor Evaluation of Practicum Student Form (CSEPS; mid-year and end-of-year), completed by students' practicum placement supervisors and the Yearly Comprehensive Written Evaluation Form (YCWE; covering the academic year), which is comprised of data collected from full-time and adjunct faculty, clinical supervisors, training directors, and other key staff and administrators. The annual evaluation also includes faculty ratings of students on APA Profession-Wide Competencies and demonstration readiness for clinical internship. First year students also receive feedback through the Mid-Year Comprehensive Written Evaluation (MYCE) Form about their progress in the program after completion of their first semester in a meeting with their faculty advisor early in the spring semester.

Accountability for Professional Conduct

Students are expected to demonstrate conduct consistent with professional standards as outlined in the University Catalogue and USF Student Handbook Conduct Code (<https://myusf.usfca.edu/fogcutter/student-conduct>), PsyD Student Code of Conduct (see

Appendix G), course syllabi, and the APA Ethics Code.

Faculty will issue a *Notice, Warning* and/or the *Unprofessional Conduct Advisory* (UCA) form (Appendix H) to document specific unprofessional conduct. The UCA lists expectations for improvement and consequences for a failure to demonstrate immediate and sustained improvement, as outlined on the Remediation Plan Form (Appendix I).

DUE PROCESS AND GRIEVANCE PROCEDURES

The due process and grievance procedures provide students, faculty, and staff with information about identifying and managing students' problems and concerns, and a detailed description of the related due process procedures. The basic meaning of due process is *to inform* and to provide a framework to *respond, act, or dispute*. Due process ensures that decisions are not arbitrary or personally based. Due process requires that the Program identify specific procedures, which are applied to all student complaints, concerns, and appeals.

The PsyD Program is committed to supporting graduate students and to working with them to resolve problems and conflicts that arise. Students are encouraged to address situations proactively and professionally. It is highly recommended that an attempt be made to first resolve any problems or conflicts informally.

Overview of Due Process Guidelines

1. During the orientation period, students will receive, in writing, the Program's expectations related to professional functioning, including the USF Academic Honor Code and Student Code of Conduct information.
2. The procedures for evaluation, including when and how formal evaluations will be conducted, will be described.
3. The various procedures and actions regarding problematic conduct, student concerns, or failure to meet Program competencies will be described.
4. The Program will communicate early and often regarding issues related to clinical or academic performance, when needed, if any difficulties are identified that are significantly interfering or have the potential to interfere with performance.
5. When warranted, the Program Director or Director of Clinical Training will determine which faculty member (the Program Director, the Director of Clinical Training, or the Faculty Advisor) will institute a remediation plan for identified student performance inadequacies, including a time frame for expected remediation actions, and consequences of not rectifying these inadequacies.
6. The Due Process Guidelines include the steps required for a student to officially appeal the decision (see below).
7. The PsyD Program's Due Process Procedures ensure that graduate students have sufficient time to respond to any proposed or anticipated Program action before the action is implemented.
8. When evaluating or making decisions about a graduate student's performance, the

Program will review input from academic and clinical faculty, as well as from supervisors and staff involved in the graduate student's training and supervision.

9. The Program Director, Director of Clinical Training, and/or Faculty Advisor will document, in writing, and provide to all relevant parties, the actions taken by the Program and the rationale for taking these actions.

Due Process Procedures: Identifying Problematic Conduct

Problematic Conduct is defined broadly as an interference in professional functioning, which is reflected in one or more of the following ways:

- An inability and/or unwillingness to acquire and integrate professional standards into one's repertoire of professional conduct;
- An inability and/or unwillingness to demonstrate professional skills at or above an acceptable level of competency and/or;
- An inability and/or unwillingness to manage personal stress, strong emotional reactions, and/or behavioral manifestations of psychological dysfunction that interferes with professional functioning.

Professional judgment is required to differentiate when a graduate student's conduct is problematic rather than simply "of concern." Students may exhibit behaviors, attitudes, or characteristics that, while of concern and requiring remediation, are not unexpected or excessive for training professionals. Problematic conduct is typically identified when one or more of the following characteristics exist:

- The graduate student does not acknowledge, understand, or address the problem when it is identified;
- The problem is not merely a reflection of a deficit in clinical and academic competencies, which can be rectified by academic or didactic training;
- The quality of services (e.g., academic, clinical, or inter-professional) delivered by the graduate student is below minimally accepted service delivery standards;
- The problem is not restricted to one area of professional functioning;
- A disproportionate amount of attention by training personnel is required to manage the student and the student's issues; and/or
- The graduate student's behavior does not change sufficiently as a function of feedback, remediation efforts, and/or time.

Due Process Procedures: Addressing and Managing Problematic Conduct

Initial Procedures

If a PsyD student receives an "unacceptable/unsatisfactory" rating from any evaluator in any of the major categories of evaluation, or if a faculty or staff member has significant concerns about a student's conduct (e.g., ethical or legal violations, professional incompetence) the following procedures will be initiated:

- a. Either a conversation directly with the graduate student about this conduct or a consultation with the Program Director. This decision about speaking first with the student or with the Program Director is made by and at the discretion of the faculty or staff member who has concerns about the student.
- b. If the faculty or staff member who brings the concern to the Program Director is not in a supervisory relationship with the student, the Program Director will discuss the problematic conduct with the student's advisor/supervisor(s), as appropriate.
- c. If the Program Director and faculty/supervisor(s) determine that the concerns would constitute a serious violation, the Program Director will inform the faculty or staff member who initially brought the complaint.
- d. PsyD Program faculty meet to discuss the concern(s) and possible courses of action to be taken to address the issues, including a remediation plan. The Associate Dean for Health Professions and/or the Dean may be consulted, as appropriate, given the level and nature of the problematic conduct (see below).

Notification Procedures

It is important to have meaningful ways to address problematic conduct once it has been identified. In implementing remediation or sanctions, the faculty and staff must be mindful of the needs of the graduate student, faculty and staff, the campus community, and in some cases the client(s) involved and agency personnel. All evaluative documentation will be maintained in the graduate student's file. What immediately follows is an outline of the steps by which student problematic conduct will be addressed:

- a. **Notice*** to the graduate student that notes minor problematic conduct (e.g., late documentation, missed meetings). In this notice, the graduate student will be asked to address the professional conduct issue immediately. The Program Director, the student's faculty advisor, associated faculty, and staff will be copied on the notice. These types of notices will not warrant an appeal.
- b. **Warning*** will be given to the graduate student for 2 or more Notices for the same minor problematic conduct within the same one-year training period. The graduate student will be asked to address the problematic conduct immediately and to meet with their faculty advisor to discuss strategies for change so that this plan can be documented in the student's advising record. The Program Director, the student's advisor, associated faculty, and staff will be copied on the notice. The Warnings will not warrant an appeal.

- c. **Unprofessional Conduct Advisory (UCA)*** (see Appendix H) will be given to the graduate student formally acknowledging that:
- Two or more Warnings for the same problematic conduct have been issued within the same one-year training period *or* the student has demonstrated more serious problematic conduct (beyond a pattern of late documentation or missed meetings).
 - The Program Director, faculty advisor, and associated faculty and/or supervisors are aware of and concerned with the problematic conduct, the concern has been brought to the attention of the graduate student, the Program Director, faculty advisor, and/or supervisor will work with the graduate student to rectify the problem, and though serious, the problematic conduct warrants remediation, but does not warrant more serious action.

The UCA will identify possible sanctions if the problematic conduct continues, and describe a remediation plan¹ for successfully addressing the behavior(s), including:

- a description of the graduate student's unsatisfactory performance or conduct;
- actions needed by the graduate student to correct the unsatisfactory performance or conduct;
- a timeline for correcting the problem;
- type of sanction(s) that may be implemented if the problem is not corrected; and
- notification that the graduate student has the right to request an appeal of these actions. The student has the right to appeal the UCA or parts of it within 10 business days of its receipt (see *below*).

*Notices, Warnings, and Advisories are ***not*** disciplinary actions, as defined on the APPIC internship application, and as such are not reported by the student or by the Director of Clinical Training when the student applies for clinical internship.

Remediation and Sanctions

A student receiving one UCA in any area of the Program will be placed on pre-probation status. A student receiving two UCAs will be placed on probation, and a student receiving three UCAs will be recommended for dismissal. Additionally, any student conduct that is regarded as a serious breach of University and/or professional behavior standards may warrant immediate course failure and/or dismissal from the PsyD Program (e.g., physically violent or threatening behavior, breach of confidentiality, dishonesty, plagiarism, falsification of records, or theft, as described in the university catalog, Nursing and Health Professions Student Handbooks, and the APA Ethics Code).

The implementation of a remediation plan with possible sanctions should occur only after careful deliberation and thoughtful consideration by the PsyD Program faculty. The severity of the problematic conduct plays a role in the type of remediation and possible sanctions. The levels of remediation and sanctions are listed below in increasing level of seriousness:

Pre-probation Status**

Pre-probation status is a supervised period of remediation that is designed to be time-limited and return the graduate student to an appropriate level of functioning. It is utilized to provide the graduate student with additional time to respond to personal reactions and or relevant concerns. Courses of action may include reducing the student's workload, increasing the amount or modifying the focus of supervision or training, and/or recommending personal therapy or other forms of intervention.

Students will be placed on pre-probation if they

- Receive one Unprofessional Conduct Advisory (UCA) form in any area of the Program
- Receive an unsatisfactory rating in any area of competency in either a clinical or academic evaluation
- If during their clinical practicum experience, there is an issue with student attendance, such as two or more “no shows” or continually being tardy

****Pre-Probation is *not* a disciplinary action, as defined on the APPIC internship application, and as such is not reported by the student or by the Director of Clinical Training when the student applies for clinical internship.**

Probation Status***

Probation status is a time-limited, remediation-oriented, and more closely supervised training period for the graduate student by an appropriate supervisor or advisor. Its purpose is to return the graduate student to a satisfactorily functioning state.

Students will be placed on probation if they

- Engage in any significant act of noncompliance (e.g., not signing UCA form)
- Receive two UCAs during the completion of the PsyD Program
- Receive two or more ratings below the minimum expectations (as indicated on the evaluation form) on a year-end clinical or academic evaluation
- Receive a UCA and fail to complete the remediation plan successfully within the timeframe outlined in the UCA Remediation Plan

*****Probation *is* a disciplinary action, as defined on the APPIC internship application, and as such is reported by the student and by the Director of Clinical Training when the student applies for clinical internship. In the above context, “probation” is a result of conduct-related concerns and does not share the same meaning as “academic probation,” which is a University-defined status based on a student’s G.P.A.**

Recommended Dismissal

Recommended dismissal from the PsyD Program involves the permanent withdrawal of all program and program-related responsibilities and privileges. When specific remediation described in a remediation plan does not, after a reasonable time, rectify the problem behavior, that the graduate student is unable or unwilling to alter and adequately address the problematic conduct, Program faculty members will consider termination of the student from the Program.

Dismissal is recommended in cases of severe violations of the APA Code of Ethics, or when there is a reasonable likelihood of imminent physical or psychological harm to another student, a client, or a faculty or staff member, or the graduate student is unable to complete the training program because of physical or psychological disorder. Dismissal will be recommended when students receive three UCAs during their graduate training. The Dean or Associate Dean for Health Professions will make the final decision about dismissal recommendations and under some circumstances may choose instead to offer the student administrative leave.

If at any time a graduate student disagrees with the aforementioned sanctions, he/she can implement Appeal Procedures.

Due Process Procedures: Appeals Process

If a graduate student does not agree with an Unprofessional Conduct Advisory, Pre-Probation, Probation (not including academic probation), or Recommendation for Dismissal, the following appeal procedures will be followed:

1. The graduate student may file a formal appeal in writing with all supporting documents with the Program Director. The student must submit this appeal within ten (10) business days from his/her notification of any of the above.
2. Within five (5) business days of receipt of a formal written appeal from a graduate student, the Program Director will consult with the Program faculty and/or Supervisor(s) and decide whether to implement a review panel or respond directly to the appeal.
3. If a review panel is convened, it will consist of the Program Director and two faculty members. The Program Director will designate a chair of the review panel. All material relevant to the appeal will be submitted to the chair of the panel and the panel will arrive at a conclusion based on the information provided. If the appeal involves the Program Director, the responsibility to appoint a review panel will be delegated to the Associate Dean for Health Professions.

Grievance Procedures

Grievance procedures have been developed in the event a graduate student encounters difficulties or problems. These may or may not be related to evaluation and may surround such issues as poor clinical supervision, unavailability of clinical supervisor(s), workload issues, or personality conflicts. During the orientation period, graduate students will receive, in writing, the PsyD Program guidelines contained herein related to Grievance Procedures.

Overview of Grievance Guidelines

Depending upon the nature of the concern, the appropriate avenue for addressing the situation may vary. The purpose of these steps is to facilitate a positive resolution at the lowest level possible, to promote clear and constructive communication between the student and faculty and staff, and to allow participants due process regarding the concerns. What follows are the typical steps in the grievance process:

1. When a graduate student has a grievance, the student may choose to first discuss the issue informally with the faculty member, supervisor, or staff member(s) involved. The student should discuss the concern directly with the individual or individuals involved and, if possible, recommend a resolution.
2. If there is no resolution, then the student should contact their faculty advisor, who may then consult with the Program Director, as needed.
3. If the faculty advisor is not able to facilitate a resolution satisfactory to both parties, the student should then contact the Program Director for resolution. If the issue still is not resolved to the satisfaction of both parties, the student is encouraged to file a formal written grievance and provide supporting documentation.
4. The student will be notified of actions to be taken within five (5) business days of the Program Director receiving the fully completed grievance and all supporting material.

Grievance Procedures: Review Process

1. At the discretion of the Program Director, a review panel may be convened to examine a formal grievance filed by a Program student. Alternatively, the Program Director can decide to examine the formal grievance without convening a review panel. A review panel will consist of the Program Director and two faculty members, selected by the Program Director. The Program Director will appoint a chair of the review panel. If the appeal is directly related to the Program Director, the responsibility to appoint a review panel will be delegated to a faculty member.
2. Within five (5) business days of the completion of the review, the student filing the grievance will receive a written report of the conclusions reached and recommendations made by the Program Director or review panel. If a review panel was convened, they will also submit this written report to the Program Director. Conclusions and recommendations made by the review panel will be determined by majority vote if a consensus cannot be reached.
3. The student's faculty advisor is also provided a copy of the report and works with the graduate student, involved faculty and staff members and others, as necessary, to implement the recommendations.
4. Students who file a formal grievance have the right to make a written appeal of the decision made by the Program Director or review panel. This written appeal and any and all supporting documents must be received by the Program Director within five

(5) business days of the student's receipt of the written report from the Program Director or review panel.

Within five (5) business days of receipt of the written appeal, the Program Director or review panel will meet to review the appeal and supporting documents.

5. Within five (5) business days of the completion of the appeal review, the student filing the grievance will receive a written report of the conclusions reached and recommendations made by the Program Director or review panel regarding the appeal. If a review panel was convened, it will also submit this written report about the appeal to the Program Director. Conclusions and recommendations made by the review panel about the appeal will be determined by majority vote if a consensus cannot be reached.
6. The student's faculty advisor is also provided a copy of the appeal and the report about the appeal. The student's faculty advisor also works with the graduate student, involved faculty and staff members and others, as necessary, to implement the written results of the appeal.
7. Students who file a formal appeal of the conclusions and recommendations resulting from a grievance also have the right to appeal the appealing decision to higher levels in the University.

For information on these higher-level appeals and on the University of San Francisco policy on reporting concerns or complaints, see USF's Complaint and Resolution Procedures at <https://myusf.usfca.edu/student-life/complaint-resolution-procedures>

Additionally, the University of San Francisco provides a Bias Education and Resource Team (BERT), which is a University-wide team that works to gather information about bias incidents and to support those individuals who have witnessed, or themselves become a target of, an act of bias. It is a collaborative effort between the Offices of Student Life, Diversity Engagement and Community Outreach and Human Resources. For more information or to report an act of bias, please see <https://myusf.usfca.edu/bias>.

GENERAL PROGRAM, SCHOOL, AND UNIVERSITY POLICIES

Student Recruitment

The PsyD Program prioritizes the recruitment of diverse students as central to its mission of working with underserved populations. The program attracts prospective students through a multi-level, multi-year plan as outlined in Appendix J.

Admissions

The PsyD Program builds upon the foundation of coursework obtained during undergraduate and/or graduate education as well as relevant prior experiences. Admissions decisions are based on the overall fit of each applicant to the mission and aims of the USF PsyD program. The Admissions Committee conducts a comprehensive review of all

application materials with particular regard for the breadth and depth of an applicant's background based on the personal statement, prior clinical and research experiences, and letters of recommendation. A review of the undergraduate, and, where relevant, graduate transcripts provide an indication of an applicant's general knowledge and ability to succeed in the program. See the Admission Policy in Appendix K.

Student Retention

The PsyD Program not only prioritizes the *recruitment* of diverse students as central to its mission of working with underserved populations, but also prioritizes their *retention* in the Program and eventual graduation from the Program. The Program faculty members work to retain students through the implementation of a multi-level, multi-year plan as outlined in Appendix L.

Non-discrimination

The PsyD Program is in compliance with the USF Equal Opportunity and Non-discrimination policy, which states that “The University is an equal opportunity institution of higher learning education. As a matter of policy, the University does not discriminate in employment, educational services, and academic programs based on an individual's race, color, religion, religious creed, ancestry, national origin, age (except minors), sex, gender identity, sexual orientation, marital status, medical condition (cancer-related and genetic-related), and disability, and on other bases prohibited by law. The University reasonably accommodates qualified individuals with disabilities under the law.”

Student Privacy

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, protects the privacy of students by limiting third party access to student education records.

COVID-19 Vaccination and Face Covering Policy

At this writing, the University of San Francisco requires all undergraduate and graduate students to be fully vaccinated for COVID-19. COVID-19 boosters are required for all students when they are eligible. With proper documentation, USF will accept medical and religious beliefs exemptions to the COVID-19 vaccine or booster requirement.

Students are required to wear masks indoors in campus buildings with the exception of the Koret Health and Recreation Center (where masks are highly encouraged).

Students can stay apprised of the latest information regarding COVID Policy Updates on myUSF and on the USF Together website: <https://myusf.usfca.edu/usf-together>

Transfer credit

In exceptional cases, graduate coursework taken at other colleges or universities, or post-baccalaureate courses completed at USF may be accepted in partial fulfillment of the graduate program requirements. Students may transfer up to 12 credit hours.

To be eligible for transfer for credit, courses must:

- be regular graduate or post-baccalaureate level courses;
- be taken within the last seven (7) years at a regionally or specialty accredited institution of higher learning;
- have earned at least a grade of "B"

Supervised field work, directed study or field practice may or may not transfer, at the discretion of the Director of Clinical Training. Students must provide official transcripts and course syllabi to their advisors to have prior coursework evaluated by faculty for transfer credit. The instructor will rely on various sources in making this determination. Sources will include oral and/or written examination of the student; review of the course syllabus, reading materials, and assignments; and review of the student's submitted work, quizzes, and examinations, as well as consultation with the instructor who taught the course being considered for transfer. Fulfillment of eligibility criteria for transfer credit as listed above does not guarantee that the course transfer request will be approved.

In cases where students seek to transfer credit for courses covering Discipline-Specific Knowledge (DSK) categories (see Appendix A), the course materials provided for review and transfer credit will need to be verified as equivalent by the course instructor, and students will need to demonstrate the minimum level of achievement in the DSK category through an assessment. The instructor of the course or the core faculty member(s) who serve as DCQE/SPEE co-chairs will design and administer an additional assessment to determine if the student demonstrates the minimum level of achievement in the DSK category. If the instructor determines that the student has demonstrated at least minimally sufficient competence and all other transfer credit criteria have been satisfied, then the transfer will be approved.

Students seeking to transfer course credit to meet a program requirement should meet with their faculty advisor first to discuss their plans. Once the student has met with their faculty advisor and have approval to seek transfer credit, they should complete the "Transfer Credit Request" Form available on the PsyD Student Canvas page under Advising and Curriculum.

Attendance and Punctuality

Students are expected to be present and on time for all class meetings, faculty advising sessions, dissertation meetings, practicum placements, and internship placements. For remote meetings, students are expected to remain on Zoom with video and audio enabled (unless other arrangements have been made) until excused by the instructor at the end of the class meeting. Absences and/or tardiness will be documented in the student's annual evaluation. Repeated demonstration of absences and/or tardiness may negatively impact the faculty's evaluation of the student's demonstration of profession-wide competencies. Planned absences and/or anticipated delays arriving to class and other meetings on time should be discussed with the instructor and/or other parties in advance. If advance notice is not possible, it is the expectation of the PsyD faculty that students should initiate communication about the absence and/or tardiness directly with the appropriate parties as soon as possible.

Class Participation and Engagement

Participation during in-class discussions and online activities is expected. However, there is recognition that aspects of one's social upbringing and cultural context may create different barriers for certain individuals to take part in class discussions. As such, participation will be evaluated based on the student's overall presence in class not only through verbal, in-class participation, but also through the apparent thoughtfulness, effort, and organization of writing and participation in in-class assignments and group activities, as well as willingness to communicate with the instructor individually if sharing in a classroom setting is particularly challenging. Participation will be evaluated based on one's ability to challenge oneself to participate when such contributions are contrary to one's cultural role and context. Participation will also be evaluated based on one's ability to share space in the classroom so that others who have been socialized to remain silent or allow others to speak first have adequate opportunity to share their thoughts and ideas.

Confidentiality

Students are responsible for maintaining confidentiality for all personal/health information they become aware of during learning experiences. All persons have legal rights to privacy and breaking confidentiality may result in legal actions. PsyD students are expected to know applicable laws and professional ethics standards for confidentiality.

Appropriate Use of Electronic Devices

Cell phones should be turned off or to "silent mode" before class begins. If a student must receive or make an *urgent* call, they are expected to notify the instructor in advance when possible, and to step out of the room (if class is in person) or mute their audio/stop their video (if class is remote) in order to avoid disrupting the class. Otherwise, cell phone use is limited to break times only. Students should not access email or instant messaging, engage in texting, play computer games, surf the web or spend time on non-class related web pages during class.

Zoom "Netiquette"

Please note, that unless otherwise indicated, PsyD courses will be conducted on the ground, on campus. If the course instructor and/or students utilize Zoom for class sessions, class planning, and/or office hour meetings, all parties involved are required to be located in a private, stationary space in order to maximize confidentiality and safety during this meeting time. Students are not permitted to participate in any USF sanctioned activities (inclusive of class meetings, meetings with peers or faculty, and clinical placements) while in transit, whether they are a passenger or operating a vehicle. Students will be asked to leave the class, meeting, or other USF activity if they do not abide by these requirements.

Zoom participation should ideally occur via a large tablet, desktop, or laptop computer (not one's personal phone or small device) in order to enable participation that most closely emulates being in person. Accordingly, students should not be engaged in other functions on their device such as text messaging, chatting, browsing the internet, checking e-mail, completing assignments, etc. unless required as part of the class plan for the day.

The following are strategies and tips to enhance the remote learning environment for you and your peers with the intention of creating as close to an in-person-like classroom experience as possible. Accordingly, many of these strategies apply to in-person classes as well. Please talk with the course instructor if there are special considerations or requests that you have related to Zoom participation.

- Plan to have your video on for the duration of the class or meeting time and communicate with the class instructor and/or peers if this is not possible. Recognize that it creates an inequitable learning and participation environment when not all members of the meeting or class are clearly visible to one another.
- Present yourself professionally, dressing appropriately as you would in the classroom or in a clinical setting.
- Find a quiet, private area to attend class with a low likelihood of distractions.
- Avoid sitting in a position with your back to a window or a light source (instead position the lighting in front of you if possible so that others can see your face clearly).
- Be mindful of your background and what is viewable by others. You may choose to use a virtual background if your device and software allow for this.
- Speak clearly and close enough to the microphone of your device; ask others to adjust their volume/distance if you are having difficulty hearing them or if they are too loud.
- Consider using headphones in order to enhance your ability to focus and to provide greater confidentiality regarding the material under discussion.
- Try not to eat and drink with your microphone on.
- Be respectful of other participants, their time (be brief), and their opinions.
- Use the “Chat” function if you do not want to interrupt the instructor or peers while they are talking and have a question or comments you would like to include.
- Avoid using all caps as this may be read as shouting.
- Keep your comments constructive; remember that tone is challenging to convey in writing and that intent can be easily misinterpreted.
- Keep in mind not all recipients of the message will understand acronyms.

Communication

Course announcements, requirements, reminders, and assignments will be posted to the course Canvas site and/or sent to the student's USF email account. All students enrolled in this course have been automatically registered in the course Canvas site, which is now available. At any point during the session, students who are unable to resolve technical problems should contact the USF Information Technology Services (itshelp@usfca.edu or (415) 422-6668. If students do not regularly check their USF email account, they must link their USF email address to their preferred email address.

Leave of Absence

A student who wishes to take a temporary Leave of Absence from the USF School of Nursing and Health Professions must complete a Leave of Absence form (available on the

Registrar's website: <https://myusf.usfca.edu/registration/forms>). Although a SONHP signature is not required, the student is strongly encouraged to meet with their PsyD faculty advisor, the PsyD Program Director, PsyD Director of Clinical Training, or the Associate Dean for Health Professions prior to initiating the Leave of Absence procedure.

Due to the nature of clinical training and the sequence of the PsyD Program curriculum, students in the PsyD Program should note that a Leave of Absence may delay their progression and completion of the program for more than the length of their leave. For example, a student who initiates a Leave of Absence during a Spring semester while in the midst of completing a year-long practicum placement (P2, P3, or P4) will need to withdraw from the placement and will likely need to repeat the entire practicum placement and associated practicum courses when they return. They will not be eligible to participate in the application cycle for their next placement until they are registered as an active student during a future Spring term. Students on a Leave of Absence are not permitted to collect dissertation data or engage in the provision of clinical services that count toward their training and degree requirements.

The maximum leave of absence that may be granted at any one time is one academic year. Students who do not return for the semester specified are considered to have withdrawn from the University; they must apply for readmission should they wish to return. Students who wish to enroll for course work at other institutions during their leave of absence from the University must obtain their USF dean's prior written approval and must observe the rules for courses taken at other institutions. Courses taken without prior written approval will not be counted toward the degree. Students who withdraw or take a leave of absence from the university on or after the first day of the semester must comply with the official USF withdrawal or leave of absence policy to be eligible for a refund of tuition charges and residence hall fees. A [pro-rated refund](#) of charges will be applied for students withdrawing or taking a leave of absence within the first 21 days of the fall and spring semester. Additional information about the University Leave of Absence policy is available here: <https://catalog.usfca.edu/content.php?catoid=4&navoid=237#leave-of-absence>

Please note that students MUST notify the School of Nursing and Health Professions in writing 60 days before the expected return date. Placement in didactic classes and clinical training placements upon return from leave is not guaranteed. Students in the PsyD program will work collaboratively with the Program Director, Director of Clinical Training and/or their faculty advisor upon their return to establish an Alternate Degree Progression plan as communicated and proposed through the ADPR process.

Withdrawal from the University

If a student wishes to withdraw from the University for any reason, a Withdrawal form must be completed and submitted to the university registrar. Although a SONHP signature is not required, the student is encouraged to meet with their PsyD faculty advisor, the PsyD Program Director, PsyD Director of Clinical Training, or the Associate Dean for Health Professions prior to initiating the withdrawal procedure. Students who withdraw from the University will need to re-apply should they want to be considered for re-entry into the

PsyD Program, and are not guaranteed admission.

Petition to Graduate

Students who plan to receive their degree should complete the online *Graduation Application*. Students can apply anytime beginning three semesters prior to their graduation semester. Students should apply during the first few weeks of the semester prior to their graduation term for timely updating of degree audits. The application deadline for the fall semester is September 1st, and for the spring semester and summer term is February 1st. Keep in mind that if you are applying for concurrent degrees, you must submit two separate online Graduation Applications. For more information regarding applying for graduation visit <https://myusf.usfca.edu/graduation>

Records Retention Policy

The University retains records for specific periods of time depending on the type of records being retained. Academic records such as narrative evaluations and competency evaluations, academic integrity code violations, disciplinary records in which a penalty of probation, suspension, or dismissal are imposed, degrees and grades earned, and transcripts are retained permanently. Documentation such as withdrawal authorizations, leave of absence forms, transfer credit evaluations, and high school or other college transcripts are retained for a time-limited period.

The full policy regarding retention of records and length of retention period is available here: https://myusf.usfca.edu/sites/default/files/document_retention.2016.pdf

STUDENT SERVICES

The university provides various services to students to enable a smooth journey through their student life. Ranging from financial to health to learning aids and physical recreation centers, the university services encompass a wide range of areas to aid student learning and development.

Student Enrollment and Financial Services

Student Enrollment and Financial Services provides the following services:

- a. Course registration: New students, continuing students, and visiting students can access important registration information to register for classes, find out class schedules, view the current academic calendar for important dates, and search for specific course. <https://myusf.usfca.edu/registration>
- b. Financial Aid: The Office of Financial Aid is committed to providing students with the information needed to determine ways to fund your education at USF. <https://myusf.usfca.edu/financial-aid>
- c. Student Records: This is where students can find instructions on how to request transcripts, access semester grades, obtain enrollment certifications, and change social security information. By seeking to enhance your USF experience, we have

also established a preferred first name policy. <https://myusf.usfca.edu/student-records>

- d. Billing and Tuition: The online student account portal provides access to all of student's' tuition and fees, payments, and financial aid credits.
<https://myusf.usfca.edu/billing-tuition>
- e. Graduation Center: Students can apply for graduation, learn about commencement ceremonies, graduation finale events, order a duplicate diploma, and more.
<https://myusf.usfca.edu/graduation>

Health Services

Inspired by the Jesuit value of *cura personalis* or “care of the individual person,” the University of San Francisco is committed to fostering the physical, mental, emotional, and spiritual health of all students. The university's comprehensive program of student services includes a student health clinic, counseling services, and a disability resource center.

- a. **Health Clinic:** all University of San Francisco students registered for credit hours are eligible to visit Dignity Health Medical Group (DHMG) clinics during regular business hours regardless of their health insurance plan.
- b. **Health Promotion Workshops:** provide students with knowledge and awareness to take control over their health and well-being, and help them to discover the impact they may have on others in the community.
- c. **Health Insurance:** As a condition of enrollment, the University of San Francisco requires students to have a health insurance plan, both to protect against unexpected high medical costs and to provide access to quality care.
- d. **Counseling and Psychological Services (CAPS):** The mission of Counseling and Psychological Services (CAPS) is to provide students with mental health services that allow them to improve and maintain their mental well-being and to meet their educational, personal, emotional and spiritual goals. Our goal is to assist students' learning by helping manage psychological symptoms and stressors, difficult life events and mental health crises. CAPS accomplishes this with high- quality, assessment, counseling, referral, consultation, outreach and training in order to assist students in reaching their full potential. Counseling and Psychological Services (CAPS) is offering remote individual and group teletherapy to students residing within California. (State regulations prevent provision of therapy across state lines.) The student may choose to talk either by video or telephone and can engage in Single Session Therapy (SST) or in brief ongoing therapy. There are no fees for services. Please call (415) 422-6352 to make an appointment. Please visit their website at <https://myusf.usfca.edu/caps> for more information. Please note that PsyD students who access USF CAPS services are not eligible to apply to USF CAPS for their clinical internship or postdoctoral fellowship. All students are invited to join CAPS online workshop series including the three session Anxiety Toolbox. You can request a consultation or referral and access the extensive website resources. In addition, CAPS All Hours “warmline” can be contacted by calling (855) 531-0761 or

students can use the peer-led Crisis Textline—text HOME to 741741. If you have an immediate life threatening issue please call 911 or the National Suicide Prevention Hotline at 1(800) 273-8255.

- e. **University Ministry:** University Ministry inspires members of the USF community to experience inner freedom, realize the fullness of their humanity, and live lives of hope, passion, integrity, and purpose.
- f. **Student Disability Services:** The mission of Student Disability Services (SDS) is to help USF students with disabilities serve as fully contributing and actively participating members of the university community while acquiring and developing the knowledge, skills, values, and sensitivity to become women and men for others. Toward that end, SDS promotes a fully integrated university experience for students with disabilities by ensuring that students have equal access to all areas of student life and receive appropriate educational support and services to foster their academic and personal success.
- g. **Koret Health and Recreation Center:** provides desired recreational sports activities, programs and services to USF students, faculty, staff, alumni to enhance their knowledge, interest and behavior to promote healthy lifestyles.
- h. **Title IX:** The University of San Francisco is committed to providing an environment free from gender-based discrimination or harassment. USF does not tolerate any kind of gender-based discrimination or harassment, which includes sexual assault, sexual harassment, and gender-based harassment. Consistent with its commitment to addressing gender-based discrimination and harassment, the College complies with Title IX, or the Higher Education Amendment of 1972, which prohibits discrimination on the basis of sex in education programs and activities.

Information Technology Services (ITS)

Provides students with access and support for a variety of applications and services, including Internet access, computer labs, assistive technology, personal device security, and more.

Cultural Centers

The Cultural Centers include the Gender & Sexuality Center and the Intercultural Center. The centers serve as both physical spaces on campus where students build community, and as outlets for student- run programs that explore social issues and identity.

Black Achievement, Success, and Engagement (BASE)

BASE is a dynamic, comprehensive initiative that seeks to build on the USF's commitment to inclusive excellence and diversity by creating an academically challenging, personally supportive, and empowering educational experience for black-identified students. The Black Resource Center, which is a part of BASE, provides opportunities for community building and leadership development for undergraduate and graduate students. Additional information can be accessed on the BASE website: <https://www.usfca.edu/black-achievement-success-engagement>

International Student and Scholar Services

International Student and Scholar Services (ISSS) promotes a global perspective for the USF community through educational and programmatic outreach while fostering the holistic development of international students/scholars by providing support services and immigration advising.

Learning, Writing, and Speaking Centers

The Learning, Writing, and Speaking Centers at USF provide individualized support to assist you in better understanding course material and to aid you on your path to success.

Services are free and include one-on-one tutoring, group tutoring, and one-on-one academic skills coaching appointments to discuss effective study strategies. The Learning Center supports over 80 courses each semester. The Writing Center helps students develop writing skills in rhetoric, organization, style, and structure, through one-on-one interactive conferences. The Speaking Center helps students prepare for public speaking including speeches, oral presentations, team presentations, and visual aid demonstrations.

International students may also contact the centers to learn more about communicating with professors and general academic study skills.

The Learning, Writing, and Speaking Centers are located on the lower level of Gleeson Library. Please contact them at (415) 422-6713 for further assistance or visit:

<https://myusf.usfca.edu/lwsc> to make an appointment.

Public Safety and Transportation

The Department of Public Safety ensures a safe learning, working, and living environment at the University of San Francisco. Our 24-hour communication center and uniformed public safety officers proactively prepare against and respond to all reports of accidents, crimes, suspicious persons, hazards, and other emergencies.

For additional information and resources pertaining to all aspects of student wellness, safety, and community building (e.g., financial wellness, food or housing insecurity, parenting and caregiving student resources, undocumented/DACA student resources), please see the USFCA Basic Needs website: <https://myusf.usfca.edu/basic-needs>

Student Housing

The Office of Student Housing and Residential Education (SHaRE) facilitates the development of skills, knowledge, and values required for socially responsible community living both on- and off-campus.

Student Leadership and Engagement

Provides programs and services that support students' leadership development and promote student engagement in co-curricular activities.

Student Success Workshops

The Student Success Workshop offers a series of workshops designed to be interactive and informal seminars that cover strategies and techniques for success.

Veteran Affairs

USF participates in a program that provides tuition and fee benefits to qualified veterans who are accepted and enrolled at the University.

Gleeson Library, Geschke Center

The Gleeson Library/Geschke Learning Resource Center (the latter dedicated in 1997) houses more than one million books, including access to more than 50,000 e-books. More than 260 research databases are available in all subject areas, with access to over 60,000 full-text journal, magazine, and newspaper titles.

The library licenses multiple streaming video collections, including; Counseling and Therapy in Video which provides over 1000 hours of training videos, reenactments, and actual therapy sessions; and psychotherapy.net, which provides high quality training videos in the field of counseling, psychotherapy, and addiction. The library's web scale discovery system, provided by EBSCO Discovery Service, allows users to search, in one place, most of the library's books and databases.

In addition, the library provides training and access to key individual databases highly relevant to psychology, including PsycInfo, PsycNET, PsychiatryOnline, SocIndex with Full Text, PubMed, Scopus, ERIC, and LexisNexis Academic. The library licenses multiple electronic resources for tests and measures, including PsycTESTS and Mental Measurements Yearbook with Tests in Print. Online full-text access to the DSM-V is available to students and faculty. All electronic resources are available both on and off-campus. For items outside Gleeson Library's collection, students and faculty have access to several interlibrary loan options. Books can be requested from Link+, a union catalog of more than 50 libraries in California and Nevada; books from Link+ libraries can be requested online and are delivered to the Library in 2-4 business days. Books not held by Link+ libraries can be requested through ILLIAD interlibrary loan system. Article requests are provided through RapidILL, ILLIAD, and Docline, and are generally filled in 3 to 4 business days.

Librarians and staff in the Reference and Research Services Department assist with all aspects of research. Information literacy instruction sessions occur at regular, key points throughout the program. The library is accessible online 24 hours a day, 7 days a week during the academic semester and reference services and library assistance are also available 24 hours a day, 7 days a week through the library's instant message/chat service. Phone or in-person support at the reference desk in Gleeson Library is available between 8 a.m. and 6 p.m. weekdays during the semester, with slightly reduced hours during the weekend and summer. Please check the library website for updated hours. Individual appointments with a subject specialist librarian are available upon request, and are provided in-person or via web conferencing software. Research guides and videos on the Library website support self-directed instruction on Library resources.

Bookstore

The bookstore allows students to purchase technology, supplies, gifts and collectibles, as well as required and recommended textbooks and a wide range of books.

Canvas

Canvas is an online learning management system that allows students to view course documents, track performance, stay up to date with announcements, and collaborate with fellow students, among other things.

Class Schedule and Final Exams

Students may search the online schedule of classes using various criteria, such as subject area, instructor, campus, or even day/time. Courses for the PsyD program are listed under “Behavioral Health/PSYD”. Final exam times are listed online each semester and are linked to the class meeting time; some instructors may not administer final exams (check each course syllabus for details).

PsyD Program Student Organizations

There are a number of supportive student organizations that students can join while actively enrolled in the PsyD Program.

Clinical Psychology Student Union (CPSU)

The Clinical Psychology Student Union (CPSU) is a graduate student organization that was created by PsyD students in December 2015. The mission is to support students in promoting the evolution of the field and practice of clinical psychology by supporting and facilitating innovative programs and community partnerships that serve traditionally underserved communities through excellence in research, clinical practice, and systems development. By promoting student engagement, supporting the unique needs of all students, facilitating resources, developing professional networks, and advocating within the University, the CPSU will create a network of psychologists who are passionately championing the cause of improving access to mental health services for individuals and communities across the boundaries of economic, physical, psychological, sociocultural, and spiritual issues. There are numerous opportunities throughout the year for all PsyD students to get involved with event planning, fundraising, student advocacy, community engagement, and leadership initiatives.

Peer Mentoring Program (PMP)

The Peer Mentoring Program was created to facilitate and build relationships between the cohorts in our PsyD program at USF. The goal of the PMP is to connect newer PsyD students with more advanced students in order to provide newer students the opportunity to learn more about the program and receive mentoring regarding relevant academic, professional, and personal development topics as they progress through the program.

Mentors and mentees are matched through a formal application process in the summer prior to the academic year of their participation in the PMP. Efforts are made to create mentor- mentee matches based on stated preferences in the application. Formal

participation in the PMP during which mentors and mentees receive support and guidance from the PMP student coordinator(s) and Faculty Advisor is for a period of one academic year. Mentoring relationships often continue informally after the end of this first year.

Students of Color Group

The Students of Color Group provides a supportive and inclusive space for students of color to gather, be heard, garner support, and promote advocacy efforts. The Students of Color group develops and hosts multiple events that include healing circles, social hours, and panels on professional development and internship application, networking, and more.

White Students Accountability Group

The White Students Accountability Group is an accountability and advocacy group focused on the internal work of unlearning white social conditioning and external work of dismantling white supremacy as it manifests in our contexts, including the PsyD program, SONHP, the university as a whole, our professional work, and our personal lives.

Appendix A

Discipline-Specific Knowledge in the PsyD Curriculum

PSYD Course	DSK area
PSYD 702 History and Systems of Psychology	Category 1
PSYD 704 Human Development	Category 2
PSYD 713 Biological Psychology	Category 2
PSYD 726 Cognitive and Affective Bases of Behavior	Category 2 and 3
PSYD 733 Sociocultural Bases of Behavior	Category 2
PSYD 721 Statistics for Social Sciences	Category 4
PSYD 723 Quantitative Methods in Research Design	Category 4
PSYD 724 Qualitative Research Design, Measurement, and Analysis	Category 4

DSK areas are assessed through students' achievement of a B- or better in all of the above coursework as well as through successful completion of select domains of the Doctoral Comprehensive Qualifying Exam and the Clinical Dissertation.

Appendix B

APA Profession Wide Competencies and associated elements

Competency:	<i>(i) Research</i>
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> a. Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. b. Conduct research or other scholarly activities. c. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.
Competency:	<i>(ii) Ethical and legal standards</i>
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> a. Be knowledgeable of and act in accordance with each of the following: <ul style="list-style-type: none"> • the current version of the APA Ethical Principles of Psychologists and Code of Conduct; • Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and • Relevant professional standards and guidelines. b. Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas. c. Conduct self in an ethical manner in all professional activities. (list places ethical behavior is evaluated)
Competency:	<i>(iii) Individual and cultural diversity</i>
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> a. An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. b. Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. c. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. d. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

Competency:	<i>(iv) Professional values, attitudes, and behaviors</i>
Elements associated with this competency from IR C- 8 D	<ul style="list-style-type: none"> a. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others b. Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. c. Actively seek and demonstrate openness and responsiveness to feedback and supervision. d. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Competency:	<i>(v) Communications and interpersonal skills</i>
Elements associated with this competency from IR C- 8 D	<ul style="list-style-type: none"> a. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. b. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. c. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Competency:	<i>(vi) Assessment</i>
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> a. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology. b. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural). c. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. d. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. e. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. f. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Competency:	<i>(vii) Intervention</i>
Elements associated	a. Establish and maintain effective relationships with the recipients of psychological services.
with this competency from IR C- 8 D	b. Develop evidence-based intervention plans specific to the service delivery goals. c. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. d. Demonstrate the ability to apply the relevant research literature to clinical decision making. e. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. f. Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

Competency:	<i>(viii) Supervision</i>
Elements associated with this competency from IR C-8 D	a. Demonstrate knowledge of supervision models and practices. b. Demonstrate adequate application of supervision skills and practices (defined by program per APA's requirement)

Competency:	<i>(ix) Consultation and interprofessional/interdisciplinary skills</i>
Elements associated with this competency from IR C- 8 D	a. Demonstrate knowledge and respect for the roles and perspectives of other professions. b. Demonstrates knowledge of consultation models and practices.

Appendix C

MSCP and PSYD Degree Requirements

MSCP Degree Requirements and Eligibility

Students enrolled in the Clinical Psychology PsyD Program may be eligible to apply for a non-terminal Master of Science in Clinical Psychology (MSCP) degree following completion of required coursework (see below) with a grade of B- or better (or “S” for S/U graded courses) and after successfully passing all domains of the Doctoral Comprehensive Qualifying Exam (DCQE), all domains of the Standardized Patient Evaluation Exam (SPEE), and successfully obtaining approval (“Pass” rating) on their Clinical Dissertation Proposal.

Note: This list of courses and the MSCP requirements are subject to change per modifications in the PsyD Program Curriculum and/or other University or APA requirements. Students will be informed of these changes via the Handbook, addendums to the Handbook, and/or other forms of electronic communication.

Course #	Course Title	Units
PSYD 702	History and Systems of Psychology	2
PSYD 703	Culture and Mental Health	3
PSYD 704	Human Development	3
PSYD 707	Clinical Dissertation Proposal Seminar*	4
PSYD 708	Socialization to Clinical Psychology Seminar	2
PSYD 710	Advanced Psychopathology I: Children & Adolescents	3
PSYD 711	Advanced Psychopathology II: Adults	3
PSYD 713	Biological Psychology	2
PSYD 714	Community Psychology and Community Mental Health	2
PSYD 716	Intellectual Assessment	3
PSYD 717	Clinical Neuropsychology and Neuropsychological Screening	3
PSYD 718	Clinical Interviewing	3
PSYD 719	Clinical Dissertation Prep**	3
PSYD 720	Practicum 2A	2
PSYD 721	Statistics for Social Sciences	3
PSYD 722	Professional Ethics, Laws, & Standards	2
PSYD 723	Quantitative Methods in Research Design	3
PSYD 724	Qualitative Research Design, Measurement, and Analysis	3

PSYD 725	Evidence Based Practice I: Humanistic, Psychodynamic, Interpersonal Psychotherapy	3
PSYD 726	Cognitive & Affective Bases of Behavior	3
PSYD 728	Integrated Behavioral Health Practice in Primary Care	3
PSYD 730	Evidence Based Practice II: Cognitive Behavioral Therapy	3
PSYD 732	Personality Assessment	3
PSYD 733	Sociocultural Bases of Behavior	3
PSYD 735	Evidence-Based Practice III: Relationships and Families	3
PSYD 740	Practicum 2B	2
PSYD 745	Evidence Based Practice IV: Groups***	2
PSYD 746	Evidence-Based Practice IV: Process Group	1
PSYD 750	Practicum 3A	2
PSYD 753	Team Leadership, Consultation, & Interprofessional Collaboration	2
PSYD 760	Practicum 3B	2
NURS 760	Psychopharmacology	3
ELECTIVE	Complete a 2-unit elective	2
Minimum number of required units for MSCP degree		86

*Students must enroll in as many semesters of PSYD 707 as is necessary until they successfully propose and receive approval for their Clinical Dissertation Proposal. Students following the standard program curriculum pattern are expected to complete their Clinical Dissertation Proposal after 4 terms of PSYD 707 (Spring year 2, Summer year 2, Fall year 3, and Spring year 3).

**PSYD 719 is a 1-unit course for students who entered the program in 2018 – 2020, and a 3-unit course for students who entered the program in 2021 and later. Students who entered the program between 2013 and 2017 are not required to take PSYD 719 for the MSCP or PSYD degree.

***Students need to have taken PSYD 745 for 3-units OR PSYD 745 for 2-units + PSYD 746

PSYD Degree Requirements and Eligibility

Students are eligible for the PSYD degree after meeting the following requirements:

- Completion of all required **coursework** with a grade of B- or better (or “S” for S/U graded courses). See below for courses that must be completed *in addition* to the coursework required for the MSCP above).
- Passing all domains of the **Doctoral Comprehensive Qualifying Exam** (DCQE) and all domains of the **Standardized Patient Evaluation Exam** (SPEE),
- Successful defense of their **Clinical Dissertation** and submission of final Clinical Dissertation manuscript to the USF Library repository

- Successful completion of their **Clinical Internship**

Additional coursework required for partial fulfillment of the PSYD degree:

Course #	Course Title	Units
PSYD 739	Assessment and Treatment of Substance Use Disorders	2
PSYD 756	Theory and Practice of Clinical Supervision	2
PSYD 770	Practicum 4A	2
PSYD 780	Practicum 4B	2
PSYD 788	Clinical Dissertation Seminar****	4
PSYD 789	Full-Time Clinical Internship	4
ELECTIVE	Complete 4 additional elective units	4
Minimum number of <i>additional</i> required units after MSCP degree completion		20
Minimum number of required units for PSYD degree (inclusive of MSCP units)		106

****Students must enroll in as many semesters of PSYD 788 as is necessary until they successfully defend their Clinical Dissertation and submit their final approved Clinical Dissertation manuscript to the USF Library Repository. Students following the standard program curriculum pattern are expected to complete their Clinical Dissertation Proposal after 4 terms of PSYD 788 (Summer year 3, Fall year 4, Spring year 4 and Summer year 4).

Appendix D

Standardized Patient Evaluation Exam (SPEE) Components

The following components provide a summary of steps that students progress through when they take the SPEE.

Clinical Vignette Review (10 minutes)

Students will receive a brief clinical vignette to review that contains basic demographic, historical, and cultural information about the patient, as well as symptoms and presenting concerns that are bringing the patient to seek treatment. Testing data that will need to be considered and incorporated in the student's assessment and diagnostic conclusions are also provided on the vignette.

Intake Interview (35 minutes)

Following review of the vignette, each student will meet with a Standardized Patient (SP; hired actor who is playing the role of a patient) in a room set up to simulate a therapy room. The student will conduct an abbreviated intake interview to assess for ethical, legal, and safety concerns, psychopathology and potential diagnoses. Students will additionally be assessed on their consideration of and inquiry into factors that are relevant to understanding the patient's individual and cultural diversity throughout the intake interview. Students will also be expected to perform the intake assessment and interview while adhering to standards consistent with APA PWC communications and interpersonal skills per their level of training.

Independent Planning Time (10 minutes)

Following the intake interview, the student will have a brief period of time to work independently to organize data gathered from the clinical vignette and the intake interview and prepare for their feedback session with the patient.

Feedback Session: Student to Patient (5 minutes)

The patient will return to the exam room and the student will have an opportunity to provide their initial impressions and recommendations for treatment. The feedback must include clearly articulated safety, ethical, and/or legal concerns the student observed or heard about in the intake and required next steps (as applicable), diagnostic impressions and a working DSM-5 diagnosis, and treatment recommendations that consider the patient's expressed concerns and symptoms, history, and cultural factors.

Written Debrief (15 minutes)

Following the feedback session, the student will complete a written debrief independently to articulate and demonstrate their thinking and decision-making process while conducting the intake interview and providing treatment recommendations.

Feedback Session: SP to Student (5 minutes; not evaluated)

The end of the SPEE involves a non-evaluative feedback session from the standardized patient to the student, in which the patient provides supportive feedback to the student based on their experience of the clinical encounter.

Appendix E

Integrity Commitment Statement

I, the undersigned, acknowledge the importance of integrity in the process of my own learning. As a student in the USF School of Nursing and Health Professions, I therefore commit to uphold the University's academic standards of honesty and policies as stated in the University Catalogue and the School of Nursing and Health Professions PsyD Student Handbook.

The written material I submit is my own. I do not share answers with others, allow other students to view my answers, observe other students' answers, or receive advance information about the specific content and/or answers of examinations.

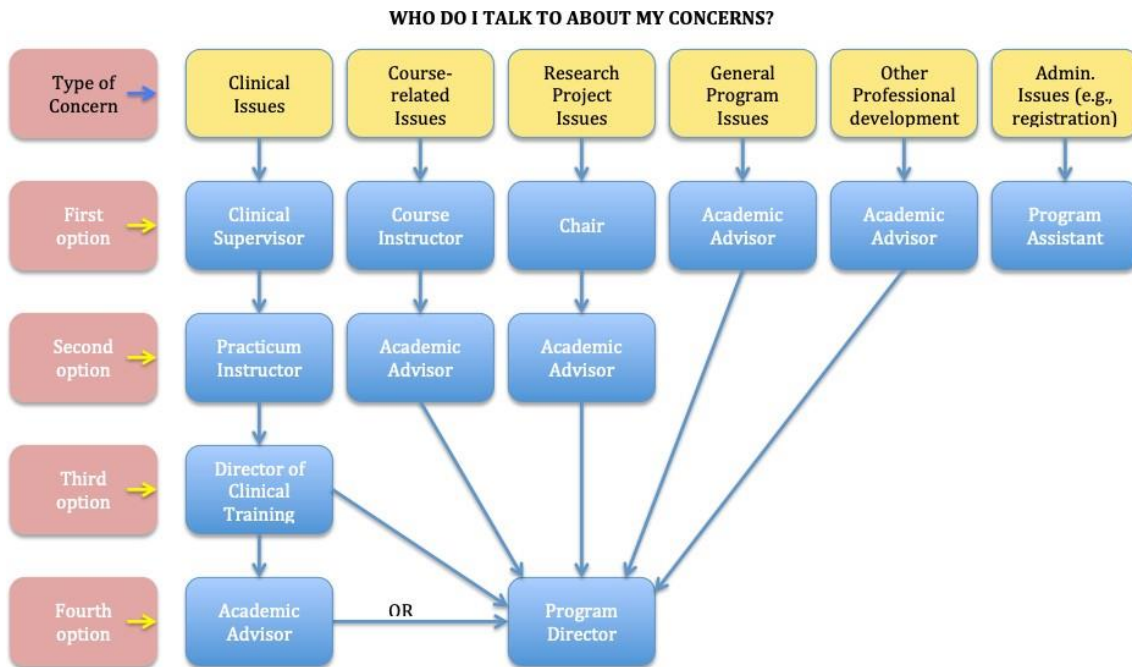
I understand that breach of the University standards of academic honesty is grounds for failure in a course and could result in academic discipline by the University.

Student Signature & Date

Printed Name

Appendix F

PsyD Student Concern Decision Tree



NOTE: This is simply a guide. Feel free to approach any faculty with whom you feel comfortable about program concerns.

Appendix G

PsyD Student Code of Conduct

The purpose of this code of conduct is to promote ethical standards and personal conduct of students in the PsyD Program at the University of San Francisco.

Professional Ethics

USF PsyD students shall conduct themselves and practice based on the latest version of the APA Ethical Principles of Psychologists and Code of Conduct. USF PsyD students shall show respect for a diversity of opinions, perspectives and cultures; accurately represent their work and acknowledge the contributions of others; participate in and commit to extracurricular opportunities; aim to gain knowledge and contribute to the knowledge base of others; understand the USF Student Code of Conduct

<https://myusf.usfca.edu/fogcutter/student-conduct>; represent their profession and the PsyD Program; and strive to incorporate and practice public health ideals in their daily lives.

Honesty and Integrity

USF PsyD students shall demonstrate honesty and integrity as shown by their challenging of themselves in academic pursuits; honesty in research and IRB applications—including honesty in interpretation of data, commitment to an unbiased interpretation of academic and professional endeavors; and the need to document research activities, protect patient confidentiality and HIPAA regulations. Students shall follow-through and pull their weight in group activities and understand where collaboration among students is or is not allowed; not plagiarize others or past work (self-plagiarism), cheat, or purposefully undermine the work of others; and avoid conflicts of interest for the duration of their time in the program. As a professional, honesty and integrity also extends to personal behavior in life outside of the academic setting by realizing that students are representatives of the USF PsyD program, and the public health profession as a whole.

Interpersonal Relationships

USF PsyD students shall interact with peers, faculty, staff and those they encounter in their professional capacity in a manner that is respectful, considerate, and professional.

Program students are required to exhibit professional etiquette during all classes, practicum placements, and Program-related events and activities. To facilitate the free and open exchange of ideas, any criticism shall be offered in a constructive manner, and the right of others to hold different opinions shall be respected.

Commitment to Learning

Recognizing that the pursuit of knowledge is a continuous process, USF PsyD students shall show commitment to learning by persevering despite adversity and seeking guidance in order to adapt to change. Students shall strive for academic excellence and openly evaluate all critiques of their professional work.

Professional Appearance

Professional attire and appearance are required of all Program students for all Program-related activities, including practicum placements. Students must adhere to policies associated with their practicum sites. Appearance includes a person's attire and personal hygiene.

Appendix H Unprofessional Conduct Advisory (UCA) Form

Last Name:		First Name:	
CWID Number:		Semester/Year:	
Course Name:		Faculty Member/Supervisor:	
Advisor Name:			

Directions for Faculty Member/Supervisor

Make 4 confidential copies.

Forward *original* to advisor for student file.

Forward *copies* to student, Instructor/Supervisor, Program Director, and Associate Dean.

- i. Instructor/Supervisor identification of unprofessional behavior that does not meet established standards. Description to include specific student behaviors, context/setting, others involved (e.g., supervisor, staff, faculty, students), and prior faculty/supervisor actions to address the unprofessional behavior.
- ii. Remediation Plan: Expectations for immediate and sustained improvement and any additional training/supervision needed to bring the student to the appropriate level of functioning. Remediation plan includes consequences for failure to address problematic behaviors or comply with the remediation process.
- iii. Timeline for completion of remediation plan:
- iv. Student response and input following instructor/supervisor presentation of the UCA. Student has the right to appeal using the procedures outlined in the Due Process and Grievance statement.

Signatures			
Student:		Date:	
Faculty Member/Supervisor:		Date:	
Advisor:		Date:	

Appendix I

USF PsyD Program Remediation Plan

Instructions:

1. The assigned PsyD faculty will work with the student and appropriate stakeholders (e.g., Faculty Advisor, Course Instructor, or Clinical Supervisor) to develop and complete pages 1 and 2 of this remediation plan before the start of the remediation.
2. A signed copy of the completed remediation plan will be given to the student, their Faculty Advisor, the PsyD Graduate Program Administrator and the Program Director.
3. At the conclusion of the remediation period indicated below, the evaluating faculty will complete page 3 and give a copy of the form to the PsyD student to sign. A signed copy of page 3 will be provided to the Student, Faculty Advisor, Graduate Program Administrator and Program Director. A copy of the remediation plan and its results will be placed in the student's training file.

Date: _____ Student name: _____

Student ID number: _____

Faculty name: _____

Level of probationary status (if applicable): _____

End date of probationary status (if applicable): _____

Description of concern / Reason for remediation:

List of requirements and date by which each is to be completed:

<i>Due Date:</i>	<i>Requirements:</i>

Sources of support for student during remediation:

Consequences of failing to complete any portion of the remediation plan by the specified deadline(s):

- ☐ Student has failed to successfully fulfill all requirements of the remediation plan. The following steps will be taken:

- ☐ Student has successfully completed this remediation plan. Clearly indicate below by providing a detailed description of the student's progress regarding each aspect of the plan:

Faculty Signature

Date

Student Signature

Date

Appendix J

Student Recruitment

Diverse Student Recruitment

The PsyD Program prioritizes the recruitment of diverse students as central to its mission of working with underserved populations. The program attracts prospective students through a multi-level, multi-year plan as outlined below.

Program Level Diversity Recruitment Activities, Approaches, and Initiatives:

Recruitment Outreach

1. The Program Director, Director of Clinical Training, and Admissions and Recruitment Committee Chair promptly and thoroughly answer all questions received by phone or email. (Began in 2013)
2. Student ambassador program where current students represent the program at various recruiting events, interact with prospective students, answer prospective students' questions/queries, and provide a student's firsthand perspective about the program. The current student ambassadors for the program belong to diverse backgrounds and hence, help signal and facilitate a friendly and welcoming environment for prospective students from diverse backgrounds interested in doctoral training in psychology. Applicants are also encouraged to communicate with student ambassadors for additional information about their experience in the program. (Began in 2014)
3. Email blasts to prospective students: Invitation to Annual Distinguished Lecture in Clinical Psychology, and an invitation to attend program classes. (Began in 2014)
4. Multiple webinars and virtual sessions for prospective students who are unable to come to campus to attend an in-person information session; Faculty members present their specific, content-focused research, providing actual examples of how students can apply themselves to work with underserved populations. (Began in 2015)
5. Live, on-site information sessions designed to provide all potential applicants with information. These sessions target diversity. (Began in 2013)

Recruitment Funding

1. The program launched the Judy F. Karshmer Scholarship Fund admissions scholarships for incoming students, with a preference given to students who demonstrate financial need, are first generation collegians, and/or come from traditionally underrepresented groups in psychology. (Began in 2014)
2. The program launched a Diversity Scholarship Program in fall 2016. Eligibility for this program includes membership in an underrepresented group in psychology and clear intention to become a clinical psychologist who will contribute to increasing

diversity and cultural competence in the field (as articulated by applicant's essays). This approach, modeled after other accredited programs (e.g., University of Michigan Psychology Department), to recruitment of diverse students provides a sponsored overnight stay at USF that includes meetings with key leaders at the university, a Q & A session with a current PsyD student panel, a presentation by psychologists of diverse backgrounds on careers in psychology, and focused information related to financial aid, grants, and diversity initiatives on campus that can support applicants' practical concerns about attending a graduate program in psychology. Overall, this program is aimed at allowing applicants from diverse backgrounds to better understand the program and get a glimpse of life as a USF PsyD student. (Began in 2016)

Targeted Marketing/Advertising

1. Brochure and Website: showcase diversity of faculty and students, clinical placements, coursework, and research opportunities. (Began in 2014)
2. Targeted advertising to the following organization and APA Divisions Association of Black Psychologists, Division 35 (Society for the Psychology of Women) 44 (Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues), 45 (Society for the Psychological Study of Culture, Ethnicity, and Race). (Began in 2014)

School Level Diversity Recruitment Activities, Approaches, and Initiatives:

1. Tabling at conferences and events that specifically target students of color (Association of Black Psychologists (ABPSI; Began in 2017), National Latino Psychological Association (NLPA, Began in 2016), Advancing Hispanics Chicanos and Native Americans in the Sciences (AHCNAS, Began in 2016)
2. Recruiting visits to Minority Serving Institutions (MSI)/ Historically Black Colleges and Universities (HBCUs). (Began in 2016)
3. School of Nursing and Health Professions (SONHP) Graduate Programs Annual Open House (Began in 2013): SONHP recruitment event for all graduate programs in the School, which provides information about the PsyD program to individuals who may not have had exposure to a PsyD as a graduate degree option.

University Level Diversity Recruitment Initiatives:

1. The University Council on Diversity & Inclusion (UCDI) is comprised of faculty, staff, students, and alumni across campus departments, schools, and colleges. The council works with the Vice Provost of Diversity Engagement & Community Outreach to provide advice, support, input, and recommendations on all aspects of diversity implementation at the University of San Francisco. This includes current efforts or emerging opportunities in diverse recruitment and retention, curricular and co- curricular initiatives, community outreach, campus climate, and diversity related professional development. For more information see the website at <https://myusf.usfca.edu/diversity-engagement/ucdi>. (Began in 2012)

2. USF President's Diversity Goals: List of action steps outlined by the president with the goal of moving toward a more inclusive USF Community. The action steps include the following: to increase student, staff, and faculty diversity; cultural competence training; student life and support services; marketing communications; and assessment and reporting. For more information see the website at <https://myusf.usfca.edu/president/diversity-goals>

Appendix K

Admissions Policy

The PsyD Program builds upon the foundation of coursework obtained during undergraduate and/or graduate education as well as relevant prior experiences. Admissions decisions are based on the overall fit of each applicant to the mission and aims of the USF PsyD program. The Admissions Committee conducts a comprehensive review of all application materials with particular regard for the breadth and depth of an applicant's background based on the personal statement, prior clinical and research experiences, and letters of recommendation. Scores on the Graduate Record Examination (GRE), Psychology Subject Test, and a review of the undergraduate, and where relevant, graduate transcripts provide an indication of an applicant's general knowledge and ability to succeed in the program.

Application Status

Applicants can check their application status online or by contacting the School of Nursing and Health Professions graduate admissions office via email at sonhpadmissions@usfca.edu.

Submission of Application Materials

All application materials should be uploaded through the online application form. Neither the Office of Admissions nor the School of Nursing and Health Professions accept mailed materials.

Admission Requirements

Admission requirements, including prerequisites, may be in-progress at the time of application, but if applicants are admitted, they must show evidence of completing all requirements prior to enrolling in the program. We encourage you to contact us as early as possible with any questions regarding the admission requirements.

The following requirements are considered in the review of applications:

1. Completed online application and fee.
2. Completion of a bachelor's or master's degree in psychology from an accredited institution, within the last seven (7) years.

—OR—

Completion of a bachelor's degree in any field from an accredited institution, *and* completion of at least three (3) of the following undergraduate or graduate courses with a grade of B or better, within the last seven (7) years:

- A. Research methods (required),
- and at least *two* (2) of the following courses:
- B. Abnormal Psychology/Psychopathology
 - C. Lifespan Development (this course must cover the entire lifespan, or multiple courses may be considered to satisfy this requirement)

D. Theories of Personality/Theories of Psychotherapy

Note: Prerequisite courses may be taken at a variety of institutions. We strongly recommend that you contact graduate admissions in advance of submitting your application to ensure that the courses you have taken, or in which you are planning to enroll, will satisfy the prerequisite coursework requirements for your application.

1. Recommended grade point average of 3.0 or higher (undergraduate major and overall)
2. Unofficial transcripts from all colleges/universities attended.
 - a. Note that missing transcripts will delay review of your application, even if other application materials have been submitted.
3. Please upload electronic copies of unofficial transcripts through the online application and ensure that they include your name, the name of the institution, degree earned, grades earned, and GPA.
 - a. Transcripts that are not legible or that are copied and pasted onto Word documents will not be accepted.
 - b. Transcripts that are from non-English speaking institutions should be translated into English.
 - c. Official transcripts will be required of applicants who are admitted to the program.
4. Three (3) letters of recommendation, at least *two* (2) of which are from faculty members and/or individuals who have evaluated your academic performance and ability to successfully complete a doctoral program in psychology.
 - a. Strong letters will address the applicant's academic strengths, personal character, and potential for professional growth in the field of clinical psychology.
 - b. Enter the names and e-mail addresses of your recommenders on the online application form; they will receive an e-mail from USF with instructions for uploading their letter. Letters sent through e-mail or by the applicant will not be accepted.
 - c. Please provide ample notice to your letter writers to ensure that they submit their letter prior to the application deadline. Applications will be considered incomplete and will not be reviewed until all letters of recommendation are received.
5. A curriculum vitae (a professional resume may be submitted instead, if relevant experiences supporting your application are highlighted).
6. A personal statement of interest: The profession of clinical psychology requires individual and interpersonal competencies in addition to academic preparation. Interpersonal attributes and skills are taken into consideration in assessing an individual's qualifications for admission. The admissions committee gives careful attention to an applicant's personal statement both in terms of content (e.g. past

experiences, future goals), as well as writing style, clarity, grammar, and conciseness.

Personal statement prompt: In 1000 words or less, please write a self-reflective essay describing your ultimate goals as a licensed psychologist, including how your personal and professional experiences have contributed to your decision to pursue a doctorate in clinical psychology. In addition, please specifically address how your background, interests, and goals align with the University of San Francisco's PsyD program and its overall mission.

Note: You are encouraged to talk about any unique experiences you have had in serving underrepresented populations, or any life experience that has influenced your decision to become a psychologist focused on serving underrepresented populations.

7. For international students only: A Certificate of Finance, a passport copy, and TOEFL, IELTS or PTE Academic test scores. Refer to the International Graduate Student Admission page for test score requirements and additional information.

Interview Day

Applicants who advance to the second stage of the process will be invited for a full-day interview that will take place in early Spring. The interview will include individual meetings with program faculty, current students and staff, a group interview, a writing exercise, and an opportunity to learn more about the USF PsyD program.

Appendix L

Retention Policy

The PsyD Program not only prioritizes the recruitment of diverse students as central to its mission of working with underserved populations, but also prioritizes their retention in the Program and their eventual graduation. The program works to retain students through a multi-level, multi-year plan as outlined below:

Program Level Diversity Retention Strategies:

Cultural Accountability Framework

1. In developing the program, faculty have been intentional about creating and implementing a culturally-accountable framework of doctoral training, including the integration of cultural competencies and emphasis on working with underserved populations across courses, in clinical training, and research/scholarship experiences. (Began in 2013)
2. Core faculty members include written statements in their syllabi and/or participation rubrics that explicitly acknowledge cultural differences that may exist among students in their comfort, experience, and/or ability to participate orally, especially in groups. In addition, there is a conscious effort among faculty to be as inclusive as possible when rating students' engagement in class. (Began in 2014)

Faculty/ Advising/Mentoring

1. The diversity of the Program's faculty promotes diverse student recruitment as well as retention of diverse students. Faculty diversity exposes students to a range of clinical and research interests, and expertise, as well exposure to mentors with diverse perspectives, and culturally-congruent advisors. (Began in 2014)
2. Faculty are thoughtful and intentional in pairing students with academic advisors. Program faculty match students from diverse backgrounds/circumstances with faculty they believe will be best equipped to mentor them (often because they share similar experiences and/or backgrounds). Faculty advisors initiate contact in the summer prior to the start of fall semester, to foster relationship-building and to assist incoming students with questions. There is also a student-centered program culture around choice of advisor, meaning that faculty members are flexible about and accepting of making changes when students request a new advisor. (Began in 2014)
3. Faculty supported peer mentoring program: this program, initiated by faculty and **now led by** students, was created for first and second year students to connect with advanced students who can provide experience, insights, and support throughout the program. (Began in 2016)

Distinguished Lecture in Clinical Psychology

Speakers recruited for our annual Distinguished Lecture in Clinical Psychology event have been deliberately chosen to showcase leaders in the field who come from diverse

backgrounds, as well as to inspire *all* students in the Program (see list of speakers on PsyD website. (Began in 2013)

Research Opportunities

1. Program faculty use Faculty Development Funds to hire Research Assistants (RAs), which the Program uses as a retention tool. Nine RAs have been hired so far. (Began in 2014)
2. Program faculty members participate with students as co-presenters at professional conferences (thus far 4 conferences with a total of 9 students) and as co-members of research teams (thus far 4 teams with a total of 13 students). (Began in 2015)
3. Program faculty notify students of relevant external research opportunities via Canvas. As a result of this, 11 students have been involved in external research projects. (Began in 2014)

Funding Opportunities

The Program also utilizes a variety of funding efforts to aid in the retention of diverse students, such as providing:

1. Scholarships for current students to participate in conferences (e.g., APA, NLPA) with preference given to students who are first generation, and/or come from a typically underrepresented group in psychology (Began in 2014)
2. Funding for students to attend special workshops, trainings, conferences and leadership institutes (Began in 2014)
3. Admissions scholarships to incoming students with a preference given to students who demonstrate financial need, are first generation, and/or come from a typically underrepresented group in psychology (Began in 2014)
4. Encouragement for students of diverse backgrounds to apply for external grants and scholarships targeting minority students as well as comprehensive assistance for students with the application processes (i.e., proofreading, writing letters of recommendation) (Began in 2014)

Leadership Development/ Networking Opportunities

1. A Student ambassador program that allows students to represent and identify with the program and facilitates a unique networking opportunity for the students. (Began in 2014)
2. Program faculty members enthusiastically support and collaborate with the Clinical Psychology Student Union (the Program's graduate student group) in retention efforts such as the development of the colloquium series and peer-mentoring program, as well as a student-led group called the Students of Color Group, which provides support for those who identify as students of color. (Began in 2015)
3. Recruiting diverse students into leadership roles both within and external to the Program (e.g., Cohort Representatives, Student Ambassador Program, APAGS). (Began in 2014)

Advocacy

1. Program faculty encourage all students, and especially students from diverse backgrounds, to use the student support services available at USF, including the Gender and Sexuality Center, Intercultural Center and the umbrella organization Culturally Focused Clubs. (Began in 2013)
2. Program faculty advocate on behalf of students when they are dealing with larger issues endemic to the profession. (Began in 2013) One recent example of this is systematically addressing when students are overburdened or misled by their practicum sites, and asked to provide services to specific populations because of their bilingual/bicultural identities, despite not yet being qualified or being inadequately supervised to do so. Faculty strategize options for student advocacy, including making site visits. Additionally, the director of clinical training has brought these interrelated issues to the leadership of the *Bay Area Practicum Information Collaborative* practicum consortium, for my systemic change.
3. Program faculty also advocate for students and thereby enhance their retention by staying abreast of emerging trends and specific opportunities in the healthcare, and by proactively informing students of trends and opportunities to help them excel in the Program. (Began in 2013)

Fostering meaningful peer interaction, support, and socialization

1. The Program's emphasis on socialization among students in the same cohort facilitates student bonding, peer-support, and socialization, as students move through courses and other required components together throughout the four years of the Program. (Began in 2013)
2. Program faculty model and students are trained to value teamwork, collaboration, and productive interactions through various assessment and evaluation tools, such as group projects and presentations. These features in students' academic coursework facilitate socialization and meaningful interactions. (Began in 2013)
3. During orientation, students are encouraged to make meaningful social connections with their peers. Orientation activities are designed to promote cohort cohesion and to allow new students to explore ways in which they may support one another during their time in the Program, with time for non-structured interaction interwoven into the schedule. (Began in 2013)

University Level Diversity Retention Strategies:

1. The University Council on Diversity & Inclusion (UCDI) is comprised of faculty, staff, students, and alumni across campus departments, schools, and colleges. The council works with the Vice Provost of Diversity Engagement & Community Outreach to provide advice, support, input, and recommendations on all aspects of diversity implementation at the University of San Francisco. This includes current efforts and emerging opportunities in diverse recruitment and retention, curricular and co-curricular initiatives, community outreach, campus climate, and diversity related professional development. For more information see the website at

<https://myusf.usfca.edu/diversity-engagement/ucdi>. (Began in 2012)

2. USF President's Diversity Goals: List of action steps outlined by the President with the goal of moving toward a more inclusive USF Community. The action steps include the following: to increase student, staff, and faculty diversity; cultural competence training; student life and support services; marketing communications; and assessment and reporting. For more information see the website at <https://myusf.usfca.edu/president/diversity-goals>. (Began in 2016)
3. The University has developed and encourages students to utilize its Bias Education Response Team (BERT) <https://myusf.usfca.edu/bias>. BERT is a University-wide team that works to gather information about bias incidents and to support those individuals who have witnessed, or themselves become a target of, an act of bias. Through the provision of institutional resources and support dedicated to the advocacy of diverse students and the ongoing improvement of campus climate, the university demonstrates its commitment to a diverse student body and enhances the retention of diverse students. (Began in 2016)

Appendix M

Acknowledgment of Receipt of Handbook

I acknowledge that I have received and read the *PsyD Student Handbook* for Academic Year 2022- 2023. I am aware that information related to my program is subject to change based on updated Clinical Psychology PsyD Program, SONHP, USF, and/or APA requirements and that those updates will supersede the information presented in this *Handbook*. I will be informed of changes through Canvas announcements and at Program Update Meetings. It is my responsibility to regularly check Canvas announcements, my USF email, and to attend required Program events and meetings.

I further acknowledge that I understand that, where differences exist between this *Handbook* and previous *Handbooks*, information in this *Handbook* supersedes that presented in previous *Handbooks*.

Student Signature & Date

Printed Name

Students must complete this form via Qualtrics by the first day of classes of the 2022-23 Academic Year:

https://usfca.qualtrics.com/jfe/form/SV_2nuj9mVPIjGh4l8