NOTE: The information contained herein is applicable to students matriculating in Fall 2018. For students who matriculated in Fall 2013, 2014, 2015, 2016, and 2017, where differences exist between this Handbook and earlier versions, information in this Handbook supersedes that presented in earlier versions.
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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 four additional Northern California locations (Sacramento, San Jose, Santa Rosa and Pleasanton), in Southern California at the Orange County campus, and at locations in downtown San Francisco, including the Folger Building at 101 Howard Street, and at the Presidio.

The core mission of the university is to promote learning in the Jesuit Catholic tradition. The university offers undergraduate, graduate, and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.

The university will distinguish itself as a diverse, socially responsible learning community of high quality scholarship and academic rigor sustained by a faith that does justice. The university will draw from the cultural, intellectual, and economic resources of the San Francisco Bay Area and its location on the Pacific Rim to enrich and strengthen its educational programs.

The School of Nursing and Health Professions at the University of San Francisco advances the mission of the university by preparing health care professionals who provide a moral compass to transform health care in order to promote equity and positively influence quality, delivery, and access to care.
EDUCATIONAL AND TRAINING CONTEXT
The School of Nursing and Health Professions

Mission
The mission of the School of Nursing and Health Professions (SONHP) is to advance nursing and health professions education within the context of the Jesuit tradition. The school uses dynamic and innovative approaches in undergraduate and graduate education to prepare professionals for current and future practice domains. The goal is to effectively link classroom, clinical, and field experiences with expectations for competence, compassion, and justice in health care, protection and promotion within the context of the highest academic standards.

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

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 PsyD Program Director has responsibility for overall coordination of the PsyD Program, including hiring adjunct instructors, scheduling classes, and responding to student and faculty concerns. 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. 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 (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 for the following functions: Curriculum, Program Evaluation, Recruitment and Admissions, and Standardized Patient Evaluation Examination (SPEE)/Doctoral Comprehensive Qualifying Examination (DCQE).
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 Program is accredited, on contingency by the American Psychological Association (APA). This status, available to new doctoral programs, is effective beginning 07/22/18 and was granted for five years. In the fall of 2021, APA’s Commission on Accreditation (COA) will review outcome data for students in the program and program graduates via a self-study and site visit, after which the program will be reviewed for full accreditation status.

The Program is also regionally accredited by the Western Association of Schools and Colleges, and 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 courses with students from other programs, such as Family Nurse Practitioner (FNP), Psychiatric Mental Health Nurse Practitioner (PMHN), Master of Science in Behavioral Health (MSBH), and Master of Public Health (MPH).

Aims, Competencies, and Outcomes
The PsyD Program faculty has developed a list of 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.
### PsyD Program Aims

Aim 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 interprofessional, integrated healthcare with underserved populations.

Aim 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.

Aim 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 list of USFs PsyD competencies and how they are linked with the APA Profession-wide Competencies and Discipline Specific Knowledge areas can be found in Appendix A.

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 and 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 being 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 will 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.
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 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, with academic breaks in May, July, August, and December. Please note that practicum placement schedules do not necessarily coincide with the academic calendar and thus students may be required to continue clinical training during some academic breaks.

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 requirements become increasingly demanding with each successive academic year, particularly during the 3rd and 4th year. During the 5th year internship, students at APPIC or APA sites will be paid a stipend. Given the intensity of the internship experience, students are strongly discouraged from working during that year.

Summary of Degree Requirements

Academics

- A minimum of 98-103 semester credits are required for completion of the doctoral Program. Students are responsible for following the designed degree plan. Refer to the PsyD website for the PsyD Curriculum Pattern at www.usfca.edu/nursing/programs/doctoral/clinical-psychology/program-details which outlines courses by semester. Please note that curriculum patterns are subject to change. Students will be notified of any changes through the Canvas Portal.

- Students complete the Doctoral Comprehensive Qualifying Exam (DCQE) at the end of fall semester of the third year. The DCQE assesses a student's ability to integrate and synthesize knowledge from all core areas of the curriculum covered prior to the administration of the DCQE. Because the DCQE requires breadth and depth of knowledge, as well as the ability to apply this knowledge, the examination process itself is an essential component in a student's demonstration of competency.

- Students complete the Standardized Patient Evaluation Examination (SPEE) during spring semester of the third year. The SPEE has been developed as a measurement of students’ knowledge and clinical competencies in a standardized, simulated clinical environment and serves as an indicator of readiness for application for clinical internships. Students prepare for this examination through sequential coursework in ethics, assessment, diagnosis, and treatment, as well as through
supervised clinical practicum experiences.

- Students complete a **Clinical Dissertation.** 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. Faculty mentors prepare and guide students as they produce the document and prepare for the oral defense.

**Advancement to Candidacy**

Students advance to candidacy once they have completed all required courses, passed the DCQE, passed the SPEE, and successfully defended their Clinical Dissertation Proposal.

**Years to Completion**

Students have seven years from their matriculation into the program, regardless of any leave of absence taken, to complete program requirements. All requirements leading to the PsyD degree must be completed within seven years from the date of matriculation and within three years from the date of advancement to candidacy, regardless of any leave of absence taken.

**Clinical Training**

Students will complete a minimum of 1500 total hours of practicum training 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. Please note that completion of an additional 500 practicum hours is strongly recommended to be competitive for internship placement. Starting in Year 2, students enroll in 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.

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. Requirements for supplemental practica can be found in the Clinical Training Manual.

Students who have practicum placements that extend into the summer under any one or both of the following conditions must register for **PSYD 797 Summer Practicum:**

- If student will be starting a practicum before the first day of classes of the fall semester.
- If student will be continuing their practicum placement past the last day of classes for the spring semester.

Students also must complete a minimum of 1500 hours of doctoral 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.
Internship is designed to occur during the fifth year of the Program and 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.

Please note that all internships must be approved by either APA, APPIC, or CAPIC, and students’ first choices should be APA-approved internships. During each semester of internship, students enroll in a one-unit course, PSYD 789 Clinical Internship course. For more detailed information about clinical training policies and procedures, please refer to the Clinical Training Manual.

Conferral of PsyD Degree

A student becomes eligible to have the PsyD degree awarded once they have completed all program requirements, including defense of their Clinical Dissertation. The doctoral degree is conferred once the program and the registrar certify that all requirements have been completed. 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. Note that students may not associate the terms "Doctor" or "Psy.D." with their names until the degree has been officially conferred.

Professional Development Requirements

In addition to these formal requirements, additional activities are required to achieve professional socialization and development in health service psychology. These include:

● Meeting with the assigned Faculty Advisor each semester
● Attendance at Program meetings and colloquia
● Membership in professional organizations
● Consistent professional behavior and communication, language, and attire
● Consistent engagement in cordial, respectful relationships with students, faculty, supervisors, and staff members at all levels
● Notification of the student’s Faculty Advisor and Program Director of requests for exceptions to requirements, or personal and/or academic difficulties interfering with progress in the Program
● Compliance with any recommendations for remediation
● Adherence 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.
ACADEMIC EXPECTATIONS AND POLICIES

Student Academic Honesty - University of San Francisco Honor Code

As a Jesuit institution committed to cura personalis—the care and education of the whole person—USF has an obligation to embody and foster the values of honesty and integrity. 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 B) 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 instructor may ask students to submit paper(s) to the service electronically and to provide a hard copy to the instructor for review. To learn more about Turnitin.com, visit the website at www.turnitin.com

Within the course website on Canvas, USF’s Learning Management System, there are student quick-start instructions that will provide step-by-step directions to create a Turnitin user profile and how to submit a paper electronically from a computer. Instructors will provide the class/section identification descriptor and an enrollment password. Once a student has created a user profile, it is expected that each student will keep his/her user identification confidential.

**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 the competencies to be demonstrated for successful completion of that course. Students will be required to demonstrate the course competencies, which are assessed through various assignments in the course, such as case studies, comprehensive examinations, presentations, quizzes, and written papers.
The School of Nursing and Health Professions uses the following grading scale for graduate students:

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 = A+</td>
<td>A+ = 4.0</td>
</tr>
<tr>
<td>92 - 99 = A</td>
<td>A = 4.0</td>
</tr>
<tr>
<td>90 - 91 = A-</td>
<td>A- = 3.7</td>
</tr>
<tr>
<td>88 - 89 = B+</td>
<td>B+ = 3.3</td>
</tr>
<tr>
<td>82 - 87 = B</td>
<td>B = 3.0</td>
</tr>
<tr>
<td>80 - 81 = B-</td>
<td>B- = 2.7</td>
</tr>
</tbody>
</table>

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 practicum courses. A grade of U in a practicum course is a failing grade. Please note: Clinical placements that extend beyond a given semester will be graded as Incomplete (“I”) until the student successfully completes all requirements of that placement. All “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”.
**Drops (W) and Incompletes (I)**

**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 sign a Contract for Removal of Incomplete form and to meet the deadlines established in the contract, which is co-signed by the instructor. A student who fails to complete course requirements within the allotted time will receive a failing grade and be required to repeat the course. 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 [www.usfca.edu/catalog/regulations/gradstudent/](http://www.usfca.edu/catalog/regulations/gradstudent/).

**Practicum Course Incompletes:** Clinical placements that extend beyond a given semester will be graded as Incomplete (“I”) until the student successfully completes all requirements of that placement. All “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”.

**Dropping Courses**

Students wishing to drop courses and receive 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. Particulars of these statistics are identified among colleges, classes, and student levels. The census dates can be found in the academic calendar at [www.usfca.edu/academic_calendar/](http://www.usfca.edu/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.

**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 of 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." 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.

**Progression Policy**

- Any graduate student whose cumulative GPA falls below 3.0 will be placed on academic probation and placed on a remediation plan.\(^1\) Students on academic probation who fail to 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.
- A minimum passing grade is B- or Satisfactory (S) in all courses. Any graduate student who earns less than a B- or who earns a grade of Unsatisfactory (U) in any graduate course will be placed on academic probation. The remediation plan for not passing a class requires that the student repeat the course, at the earliest opportunity, and earn a grade of Satisfactory or B- or higher. Students who fail to earn a B- or S in a repeated course will be disqualified from the Program.
- After successful completion of the initially failed course, a student is removed from probation, if no other probationary concerns remain.
- Students who fail a 2\(^{nd}\) course will be placed on 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 coursework.
- Failure of a third course is grounds for dismissal.
- Termination from a clinical placement or a grade of Unsatisfactory (U) in a practicum course is grounds for dismissal from the Program and will be reviewed by faculty on a case-by-case basis.
- Students must receive a minimum score of 3 on all items on the Clinical Supervisor Evaluation of Practicum Student (CSEPS). Any scores lower than 3 on the mid-year evaluation will be remediated at the practicum site. The student must inform their practicum instructor about the remediation plan. On the end-of-year CSEPS students must receive a minimum score of 3 on all critical items and on the overall performance rating score in order to pass the practicum course. If a student obtains a score lower than 3, the course of action may include a remediation plan and repeating the practicum course the following academic year.

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\(^1\) The faculty member most directly involved with the problematic student performance (typically the student’s faculty advisor, course instructor, or clinical supervisor) will develop an individualized remediation plan, based on input from the student and other faculty members as needed. The determination of who is most directly involved is discussed, but ultimately determined by the PsyD Program Director.
**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 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.

**Course Evaluations**

Students are given the opportunity to evaluate each course anonymously every semester. Evaluation of the course includes students’ opinions about usefulness of the course objectives, the relevance and organization of the course content, and the methods for assessment of student learning. Course evaluation is conducted using an online survey and is available during the final weeks of each semester. The School of Nursing and Health Professions provides students with the Internet URL for the course evaluation via an email message. Responses to the online course evaluation survey are completely anonymous and are viewed by the instructor only after final course grades are assigned and posted with the Registrar’s office. Students’ thoughtful, constructive, and professional responses on the faculty evaluations help to improve the effectiveness of 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 Practicum Site). Students are asked to provide feedback about the Program (PsyD Program Evaluation form) 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 by 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. First year students also receive feedback 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 Behavior

Students are expected to demonstrate behavior consistent with professional standards as outlined in the University Catalogue, PsyD Student Code of Conduct (see Appendix C), course syllabi, and the APA Ethics Code. Faculty will use Verbal Notice and the Unprofessional Behavior Advisory (UBA) form (Appendix D) to document specific unprofessional behavior, with expectations for improvement and consequences for a failure to demonstrate immediate and sustained improvement, as outlined on the Remediation Plan Form (Appendix E). A student receiving one UBA in any area of the Program will be placed on pre-probation status. A student receiving two UBAs will be placed on probation, and a student receiving three UBAs will be recommended for dismissal. Additionally, any student behavior 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).

Disqualification from the PsyD Program

A certified letter signed by the Dean will be sent to any student who has been disqualified from the PsyD Program. Students may appeal a Disqualification from the PsyD Program through the School of Nursing and Health Professions Academic Standards Committee, which makes recommendations to the Dean regarding the student's disqualification status. Upon receipt of a letter of Disqualification, students must notify the Dean in writing expressing their desire to appeal the Disqualification if that is what they wish to do. A hearing will be arranged at the earliest convenience of the Academic Standards Committee and prior to the beginning of the next semester.
**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 problem behaviors, 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 will determine which faculty member 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 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 Behavior

Problematic Behavior 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 behavior;
- 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 behavior 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 behavior is typically identified when one or more of the following characteristics exist:

- The graduate students do not acknowledge, understand, or address the problem when it is identified;
- The problem is not merely a reflection of a deficit in professional skills, 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 Behavior

Initial Procedures

If a PsyD doctoral 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 behavior (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 behavior 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 behavior 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 behavior (see below)

**Notification Procedures**

It is important to have meaningful ways to address problematic behavior 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 behavior will be addressed:

a. **Verbal Notice** to the graduate student emphasizing the need to discontinue the inappropriate behavior.

b. **Written Notice** via an Unprofessional Behavior Advisory (UBA) form (see Appendix C) to the graduate student formally acknowledging that:
   - The Program Director, advisor, and associated faculty and/or supervisors are aware of and concerned with the problematic behavior,
   - 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 behaviors warrant remediation, but do not warrant more serious action

c. The UBA will identify possible sanctions if the problematic behaviors continue, and describe a remediation plan for successfully addressing these behaviors, including:
   - a description of the graduate student’s unsatisfactory performance or behavior;
   - actions needed by the graduate student to correct the unsatisfactory performance or behavior;
   - 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 at any time the UBA or parts of it, (see below).

**Remediation and Sanctions**

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 behavior 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 Behavior Advisory (UBA) 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 practica or academic coursework, there is an issue with student attendance, such as two or more “no shows” or continually being tardy

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 UBA form)
- Receive two UBAs during the completion of the PsyD Program
- Receive two or more unsatisfactory ratings in any area of competency in clinical or academic evaluations
- Fail a course (a course failure is defined as earning a grade of C+ or below)
- Have an overall GPA that falls below a 3.0
- Receive a UBA and fail to complete the remediation plan successfully within the timeframe outlined in UBA
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, signaling that the graduate student is unable or unwilling to alter the problematic behavior, 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 UBAs 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 any of the aforementioned notifications, remediation, or sanctions, 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 three (3) business days from his/her notification of any of the above.
2. Within three (3) 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, on the one hand, 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 the issue cannot be resolved informally, or there is no improvement, or one or both parties are unsatisfied with the proposed resolution, then the students should contact their faculty advisors, 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.
   a. 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
   b. 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.
   c. The student’s faculty advisor is also provided a copy of the appeal and the report about the appeal. The student’s faculty adviser also works with the graduate student, involved faculty and staff members and others, as necessary, to implement the written results of the appeal.
   d. 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 F.

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. 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. See the Admission Policy in Appendix H.

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 G.

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.
**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 and submit it to the University Registrar. Although a SONHP signature is not required, the student is encouraged to meet with their faculty advisor or the Associate Dean for Health Professions prior to initiating the Leave of Absence procedure. Please note that students MUST notify the School of Nursing and Health Professions in writing 60 days before expected return date. Placement in and didactic classes and clinical training placements upon return from leave is not guaranteed.

**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 an advisor or the associate dean prior to initiating the withdrawal procedure.

**Transfer credit**

In exceptional cases, graduate course work 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 acceptable 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.

In cases where students seek to transfer credit for courses covering discipline-specific knowledge categories (see Appendix A for list), the current instructor of the course being considered for transfer will test the student who took the course, to assess the student’s competence with regard to that aspect of discipline specific knowledge. 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. 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.
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. 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

Attendance and Punctuality

Students are expected to attend all classes and to be punctual. Excessive absences and/or consistent tardiness may result in a letter grade reduction at the instructor’s discretion. Planned absences and/or anticipated delays arriving to class on time should be discussed with the instructor in advance, and make-up work may be assigned on an individual basis with the instructor. If 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 instructor as soon as possible.

Students are expected to consistently arrive on time for class meetings and at clinical placements, which includes returning from class breaks. Punctuality is an expected component of professional behavior. Tardiness is unacceptable, as it demonstrates lack of respect for the instructor and/or guest speakers and impacts the productivity of the classroom.

Confidentiality

Students as well as other healthcare workers are required to maintain as confidential all those matters pertaining to the patient. Discussion of the patient with others not involved in the patient's care is inappropriate and unprofessional. When referring to the patient in practicum courses or in written work as part of clinical practice, use only the patient's initials or a pseudonym. Patient privacy must be protected. Failure to maintain confidentiality may result in removal from the program and legal action from the patient and/or family.

Use of Electronic Devices in the Classroom

The activation of cell phones or any other communication device that emits a ringer or tone during class sessions is disrespectful and disruptive. Communication devices of any kind must be turned off during class sessions. The use of laptop computers in the classroom should be limited to course activities and note taking and/or should not be used unless required by the instructor. Activities such as texting, checking email, and surfing the internet are prohibited, as they are disruptive to faculty and students.
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.

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.

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, located in Gleeson Library, offer academic assistance to all USF students in the form of tutoring, writing assistance, and communication-related support. The Centers provide opportunities for skill development in the forms of individual appointments, and group workshops.

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.

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 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 open 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 midnight weekdays during the semester, with slightly reduced hours during the weekend and summer. 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**
The 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).

**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.
APPENDICES
Appendix A:
Program Aims and Competencies Linked to APA Profession-Wide Competencies & Discipline Specific Knowledge

Aim 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 interprofessional, integrated healthcare with underserved populations.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>APA Profession-wide Competencies &amp; Discipline Specific Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A1: Students will demonstrate acquisition and integration of knowledge of the core of psychology concerned with the biological bases of behavior, including its history of thought, theories, research, and application.</td>
<td>Biological Aspects of Behavior</td>
</tr>
<tr>
<td>1A2: Students will demonstrate acquisition and integration of knowledge in the core of psychology concerned with the social and cultural bases of behavior, including its history of thought, theories, research, and application.</td>
<td>Social Aspects of Behavior; (iii) Individual and cultural diversity</td>
</tr>
<tr>
<td>1A3: Students will demonstrate acquisition and integration of knowledge in the core of psychology concerned with the history and systems of psychology, including its history of thought, theories, research, and application.</td>
<td>History and Systems of Psychology</td>
</tr>
<tr>
<td>1A4: Students will demonstrate three distinct but interrelated aspects of competency. First, acquisition of knowledge in the core of psychology concerned with the cognitive bases of behavior of psychology, including its history of thought, theories, research, and application. Second, acquisition and integration of knowledge in the core of psychology concerned with the affective bases of behavior of psychology, including its history of thought, theories, research, and application. And third, integration of knowledge of these two bases of behavior.</td>
<td>Affective and Cognitive Aspects of Behavior; The integration of two or more aspects of behavior.</td>
</tr>
<tr>
<td>1A5: Students will demonstrate acquisition and integration of knowledge in a) the major evidence-based theories used in clinical psychology, b) the research and intervention approaches associated with each theory, and c) the relationships among theory, assessment, research, and practice.</td>
<td>Cognitive Aspects of Behavior; (vii) Intervention</td>
</tr>
<tr>
<td>1A6: Students will demonstrate substantial understanding of and competence in accounting for factors such as age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status when providing clinical services.</td>
<td>Social Aspects of Behavior; (iii) Individual and cultural diversity</td>
</tr>
</tbody>
</table>
### Aim 1 Continued

<table>
<thead>
<tr>
<th>Competencies</th>
<th>APA Profession-wide Competencies &amp; Discipline Specific Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A7: Students will demonstrate substantial understanding of and competence in the diagnosis, etiology, and prevalence of psychopathology, taking into consideration cultural, developmental, and contextual perspectives.</td>
<td>(iii) Individual and cultural diversity; (vi) Assessment</td>
</tr>
<tr>
<td>1A8: Students will demonstrate acquisition and integration of knowledge, research, and theories in the core of psychology concerned with physical, cognitive, and socio-emotional developmental processes across the lifespan, including the contributions of contextual and personality factors to one’s growth and development.</td>
<td>Developmental Aspects of Behavior; (iii) Individual and cultural diversity</td>
</tr>
<tr>
<td>1B1: Students will demonstrate substantial understanding of and competence in administering and interpreting intelligence tests for children and adults using cultural, contextual, and developmental perspectives.</td>
<td>(iii) Individual and cultural diversity; (vi) Assessment</td>
</tr>
<tr>
<td>1B2: Students will demonstrate substantial understanding of and competence in administering and interpreting personality tests using cultural, contextual, and developmental perspectives.</td>
<td>(iii) Individual and cultural diversity; (vi) Assessment</td>
</tr>
<tr>
<td>1C1: Students will demonstrate substantial knowledge and application of APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, including laws, statutes, rules and regulations of professional ethics.</td>
<td>(ii) Ethical and legal standards</td>
</tr>
<tr>
<td>1D1: Students will demonstrate knowledge and competence to function in interprofessional, integrated health contexts, and particularly, within underserved communities.</td>
<td>Social Aspects of Behavior; (iii) Individual and cultural diversity; (ix) Consultation and interprofessional/interdisciplinary skills;</td>
</tr>
<tr>
<td>1E1: Student will demonstrate knowledge of the theories and methods of supervision.</td>
<td>(viii) Supervision</td>
</tr>
</tbody>
</table>
Aim 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.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>APA Profession Wide Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A1: Students will demonstrate substantial understanding of and competence in reviewing and critically evaluating empirical research and its applications to service provision.</td>
<td>Quantitative Methods/Psychometrics; (i) Research;</td>
</tr>
<tr>
<td>2B1: Students will demonstrate substantial understanding of and competence in research methodology, data collection, and analysis, while incorporating cultural, contextual, and developmental aspects of research.</td>
<td>Quantitative Methods/Psychometrics; (i) Research; (iii) Individual and cultural diversity;</td>
</tr>
<tr>
<td>2B2: Students will demonstrate substantial understanding of and competence in the design and completion of clinical dissertations that have practical implications and/or advance the field of clinical psychology for underserved populations.</td>
<td>Quantitative Methods/Psychometrics; (i) Research (iii) Individual and cultural diversity;</td>
</tr>
</tbody>
</table>

Aim 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.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>APA Profession Wide Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>3A1: Students will demonstrate the attitudes essential for lifelong learning, scholarly inquiry, critical thinking, and professional problem solving.</td>
<td>(iv) Professional values, attitudes, and behaviors</td>
</tr>
<tr>
<td>3A2: Students will demonstrate an appropriate level of professionalism, including collegiality, accountability, and integrity.</td>
<td>(iv) Professional values, attitudes, and behaviors</td>
</tr>
<tr>
<td>3B1: Students will demonstrate strong professional communication, including clear articulation of ideas, effective and appropriate self-disclosure and expression, and constructive conflict management.</td>
<td>(iv) Professional values, attitudes, and behaviors; (v) Communications and interpersonal skills</td>
</tr>
<tr>
<td>3B2: Students will demonstrate substantial understanding of and competence in collaboration and providing consultation to colleagues and patients across health service settings.</td>
<td>(ix) Consultation and interprofessional/interdisciplinary skills; (iv) Professional values, attitudes, and behaviors</td>
</tr>
<tr>
<td>3C1: Students will demonstrate cultural humility, such as awareness of impact on others, including verbal and nonverbal behavior, difference between intent vs. impact, and awareness of self and others as shaped by individual and cultural diversity, as defined by the APA ethical guidelines.</td>
<td>(iii) Individual and cultural diversity</td>
</tr>
</tbody>
</table>
Appendix B: 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 C: 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 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 HIPPA 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 public health capacity in a manner that is respectful, considerate, and professional. Program students are required to exhibit professional etiquette during all classes 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 dress and appearance are required of all Program students for all Program-related activities, including practicum placements. Students must adhere to dress policies associated with their practicum sites. Appearance includes a person’s dress and personal hygiene.
Appendix D: Unprofessional Behavior Advisory Form (UBA)

| 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 UBA. 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 E: Remediation Plan Form

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:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

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

Due Date: ______________________

Requirements:________________________________________________________________________  

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Sources of support for student during remediation:
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____________________________________________________________________________________
____________________________________________________________________________________

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

________________________________________________

Faculty Signature
Date

Student Signature
Date
___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 Date

Student Date

Comments:__________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Appendix F: 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 quickly 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 group 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](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 G: 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 for Fall 2018 entry:

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.

3. Recommended grade point average of 3.0 or higher (undergraduate major and overall)

4. 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.

5. 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.

6. GRE General Test and Psychology Subject Test Scores Reports
   A. Score reports should reflect exam dates from within the last five (5) years.
   B. If you have not yet taken the exam(s) at the time of application, please indicate the anticipated date(s) of the exam(s) on your application. These dates must be before the beginning of the Fall semester in which you intend to enroll, if admitted.
   C. Please note the GRE General Test and the Psychology Subject Test may be waived if the student is transferring from another doctoral program. The Psychology Subject Test may be waived if the student has a Master's in Psychology.
   D. The USF school code for the GRE is 4850. The GRE General Test is offered many times throughout the year, the Psychology Subject Test is typically only offered three (3) times a year in September, October, and April, so we recommend that you plan accordingly.

7. 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 and 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.

8. A curriculum vitae (a professional resume may be submitted instead, if relevant experiences supporting your application are highlighted).
9. 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.

10. 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.

11. *Please note:* The PsyD program is considered a STEM program. International students apply for CPT (Curricular Practical Training) during the academic year for their practicum assignment. International graduates typically apply for OPT (Optional Practical Training) after they graduate. Please direct all further questions regarding CPT, OPT, or STEM to the Office of International Student and Scholar Services.

**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 February. 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 H: 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](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](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 I: Acknowledgment of Receipt of Handbook

I acknowledge that I have received and read the PsyD Program Student Handbook for Academic Year 2018-2019. I am aware that the information in this Handbook has been updated to reflect the current program policies and replaces former versions of the handbook. I am also aware that information related to my program is subject to change based on SONHP, USF, or APA requirements. I will be informed of changes through Canvas announcements and at Program Update Meetings. It is my responsibility to regularly check Canvas announcements as well as my USF email.

__________________________________________
Student Signature & Date

__________________________________________
Printed Name