UNIVERSITY OF SAN FRANCISCO

School of Nursing and Health Professions

2023-2024

PsyD Program Student Handbook

IMPORTANT NOTES:

1. The information contained herein is applicable to students matriculating in Fall 2023.

2. For students who matriculated during Fall semesters between 2013 and 2022: where differences exist between this *Handbook* and earlier versions, information in this *Handbook* supersedes what was presented in earlier versions.

3. This document contains numerous hyperlinks to relevant USF information and resources; please utilize these links for broader context about the topics discussed throughout the *Handbook*.

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Table of Contents

Educational and Training Context

The University of San Francisco 6
Mission and Vision 7
USF Values 7
Cura Personalis 7
People for Others 7
Commitment to Diversity 7
The School of Nursing and Health Professions (SONHP) 7
Mission 7
Vision 8
SONHP Values 8
Administration of the School of Nursing and Health Professions 9
Departments and Program Oversight 9
Faculty and Standing Committees 9

PsyD Program Summary

Mission Statement 10
Accreditation and Standards 10
Aims, Competencies, and Outcomes 11
Program Aims 12
Discipline-Specific Knowledge Areas (DSKs) 12
APA Profession-Wide Competencies (PWCs) 13

Program Requirements

Residency Requirements and Program Schedule 13
Background Check and Drug Screen Requirements 14
Health Professions Background Check Requirement 15
Health Professions Drug Screen Requirement 15
Summary of Degree Requirements 16
Coursework 16
Comprehensive Exams 16
Doctoral Comprehensive Qualifying Exam (DCQE) 16
Standardized Patient Evaluation Examination (SPEE) 17
Clinical Training 18
Practica 18
Internship 18

Clinical Dissertation 19
Advancement to Candidacy 19
Professional Development Requirements 20
Current Address, Phone Number, and Email Address 20

Non-terminal MSCP Degree Conferral 21

Conferral of PsyD Degree

Participation in Commencement and Hooding Ceremonies 23

Academic Expectations and Policies

Student Academic Honesty – USF Honor Code 25
SONHP Academic Honesty Policy 26
Plagiarism Prevention 26
Artificial Intelligence (AI) Use in Professional Psychology 26
Grading and Graduate Student Progression Policy 27
Drops (W), Incompletes (I), and In Progress (IP) 28
Grade Rounding Standards 29
Grade Appeals 29
Academic Progression Policy 30
Program Probation 30
University Academic Probation 30
Professional Development Support Plans (PDSPs) 31
Disqualification from the PsyD Program 31
Alternate Degree Progression Requests (ADPR) 33
Degree Completion Extension (DCE) Policy 33
Students Who Must File a DCE Proposal by May 15th 34
Duration of Degree Completion Extension 34
Criteria for Approval of DCEP 34
Denial of DCEP and Appeal Process 35

Advising and Evaluations

Faculty Advisors 35
Course Evaluations 35
Faculty Evaluations 36
Clinical Placement and PsyD Program Evaluations 36
Evaluations of Students 36
Accountability for Professional Conduct 36

Due Process and Grievance Procedures

Overview of Due Process Guidelines 37

Identifying Problematic Conduct 38
Addressing and Managing Problematic Conduct 38
Notification Procedures 39
Notices 39
Warnings 39
Unprofessional Conduct Advisory (UCA) 40
Implications of UCA on Student Status 40
Pre-Probation Status 41
Probation Status 41
Recommended Disqualification 42
Appeals Process 42
Grievance Procedures 43
Overview of Grievance Guidelines 44
Review Process 44

General Program, School, and University Policies

Student Recruitment 45
Admissions 45
Student Retention 46
Non-Discrimination 46
Student Privacy 46
COVID-19 Vaccination and Face Covering Policy 46
Transfer Credit 47
Criteria for Assessment of Potential Transfer Credit 47
Transfer Credit Request Process 47
Timelines and Deadlines 48
Attendance and Punctuality 48
Class Participation and Engagement 49
Zoom “Netiquette” 49
Confidentiality 50
Appropriate Use of Electronic Devices 50
Communication 50
Leave of Absence 51
Withdrawal from the University 52
Petition to Graduate 52
Records Retention Policy 52

Student Services and Resources

Student Enrollment and Financial Services 53
Health Services 53

Student Disability Services (SDS) 54
Information Technology Services (ITS) 55
International Student and Scholar Services 55
Cultural Centers 56
LGBTQ Caucus 56
Black Achievement, Success, and Engagement (BASE) 56
Learning, Writing, and Speaking Centers 56
Public Safety and Transportation 57
Student Housing 57
Student Leadership and Engagement 57
Student Success Workshops 57
Veteran Affairs 58
Gleeson Library, Geschke Center 58
Bookstore 59
Canvas 59
Class Schedule and Final Exams 59
PsyD Program Student Organizations 59
Clinical Psychology Student Union (CPSU) 59
Peer Mentoring Program (PMP) 59
Health Professions Student Association (HPSA) 60
Students of Color Group 60
White Students Accountability Group 60

Appendices

Appendix A: Discipline-Specific Knowledge in the PsyD Curriculum 62
Appendix B: APA Profession-Wide Competencies and Elements 63
Appendix C: Competency Benchmarks for Professional Psychology 66
Appendix D: MSCP and PsyD Degree Requirements 100
Appendix E: Standardized Patient Evaluation Exam (SPEE) Components 103
Appendix F: Integrity Commitment Statement 105
Appendix G: PsyD Student Concern Decision Tree 106
Appendix H: PsyD Student Code of Conduct 107
Appendix I: Unprofessional Conduct Advisory (UCA) 109
Appendix J: USF PsyD Support Plans 110
Appendix K: Student Recruitment 113
Appendix L: Admissions Policy 116
Appendix M: Retention Policy 119
Appendix N: Acknowledgment of Receipt of Handbook 123

LAND ACKNOWLEDGMENT

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

EDUCATIONAL AND TRAINING CONTEXT

The University of San Francisco

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

Today, USF enrolls close to 10,000 students in its five schools and colleges: The School of Law, founded in 1912; the College of Arts and Sciences, organized in 1925; the School of Management, which began in 1925 as the College of Commerce and Finance and was merged with the College of Professional Studies in 2009; the School of Education, which started as the Department of Education in 1947 and was upgraded to a school in 1972; and the School of Nursing and Health Professions, which began as the Department of Nursing in 1948 and became a school in 1954. USF became fully coeducational in 1964, though women had been enrolled in the evening programs in law and business since 1927, in education since 1947, and in nursing since 1948.

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

Building at 101 Howard Street).

Mission and Vision

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

We seek to live USF's Mission by nurturing a diverse, ever-expanding community where persons of all races and ethnicities, religions, sexual orientations, genders, generations, abilities, nationalities, occupations, and socioeconomic backgrounds are honored and accompanied. We are committed to educating hearts and minds to cultivate the full, integral development of each person and all persons; pursuing learning as a lifelong humanizing and liberating social activity; and advancing excellence as the standard for teaching, scholarship, creative expression, and service. Inspired by a faith that does justice, we strive to humbly and responsibly engage with, and contribute to, the cultural, intellectual, economic and spiritual gifts and talents of the San Francisco Bay Area and the global communities to which we belong.

USF Values

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

Cura Personalis

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

People for Others

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

Commitment to Diversity

At USF, we see beauty in mixtures. We find richness in our differences. We spark ideas with our debates. We find strength in our common humanity. The SONHP follows USF's mission to provide a liberal arts education rooted in the Jesuit tradition of diversity, justice, and global perspectives.

The School of Nursing and Health Professions (SONHP)

Mission

To prepare socially conscious, innovative, expert-level health professionals who use

their hearts, minds, and souls to change the world.

Vision

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

SONHP Values

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

Create and maintain an environment that promotes excellence in the health professions' academic endeavors based on:

- ➢ Mutual respect
- ➢ Transparency
- ➢ Collaboration
- ➢ Professionalism
- ➢ Creativity
- ➢ Diversity
- ➢ Cultural sensitivity
- ➢ Spirituality

Demonstrate the personal values of:

- ➢ Integrity
- ➢ Academic excellence
- ➢ Respect for self and others
- ➢ Compassion and caring
- ➢ Personal growth, responsibility, and accountability
- ➢ Professionalism
- ➢ A passion for justice
- ➢ Personal health and well-being

Positively influence nursing practice and health care environments by promoting:

- ➢ Health and wellness
- ➢ Holistic, patient and community centered care
- ➢ Patient and community advocacy
- ➢ A spirit of inquiry and evidence-based practice
- ➢ Safety and quality improvement
- ➢ Cost effective care
- ➢ Emerging technologies balanced with a humanistic approach
- ➢ Professional and ethical decision-making
- ➢ Increased access to care, especially for vulnerable populations
- ➢ Lifelong learning

Administration of the School of Nursing and Health Professions

The Dean, executive officer for the SONHP, is responsible for all matters pertaining to the SONHP.

Departments and Program Oversight

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

The PsyD Program Director has responsibility for overall coordination of the PsyD Program. The Program Director works in direct conjunction with the Director of Clinical Training whose responsibilities include all aspects of eligibility for and completion of applied practice experiences (i.e., practicum, supplemental practicum, externship, and internship), as well as postdoctoral training and licensure application support. The PsyD Program Director's responsibilities also include hiring adjunct instructors, scheduling classes, responding to student and faculty concerns, communicating and implementing school, department, and program-wide policies, and leading efforts related to securing and maintaining program accreditation through the American Psychological Association. The Program Director also oversees the PsyD Program Committees, manages the PsyD Program and faculty meetings, and serves as a contact for potential students interested in the Program. The governance of the Program is facilitated by all of the core faculty members. Staff members provide administrative support to the program, its students and its faculty.

Faculty and Standing Committees

The full faculty, standing committees, and departments meet regularly to review and act on academic issues of importance to the SONHP. The goals of the Faculty Association School of Nursing and Health Professions (FASONHP) include:

- To identify, represent, and communicate faculty issues and work toward solutions
- To recommend, coordinate, and implement academic activity in the SONHP, including program evaluation and student progression policies
- To promote faculty leadership and development in healthcare practice, teaching, research, scholarship, community and professional service, including facilitation of peer review process for tenure & promotion

The seven (7) standing committees of the FASONHP are as follows:

1. **Academic Standards** – reviews and recommends policies around grade appeals, academic progression, and DQ of SONHP students

2. **Curriculum** – maintains integrity of curricula and SONHP academic programs
3. **Digital Teaching & Learning (DTL)** – helps faculty apply best practices and use DTL tools and tech
4. **Faculty Development** – facilitates faculty's ability to teach and do research
5. **Peer Review** – reviews and makes recommendations about faculty applications for tenure & promotion
6. **Program Evaluation** – designs and implements systematic evaluation processes for academic programs
7. **Simulation** – facilitates faculty & staff development for clinical simulation activities and develops standards for simulation pedagogy and policies for SimLab

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

PSYD PROGRAM SUMMARY

Mission Statement

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

Accreditation and Standards

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

The American Psychological Association (APA) has granted the Program *accreditation, on contingency*. This status, available to new doctoral programs, went into effect beginning July 22, 2018, and was granted for five years. The Program submitted a comprehensive self-study application for full accreditation on June 1, 2022, and the APA's Commission on Accreditation (COA) conducted a site visit from June 12-13, 2023. The Program's status of Accredited, on Contingency remains fully in effect during the accreditation review process. For more information about the APA's COA, please visit their **About APA-COA page**. For accreditation timelines and detailed information about accreditation procedures, please see the APA's COA **Policies and Procedures page** and review their **Standards of Accreditation for Health Service Psychology and Accreditation Operating Procedures (SoA-AOP)**.

Questions related to the Program's accredited status should be directed to the following office:

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

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

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

Aims, Competencies, and Outcomes

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

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

Program Aims

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

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

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

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

The USF PsyD Program Aims and Curriculum are designed to support students' development of core knowledge within the four categories of Discipline-Specific Knowledge Areas, which facilitate achievement of the nine (9) APA Profession-Wide Competencies (PWCs) at the doctoral level.

Discipline-Specific Knowledge Areas (DSKs)

Category 1: *History and Systems of Psychology*

Category 2: *Basic Content Areas in Scientific Psychology*

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

Category 3: *Advanced Integrative Knowledge in Scientific Psychology*

Category 4: *Research Methods, Statistical Analysis, and Psychometrics*

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

APA Profession-Wide Competencies (PWCs)

- Research
- Ethical and Legal Standards
- Individual and Cultural Diversity
- Professional Values, Attitudes, and Behavior
- Communications and Interpersonal Skills
- Assessment
- Intervention
- Supervision
- Consultation and Interprofessional / Interdisciplinary Skills

Please see Appendix B for a list of the nine (9) Profession-Wide Competencies (PWCs) and respective APA-defined Elements, which articulate the ways students must demonstrate competency in each PWC. Appendix C lists Competency Benchmarks for Professional Psychology.

The USF PsyD Program is a generalist program. Graduates of the PsyD Program are prepared to serve in a variety of community health settings as health service psychologists who are proficient in the empirical and theoretical foundations of behavioral health interventions and sensitive to the contextual, cultural, and socioeconomic contexts of the individuals and communities they serve. Graduates typically work in community mental health centers, college counseling centers, public and private school-based counseling centers, primary care centers, hospitals, courts, industry, and in the independent practice of psychology. Although doctoral training in psychology is inherently broad and general, students may choose to focus their electives, practica, internship, and Clinical Dissertation topic on a particular area of study and may seek to work with a faculty advisor with expertise in that area.

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 of over 1700 students, over 60 full-time faculty, and approximately 150 part-time faculty in the SONHP.

PROGRAM REQUIREMENTS

Residency Requirements and Program Schedule

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

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

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

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

Background Check and Drug Screen Requirements

To protect the health of all USF community members and the patients that students serve, USF and our clinical partners require all clinical-based program students to fulfill certain requirements. PsyD Program students are required to complete a background check and drug screen prior to the start of the first semester. The final deadline for the receipt of completed requirements for the PsyD Program is **August 1st**. All incoming students are ***strongly encouraged*** to complete these requirements ***as early in the summer as possible*** to avoid any unnecessary delays or barriers to matriculation. PsyD students are also expected to upload proof of vaccination / booster status OR to submit a statement of exemption via Med+Proctor **prior to August 1**. Please review **this section of the USF Together website** for additional information about USF's immunization requirements.

The SONHP has contracted with **CastleBranch** for the collection and processing of all health requirement documentation, background checks, and drug testing. **Students must be cleared by SONHP via CastleBranch prior to entering the program**, and for most programs, this includes clearance for each clinical setting. Individual requirements cannot expire during the semester or you will not be cleared for that term. PsyD students DO NOT need to fulfill ***any*** clinical requirements through CastleBranch ***except for*** 1) a background check and 2) a drug test. For more information, view the **SONHP Health and CastleBranch Requirements**.

PsyD students are also required to complete additional background and health prerequisites at each new practicum, externship, and individual clinical placement sites. These must be completed by the site's deadlines and fully complied with in order to initiate each required clinical training placement. All drug screens for external sites are required to be completed by the deadline stipulated by the site and this is often within 30-days of the due date. The CastleBranch background check and drug test may or may not be sufficient in depth and breadth based on the site. An inability to adhere to the drug screening and background check requirements of a site will prevent successful placement in a required clinical training experience and may delay progression in the program.

Health Professions Background Check Requirement

A criminal/legal background may preclude students from matching with certain clinical training sites and an arrest history may prevent placement. A felony conviction may prevent both internship placement and the ability to obtain licensure. Applicants and students with a history of felony conviction are advised to seek legal consultation regarding these issues to discuss eligibility for licensure and practice. It is essential that PsyD applicants and students consider potential implications of their legal backgrounds. Before admission, applicants can consult with PsyD program Director of Clinical Training (DCT) about implications of their legal background on clinical training placements and licensure. Students who have a legal or criminal history must consult with the DCT regarding site eligibility and how to navigate interview questions on the topic.

Health Professions Drug Screen Requirement

A negative drug screening result is required to enroll and begin the degree program. Please review the **Prohibited Conduct** of the Student Conduct Code, as well as the **Alcohol and Drug Policies**, which include a Marijuana Policy. As USF is required to follow federal policy, marijuana use remains prohibited on campus and at University-sponsored events.

If a positive drug test result is produced during the SONHP-required drug screening process, the following steps are required prior to approval to register and start courses:

1. Interview with the Associate Dean to discuss circumstances and possible implications for matriculation, placement, and eligibility for licensure

2. Repeat the urine screen after a failed one in order to provide a negative result prior to starting the program
3. Depending on drug screening result(s), the Associate Dean may request medical leave or other action(s) short of dismissal

Summary of Degree Requirements

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

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

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

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

Coursework

A minimum of 105 semester credits are required for completion of the doctoral Program; the total number of semester credits may vary based on multiple factors including potential course waivers, timing of elective courses, and progress on one's dissertation. Students are responsible for following the designed degree plan. Refer to the Clinical Psychology, PsyD catalog page for **Program Learning Outcomes** and a standard PsyD curriculum pattern, which outlines courses by semester. Please note that curriculum patterns are subject to change. Students will be notified of changes via Canvas Announcement or email. Please consult Banner for the schedule of courses each semester using the subject "Behavioral Health (PSYD)."

Comprehensive Exams

Doctoral Comprehensive Qualifying Exam (DCQE)

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

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

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

Students who do not pass all 10 areas assessed in the DCQE with a 60% or higher during the initial administration will be provided with a remediation plan and will have two additional opportunities to meet the minimum level of achievement as demonstrated by scoring a 60% or higher on all domains.

Standardized Patient Evaluation Examination (SPEE)

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

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

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

Clinical Training

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

Practica

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

The required core practicum courses in the program are Practicum 2, Practicum 3, and Practicum 4. Each Practicum course extends as a sequence over two consecutive semesters (i.e. Practicum 2A in fall and Practicum 2B in spring). The A and B semesters are a part of a single course. Passing the entire A and B sequence is required for clinical training progression. A passing grade is determined by successful completion of the coursework, as defined in the syllabi, and successful completion of the clinical placement, as determined by the final year-end CSEPS. Students receive an In Progress course grade (“IP”) in both A and B courses until the student successfully completes all requirements of course A and B, as well as the clinical placement. The final grade for both practicum courses is assigned after review of the year-end CSEPS, which is typically received in the summer following the conclusion of the academic year.

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

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

Internship

Students also must complete a minimum of 1500 hours of predoctoral internship training. Students may submit a request to apply for internship only after successful

completion of all required courses, successful completion of the DCQE and SPEE, and approval of the Clinical Dissertation Proposal.

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

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

Clinical Dissertation

Students complete a Clinical Dissertation as one of the final milestones of the PsyD degree. The goal of the Clinical Dissertation is to ensure that the Candidate possesses advanced scholarly competencies consistent with the aims and competencies of the PsyD Program. The Candidate demonstrates this competence by completion of a written document and by the successful oral defense of that document. The student's Faculty Chair prepares and guides each student starting with topic and committee selection, development of the clinical proposal document, throughout the project duration, and as they produce the final document and prepare for the oral defense. Additional information about the Clinical Dissertation process and requirements is provided in the *Clinical Dissertation Handbook*. Students begin their dissertation journey by completing the PSYD 719 Clinical Dissertation Prep Seminar (3 credits) course. Students then register for PSYD 707 Clinical Dissertation Proposal (1 credit) for each semester until successful defense of their dissertation proposal at which time students register for PSYD 788 (1 credit) Clinical Dissertation Seminar until successful defense and completion of all dissertation requirements.

Advancement to Candidacy

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

Professional Development Requirements

Students are required to adhere to the ***Ethical Principles of Psychologists and Code of Conduct*** of the APA. Students are required to attend and participate in all required Program meetings which occur approximately 1-2 times per semester and convey important information and updates to the entire Program community. Students who anticipate being unable to attend a required Program event must communicate anticipated absences in advance to the relevant faculty member. In the event of illness or unanticipated reason for absence, the student should communicate proactively about their absence as close to the date of the required meeting/event as possible and ensure they gain access to content (e.g., materials or announcements/updates) shared during these events.

As future psychologists and health professionals, students must demonstrate consistency in conduct, communication, language, and overall deportment across programmatic and professional events on and off-campus. They are expected to engage in cordial, respectful relationships with students, faculty, supervisors, and staff members at all levels. Students will collaboratively discuss and address requests for exceptions to requirements, or personal and/or academic difficulties interfering with progress in the Program with Faculty Advisor, Program Director, and/or Director of Clinical Training in a timely manner. A critical aspect of professional development pertains to non-defensively receiving and incorporating constructive feedback from program faculty, administrators, staff, and supervisors. Please review the PsyD Student Code of Conduct (Appendix H) for more information.

In addition to the Program's formal requirements, additional activities are required to achieve professional socialization and development in health service psychology. Please thoroughly review the *Competency Benchmarks for Professional Psychology* (Appendix C) for specific indicators of professionalism at various stages of training.

The following are examples (although not an exhaustive list) of ways in which students can engage in growth-promoting activities:

- Actively participate and genuinely engage in academic and clinical training experiences
- Attend faculty office hours
- Meet with Faculty Advisor at least once each semester
- Participate in student- and faculty-led colloquia and related events
- Join graduate student and/or professional organizations
- Apply for and assume leadership roles in the Program, SONHP, University, or at regional or national levels (APA, etc.)
- Seek mentoring from faculty, supervisors, and other professionals in the field
- Comply with required and recommended activities for remediation and support

Current Address, Phone Number, and Email Address

USF and the School of Nursing and Health Professions require that all students keep

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

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

NON-TERMINAL MSCP DEGREE CONFERRAL

A student becomes eligible to have the MSCP degree awarded once they have completed relevant coursework, the DCQE and SPEE, and received approval for their Clinical Dissertation Proposal. See Appendix D for specific requirements. Students will be eligible for MSCP degree conferral once the program and the registrar certify that all MSCP requirements have been completed. Note that the University confers degrees three times a year: in Spring, Summer, and Fall. Due to the schedule of courses, clinical training, and comprehensive exams, it is most common for students in the PsyD Program to have their MSCP degree conferred in Summer (i.e., August). Since there are two University commencement ceremonies held each calendar year (in May and December), students whose degrees are conferred in the summer are eligible to participate in the December commencement ceremony later that calendar year. See below for more information about participation in commencement.

Some students may decide not to apply for the MSCP, especially if they already possess a Master's degree in Psychology or related field. Benefits of obtaining an MSCP, particularly for students who do not have a Master's degree in Psychology, is that it may enhance opportunities for advanced practicum or supplemental practicum placements, result in a more favorable review by select sites during the internship application process, or afford students opportunities for fellowships and scholarships for which a Master's degree is among the eligibility criteria.

CONFERRAL OF PSYD DEGREE

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

can typically begin a postdoctoral fellowship only once the PsyD degree has been officially conferred, or after all degree requirements have been met and the Program provides a verification letter to the postdoctoral site upon request by the student. Please refer to the *Clinical Training Manual* for additional information pertaining to eligibility for collecting postdoctoral training hours toward licensure.

There are two University commencement ceremonies held each calendar year (in May and December), and students whose degrees are conferred in the Summer are eligible to participate in the December commencement ceremony later that calendar year ***only***. See below for more information about participation in commencement.

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

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

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

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

The degree conferral date posted on the academic record is the last date of the academic term in which the student completes all degree requirements. Students may not associate the terms "Doctor" or "PsyD" with their names until the degree has been officially conferred.

Students will need to apply for degree conferral in advance of the term in which they anticipate receiving their degree. For example, a student who anticipates completing all program requirements in time to have their degree conferred in Summer 2023 would need to apply for degree conferral by February 1, 2023. It is recommended that students set a reminder for themselves to ensure they do not miss this and other important deadlines. Additional information about the Graduation Application process, associated deadlines, and other degree conferral information can be found on the University's **Application for Graduation Information page**.

Participation in Commencement and Hooding Ceremonies

Participation in commencement and hooding ceremonies, which occur in May and December each year, is optional for students. Students are eligible to participate in a commencement ceremony after obtaining the MSCP and again, when they receive the PsyD degree. The hooding ceremony occurs at the School level prior to the commencement exercise and is only for students receiving their PsyD degree. Students may participate in only one commencement exercise per degree. Students whose degree is conferred in May or December are eligible to participate in the commencement ceremony that occurs in the same month; students whose degree is conferred in August are eligible to participate in the commencement ceremony that occurs in December in the same calendar year.

Students who wish to participate in a commencement ceremony for their MSCP degree must have met all requirements as listed in Appendix D and apply to graduate by the deadline. Students who wish to participate in a commencement and/or hooding ceremony for their PsyD degree must:

- Have met all degree requirements by the time of the ceremony
- Have a minimum 3.0 cumulative GPA in order to be eligible to participate in commencement
- Have successfully completed their clinical internship by the time of the ceremony
- Have successfully defended and uploaded their clinical dissertation to the USF Digital Repository by deadlines indicated in the *Clinical Dissertation Handbook*

Students who anticipate completing their degree requirements and who wish to participate must submit the online Graduation Application by February 1st for May ceremonies and by September 1st for December ceremonies. More information about commencement (eligibility, guest tickets, ceremony specifics, and other general information) can be found on the **Commencement Frequently Asked Questions page**. Please see below for a timeline of application deadlines:

GRADUATION TERM	APPLICATION AVAILABLE	APPLICATION DEADLINE
Fall 2023	January 1, 2023	**September 1, 2023**
Spring 2024	June 1, 2023	**February 1, 2024**
Summer 2024	December 1, 2023	**February 1, 2024**
Fall 2024	January 1, 2024	**September 1, 2024**
Spring 2025	June 1, 2024	**February 1, 2024**

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

Students who submit a Graduation Application but are not in good standing at their clinical internship and/or in the PsyD Program (including submission of their clinical dissertation to the USF Digital Repository) at the time of the ceremony will not be permitted to participate. Please note that SONHP students who complete their degree requirements during the Summer semester are only permitted to participate in the immediate December commencement ceremony and ***not*** the prior May commencement ceremony.

In addition, students are only invited to participate in one commencement ceremony. If an eligible student wishes to move their ceremony to a future date, it is their responsibility to contact the Graduation Center to change their application ***before the original commencement date***. Students who were invited to a previous ceremony but did not attend will not be eligible to participate in a future ceremony.

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

ACADEMIC EXPECTATIONS AND POLICIES

Student Academic Honesty – USF Honor Code

USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the entirety of the University's **Honor Code**.

USF 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 the following:

- Giving or receiving unauthorized information or materials
- Plagiarism (intentionally representing the words or ideas of another person as your own, including using artificial intelligence to produce original writing on final assignments/papers)
- Failure to properly cite references or manufacturing references
- Working with another person when independent work is required
- Forgery and/or misinterpretation of a signature on any academic document
- Multiple submissions of the same paper or report 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, and resumes
- Falsification of client records or other clinical/professional reports involved in the teaching/learning process of fieldwork within the SONHP or in any other internships within any of the Schools or Colleges of USF
- Unauthorized access to or use of university computer accounts or files
- Removal, mutilation, or deliberate concealment of academic materials belonging to University libraries, computer laboratories, or other learning resource centers
- Destruction or alteration of the work of another student
- Unauthorized recording, sale, or use of lectures or 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 F) as they matriculate to USF.

Plagiarism Prevention

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

Turnitin is integrated with Canvas. During the creation of an assignment, instructors specify an attribute of Turnitin. Once the assignment is made available, students simply upload their paper to the assignment in Canvas and an Originality Report is automatically generated. This report is viewable directly in Canvas by both the instructor and student. Please read more on **How to Use Turnitin in Canvas**, which also includes student resources for Turnitin.

Artificial Intelligence (AI) Use in Professional Psychology[1]

The AI landscape is evolving rapidly. USF's PsyD Program does not consider the use of AI (e.g., ChatGPT) as a primary or secondary source (unless the topic under study is AI text output). At this time, it is unclear where an AI is drawing its information from, and if the AI provides citations, we do not know whether they are accurate. Further, we do not know whether any given content generated by an AI is plagiarized.

PsyD students are permitted to utilize AI in their written work under the following conditions ***only***:

(1) Students may use AI for brainstorming purposes or to explore topics, but any text created from AI ***should not*** be used to fulfill original writing requirements for any official PsyD Program assignments, including research papers and clinical dissertations. Students are responsible for finding and citing any sources from which they derive information. If using AI to brainstorm or explore topics, students should make sure they locate and read the original source(s) of the AI

[1] This policy was adapted from the Cal Lutheran Graduate School of Psychology.

output, and ***must paraphrase and appropriately cite the original source content***.

(2) Students are <u>not</u> permitted to turn in work for essays and assignments created by AI, ***even if they paraphrase the AI-generated content and cite the AI software as the source***. An exception would be if AI-generated content was being used as an example of AI text generation. In such a case, the AI would be cited as the source of the material.

Using AI-generated text in coursework outside of the guidelines above may result in a report of academic dishonesty, Program Probation and/or disqualification. If you are unsure about appropriate PsyD student uses of AI, it is best practice to rely on alternative sources of data exploration and sourcing. If you have questions about specific use cases for AI such as ChatGPT, please consult with your Faculty Advisor.

Grading and Graduate Student Progression Policy

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

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

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

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

When the course is graded as "Satisfactory" or "Unsatisfactory," grades will be assigned on the basis of percentage totals; in order to receive a course grade of "S," students

must earn 80% or more of the points possible in the course (≥ 80 points). Students who earn less than 80% of the points possible (≤ 79 points) will receive a “U” in the course.

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

Practicum, Supplemental Practicum, Externship and Internship Grading Note: The required core practicum courses in the program are Practicum 2, Practicum 3 and Practicum 4, unless the student’s practicum extends into the summer (please see the previous section, “Clinical Training” and the *Clinical Training Manual* for more details on summer Practicum). Practicum courses function as a two-semester course sequence and grading of students' performance will be considered across the full academic year. Practicum courses earn a grade of Satisfactory (S) or Unsatisfactory (U). A passing grade is determined by successful completion of the coursework in both semesters of Practicum class as defined in the syllabus (including a minimum of 80% on all PWC-linked assignments), as well as the successful completion of the clinical placement, as determined by the supervisor's final CSEPS evaluation. Should the student not earn a minimum of 80% of the course points and/or 80% of all PWC-linked course assignments and/or not meet the minimum requirements at their clinical placement by the End-of-Year CSEPS, their Fall and Spring grades will be "Unsatisfactory" (U). A grade of "U" in practicum courses is a failing grade.

Students will receive a course grade of "In Progress" (IP) at the end of the fall semester for the *Practicum “A”* course and at the end of the spring semester for the *Practicum “B”* course. Once the Year-End CSEPS is received and reviewed by the DCT and/or course instructor, a change-of-grade will be implemented to change the grade for both semesters (A & B) of the *Practicum* course to either an “S” or a “U”; this grade change typically occurs in late summer or early in the fall semester following completion of the Practicum placement.

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

Dropping Courses: Students wishing to drop courses and receive partial reimbursement for payment must do so by the term’s *census date*. The census date of the university represents a calendar date in each term when the general enrollment statistics of the university are established. Full reimbursement for payment is typically offered only if a course is dropped ***before*** the first day of the term. Particulars of these statistics are identified among colleges, classes, and student levels. The census dates can be found on the **Academic Calendar**.

Following the census date in any term, students will receive a *Withdrawal (W)* for any courses dropped; the only exceptions are classes canceled by the dean of the college,

or a change from one section to another of the same course. Students are liable for the tuition for all courses dropped or withdrawn after the census dates. *Students cannot withdraw from courses solely because they are receiving a failing grade.*

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

Students will be required to work collaboratively with their faculty to establish and meet deadlines for their outstanding work. A student who fails to complete course requirements within the allotted time will receive a grade based on assignments completed to date. If the student fails the course, they will be required to repeat it at the next opportunity available. All applicable registration processing and tuition and fee payments are required to repeat a course. The full set of graduate student policies can found on the University's **Graduate Student Regulations page**.

In Progress (Practicum Course Grading): Clinical placements that extend beyond a given semester will be graded as In Progress ("IP") until the student successfully completes all requirements of that placement and all required documentation/evaluations have been submitted.

Grade Rounding Standards

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

Grade Appeals

Students may initiate the appeals process for a change of final course grade when there is evidence to support that the final grade was not accurate based on an error in calculations, unfair grading practices, or discrimination. This process does not pertain to appeals regarding individual course assignments, and these should be discussed promptly with the course instructor during the semester.

The goal of this process is to resolve the situation and reach a mutually agreed upon resolution with student and faculty as expeditiously as possible and at the lowest level of intervention. Thus, PsyD students should first meet with the course instructor to discuss their grading concerns and attempt to resolve them prior to the issuance of a final 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. The full procedure and protocol followed for a course grade appeal can be found on the University's **Appeal Process for Change of Course Grade page**.

Academic Progression Policy

A minimum passing grade is a B- in letter graded courses or a Satisfactory (S) in S/U courses. In order for a student to be considered in "good standing" in the PsyD Program, they must meet the following requirements:

Good Standing Status Requirements:

- Maintain a GPA ≥ 3.0
- No probationary status or active investigation (re: conduct)
- Not on Program Probation (see details below)

If a student does not pass a required course, they will be placed on a Professional Development Support Plan (see details below), which includes re-taking the failed course at the next available opportunity. Students will be permitted to retake a failed course one time, provided they have not met the maximum number of course failures in the program. Students who do not earn a minimum of a B- or an S in a repeated course may be recommended for disqualification.

Failure of a third course is automatic grounds for disqualification. It is important to note that any course failure will be counted towards the three course failure limit, ***even if*** the student retakes and passes a previously failed course.

Program Probation

If a student fails two distinct courses during their tenure in the PsyD Program (and ***only after two*** course failures), they will be placed on Program Probation as long as their cumulative GPA does not fall below 3.0. A student may also be placed on Program Probation if they have not resolved incompletes or withdrawals in a timely manner. If a student's GPA falls below 3.0, they will also be placed on University Academic Probation (details discussed below). Any student on Program Probation is required to develop a Support Plan in collaboration with the Program Director to identify their needs prior to retaking a course(s). A student's official transcript will not reflect Program Probation, but may prevent them from applying to leadership opportunities, and in some cases, reduce opportunities for clinical training. Program Probation status will be removed once a student successfully re-takes and passes an initially failed course, and if no other probationary concerns remain.

University Academic Probation

Per University policy, any graduate student whose cumulative GPA falls below 3.0 will be placed on academic probation and placed on a remediation plan. Academic Probation status will not be removed, even when the course is successfully completed, until successful completion of all required coursework for the degree. Please note that

being on Academic Probation may impact a student's eligibility for financial aid and scholarships. Please see the University's **Satisfactory Academic Progress (SAP) Policy** for more information.

Students on Academic Probation who do not raise their cumulative grade point average to a 3.0 by the time they have completed the next six (6) semester units of graduate work may be disqualified from the Program.

Professional Development Support Plans (PDSPs)

There are times in a student's clinical training trajectory where faculty or supervisors identify areas of growth requiring additional support for the student. When this occurs, the Program works with the student, instructors and/or supervisors to collaboratively develop a Professional Development Support Plan (PDSP) to address academic, clinical, and/or professional areas of growth.

The PDSP for a grade of C or below for letter-graded courses, or a grade of U for S/U-graded courses, requires that the student repeat the course at the earliest opportunity. Successful completion of the PDSP includes receiving a passing grade in the repeated course (B- or higher in a letter-graded course, or a Satisfactory for a S/U-graded course) at the end of the semester.

Performance at a clinical training site is also considered in the academic progression policy for students in the PsyD Program, and areas of growth are identified through the Mid-Year and Year-End CSEPS, as well as other communications from the clinical training site to the student and/or Program faculty. If a student receives less than a three (3) on any area of a Mid-Year or Year-End CSEPS, the Program DCT will consult with the student's faculty advisor, meet with the student, and contact the student's site supervisor about the low score(s) in order to determine next steps to support the student's attainment of competency. Please see the *Clinical Training Manual* for details about student evaluations and the implications of CSEPS scores that fall below competency.

A PDSP may also be developed for areas of growth that pertain to a student's overall development as a professional psychologist, and impact academic and clinical training domains (e.g., professionalism, communication, diversity, ethics). In this case, the PWC Elements (Appendix B) and Competency Benchmarks in Professional Psychology (Appendix C) will be utilized as references for designing an appropriate Support Plan that engages the student in activities that directly address and enhance functioning in these areas.

Disqualification from the PsyD Program

While the Program works collaboratively with each student to facilitate successful completion of the program, there are circumstances where students' actions, behavior, and/or capacity to adhere to University, Program or clinical placement guidelines and expectations may lead to disqualification.

Meeting any one of the following criteria is grounds for disqualification from the PsyD Program:

- Receiving any combination of three course failures (grades of C or below in letter-graded courses and/or "U" in S/U-graded courses) as reflected on the student's academic transcript; ***this includes courses that were retaken and passed on a second attempt***
- Failure to pass a previously failed course on a second attempt
- Breaking the USF Honor Code
- Dismissal from a clinical placement (practicum, supplemental practicum, externship, or internship) or a final grade of Unsatisfactory (U) in a practicum course (reviewed on a case-by-case basis)

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

1. PsyD Program Director recommends student for disqualification.

2. Associate Dean of Health Professions or SONHP Dean issues a signed letter of disqualification to the student if they agree with the Program Director's recommendation.

3. Student confirms receipt of the letter within 48 hours.

4. The student will be withdrawn from the university upon disqualification.

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

Possible outcomes following an appeal to the SONHP Academic Standards Committee:

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

they must demonstrate improvements as indicated in academic, clinical performance, and/or professional development areas in order to continue progressing in the program.

Alternate Degree Progression Request (ADPR)

The Program has a process to support students who progress through our Program in a different path than outlined by the Curriculum Pattern for their Cohort. Beginning in Fall 2020, students who wish to deviate from the published curriculum pattern (i.e., not complete indicated or clinical training requirements in the standard pattern), must submit an Alternate Degree Progression Request (ADPR) form prior to implementing any change in their degree progression. The ADPR is available as a **Qualtrics form**, which is also available on the PsyD Students Canvas page in the "Advising and Curriculum" folder.

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

Degree Completion Extension (DCE) Policy

The time limitation for completing all requirements for a doctoral degree at USF is seven (7) years; all requirements leading to a doctoral degree must be completed within seven (7) years from the date of admission and within three (3) years from the date of advancement to candidacy. For the policy on time limitations for degree completion, please reference the University's **Graduate Student Regulations**.

For the Clinical Psychology PsyD Program, semesters of approved and accepted leaves of absence *do not* count toward the accumulated time. For policies about leaves of absence, please reference USF's **Academic Regulations**.

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

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

and achievable timelines that allow students to achieve their learning and professional goals.

Students Who Must File a DCE Proposal by May 15th

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

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

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

Duration of Degree Completion Extension

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

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

Criteria for Approval of DCEP

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

Denial of DCEP and Appeal Process

If the Program Director denies the DCEP and the student chooses not to stay on track with the expected curriculum pattern and degree progress, the Program will recommend disqualification to the Associate Dean for Health Professions. If the Associate Dean, Senior Associate Dean, and/or Dean deny the DCEP, the student will be disqualified. Students may appeal the denial of a DCEP and disqualification, in accordance with the formal appeals process described in the *PsyD Student Handbook*.

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

ADVISING AND EVALUATIONS

Faculty Advisors

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

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

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

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

Course Evaluations

Students are given the opportunity to evaluate each course anonymously at the end of each semester. Evaluation of the course includes students' opinions about the usefulness of the course objectives, the relevance and organization of the course

content, and the methods for assessment of student learning. Part-time faculty are also required to collect mid-semester course evaluations and students are welcome to provide feedback through other means. Students' thoughtful, constructive, and professional responses on the faculty evaluations help to improve the effectiveness of individual courses and the Program.

Faculty Evaluations

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

Clinical Placement and PsyD Program Evaluations

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

Evaluations of Students

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

Accountability for Professional Conduct

Students are expected to demonstrate conduct consistent with professional standards as outlined in the University's **Student Conduct Policies & Procedures**, the PsyD Student Code of Conduct (Appendix H), course syllabi, and the APA Ethics Code.

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

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

- 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.
- The procedures for evaluation, including when and how formal evaluations will be conducted, will be described.
- The various procedures and actions regarding problematic conduct, student concerns, or failure to meet Program competencies will be described.
- 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.
- When warranted, the Program Director or Director of Clinical Training will determine which faculty member (the Program Director, the Director of Clinical Training, or the Faculty Advisor) will institute a Support Plan for identified student performance inadequacies, including a time frame for expected remediation actions, and consequences of not rectifying these inadequacies.
- The Due Process Guidelines include the steps required for a student to officially appeal the decision (see below).
- 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.
- 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.

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

Identifying Problematic Conduct

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

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

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

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

Addressing and Managing Problematic Conduct

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

- Either a conversation directly with the graduate student about this conduct or a consultation with the Program Director. This decision about speaking first with the student or with the Program Director is made by and at the discretion of the faculty or staff member who has concerns about the student.
- If the faculty or staff member who brings the concern to the Program Director is

not in a supervisory relationship with the student, the Program Director will discuss the problematic conduct with the student's advisor/supervisor(s), as appropriate.
- 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.
- PsyD Program faculty meet to discuss the concern(s) and possible courses of action to be taken to address the issues, including a remediation plan. The Associate Dean for Health Professions and/or the Dean may be consulted, as appropriate, given the level and nature of the problematic conduct (see below).

Notification Procedures

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

Notices

The function of notices is to bring to the attention of the graduate student minor problematic conduct (e.g., late documentation, missed meetings). Notices are developed and issued to support the student in demonstrating competency in professional conduct before requiring a level of intervention or disciplinary action. In a notice, the graduate student will be asked to acknowledge the professional conduct issue immediately and identify the steps they will engage in to resolve the conduct. The Program Director, the student's faculty advisor, associated faculty, and staff will be copied on the notice. Notices are not subject to an appeal process because they are a proactive attempt to resolve an identified area of concern which, if not corrected, may lead to warnings, UCAs, or disciplinary actions.

Warnings

Warnings are issued when students receive two (2) or more notices for minor problematic conduct within the same one-year academic/training period. Multiple notices indicate increased concern connected to a student's ability to achieve competency in professional conduct. Thus, the graduate student will be asked to address the problematic conduct immediately and to meet with their faculty advisor to discuss strategies for change so that this plan can be documented in the student's advising record. The Program Director, the student's advisor, associated faculty, and staff will be copied on the notice. Warnings are not subject to an appeal process because they are a proactive attempt to resolve an identified area of concern which, if not corrected, may lead to UCAs or disciplinary actions.

Unprofessional Conduct Advisory (UCA)

A UCA will be given to a graduate student in the event that:

a) Two (2) or more warnings for the same problematic conduct have been issued within the same one-year academic/training period

OR

b) The student has demonstrated more serious problematic conduct (beyond a pattern of late documentation or missed meetings), and the issue of concern has been brought to the attention of the student by the course instructor, faculty advisor, other program faculty, Program Director, Director of Clinical Training, and/or clinical supervisor without evidence of improvement.

A UCA will be issued when the problematic conduct is serious and warrants intervention, but does not currently warrant more serious action. The Program Director, faculty advisor, and/or supervisor will support the graduate student by collaboratively designing a Support Plan for successfully addressing the concerning behavior(s) and areas of growth. The UCA will also identify consequences for continued problematic behavior.

The UCA form will include the following elements:

- A description of the graduate student's unsatisfactory performance or conduct
- The actions needed by the student to correct the unsatisfactory performance or conduct
- A timeline for correcting the problem: specifically, documentation and implementation of a Support Plan must occur within 30 days of the UCA issuance, and it is strongly recommended that the plan be completed within one (1) semester/term of the UCA's issuance. An overview of PsyD Program Support Plans and the associated administrative process are provided in Appendix J.
- The consequence(s) that may be implemented if the problem is not corrected
- Notification that the student has the right to appeal all or parts of the UCA within 10 business days of receipt (see details below under Appeals Process)

It is important to note that notices, warnings, and UCAs are ***not*** disciplinary actions as defined on the APPIC internship application, and as such, are not reported by the student or by the Director of Clinical Training when the student applies for clinical internship. Please see Appendix I for more information about the UCA form and process.

Implications of UCA on Student Status

A student receiving one UCA in any area of the Program will be placed on pre-probation status. A student receiving two UCAs will be placed on Program Probation, and a student receiving three UCAs will be recommended for disqualification. Additionally, any

student conduct that is regarded as a serious breach of University and/or professional behavior standards may warrant immediate course failure and/or disqualification from the PsyD Program (e.g., physically violent or threatening behavior, breach of confidentiality, dishonesty, plagiarism, falsification of records, or theft, as described in Nursing and Health Professions Student Handbooks and the APA Ethics Code).

Issuance of a UCA should occur only after careful deliberation and thoughtful consideration by the PsyD Program faculty. The severity of the problematic conduct plays a role in the type of Support Plan and possible consequences of not successfully completing the plan in the defined period. The levels of support and consequences are listed below in increasing level of seriousness:

Pre-Probation Status

Pre-probation status is a supervised period designed to be temporary 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 UCA form in any area of the Program
- Receive an unsatisfactory rating in any area of competency in either a clinical or academic evaluation
- If during their clinical practicum experience, there is an issue with student attendance, such as two or more “no shows” or continually being tardy

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

Probation Status

Program Probation is a temporary, 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 Program Probation if they:

- Engage in any significant act of noncompliance (e.g., not signing a UCA form)
- Receive two (2) UCAs during the completion of the PsyD Program
- Receive two (2) or more ratings below the minimum expectations (as indicated on the evaluation form) on a year-end clinical or academic evaluation
- Receive a UCA and fail to complete the Support Plan successfully within the agreed upon timeframe

Please note that Program Probation ***is*** a disciplinary action as defined on the APPIC internship application, and as such, is reported by the student and by the Director of Clinical Training when the student applies for clinical internship ***if the student has not successfully completed the associated Support Plan*** by the time of application. In the above context, probation is a result of conduct-related concerns and does not share the same meaning as University Academic Probation, which is a status based on a student's GPA.

Recommended Disqualification

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

Disqualification will also be 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 if the graduate student is unable to complete the Program because of a physical or psychological disorder. Furthermore, disqualification will be recommended if a student receives three (3) UCAs during their graduate training. The Dean or Associate Dean for Health Professions will make the final decision about disqualification 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, they can begin an Appeal Process as outlined below.

Appeals Process

If a graduate student does not agree with a UCA, pre-probation status, Program Probation (not University Academic Probation), or Recommended Disqualification, the following appeal procedures will be followed:

1. The graduate student may file a formal appeal in writing – including all supporting documents – with the Program Director. The student must submit this appeal within 10 business days from their notification of any of the above.
2. Within five (5) business days of receipt of a formal written appeal from a graduate student, the Program Director will consult with the Program faculty and/or Supervisor(s) and decide whether to implement a review panel or respond directly to the appeal.
3. If a review panel is convened, it will consist of the Program Director and two (2) faculty members; the Program Director will designate a chair of the panel. All material relevant to the appeal will be submitted to the chair, 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.

The University of San Francisco values its students and their educational, social, and cultural experience. In the Jesuit tradition of caring for the whole person, we take seriously what you bring to our attention. The procedures outlined here ensure that you have the opportunity to work with the University regarding complaints or concerns about an action or inaction by a member of the University community in order to find a fair and just resolution. Students will not be subjected to adverse actions by any school officials as a result of initiating a complaint. USF has separate and specific procedures for complaints involving allegations of certain kinds of serious misconduct. Please follow the links below to report and/or learn more about these issues:

- **Title IX and Sexual Misconduct**: This includes sexual assault, harassment, stalking, domestic violence, or other gender-based harassment or violence. (See the Title IX section of this *Handbook* below, under Health Services, for additional information about Title IX)

- **Bias Incidents**: This includes disrespectful acts motivated by bias, hate crimes, and microaggressions.

- **Student Conduct Code**: Non-academic policies, behavioral expectations, and student conduct procedures. Please see **Section 4 of the Student Conduct Code** for information on how to report violations.

If you are facing an immediate or urgent situation, you may contact the Office of the Dean of Students during business hours at (415) 422-5330. If this is an emergency or after hours, please contact the Office of Public Safety at (415) 422-2911.

If you have a concern about a peer or another member of the USF community and want to get them connected to support and resources, please call the Dean of Students Office at (415) 422-5330 or email **deanofstudents@usfca.edu**.

General Complaints / Concerns: We encourage students to first address their concerns by communicating directly with the individual student, instructor, supervisor, department, or staff member involved to try to resolve the issue. If this is not successful, bring your concern to the appropriate department chair or program director for their assistance. If still unsuccessful, then bring your concern to the Associate Dean of your School/College, or the Dean of Students Office. If unable to resolve a complaint at the level of an informal resolution, a student may choose to follow a more formal process, as outlined below.

Overview of Grievance Guidelines

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

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

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.

5. 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.
6. 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.
7. The student's faculty advisor is also provided a copy of the appeal and the report about the appeal. The student's faculty advisor also works with the graduate student, involved faculty and staff members and others, as necessary, to implement the written results of the appeal.
8. 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 USF's policies for reporting concerns or complaints, see USF's page on how to **Report a Concern or Complaint**.

Additionally, USF provides a Bias Education and Resource Team (BERT), which is a University-wide team that works to gather information about bias incidents and support 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 visit the **BERT webpage**.

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 recruitment plan as outlined in Appendix K.

Admissions

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

for more information.

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 M.

Non-Discrimination

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

Student Privacy

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

COVID-19 Vaccination and Face Covering Policy

As of July 31, 2023, USF requires all undergraduate and graduate students to be fully vaccinated for COVID-19. All students must submit COVID-19 vaccine and/or booster records through Med+Proctor. USF no longer offers on-campus testing; if you require a test, please contact your healthcare provider. With proper documentation, USF will accept medical and religious belief exemptions to COVID-19 vaccination requirements.

Face coverings are now optional at USF, both indoors and outdoors, due to COVID-19 community levels being categorized as low. This policy is in line with guidance from the U.S. Centers for Disease Control and Prevention (CDC) and the San Francisco Department of Public Health (SFDPH). Regardless of community COVID levels, people may choose to wear a mask, and masking may be required in other places by local or state authorities. It is recommended that you carry a mask with you at all times.

COVID-19 levels in our community will continue to be monitored. Be on the look out for any communication from USF's COVID Management Team via email. Students can stay apprised of the latest information regarding COVID Policy Updates on myUSF and on the University's webpage for **COVID-19 Resources**. Please note that policy related to COVID may change at any time given population prevalence and/or a change in

guidance by local, state, or federal public health agencies.

Transfer Credit

All PsyD students may request an evaluation for transfer credit for up to 12 credits. Students should review the University **Transfer of Credit Policy**. Please note that once a course is approved for transfer credit, USF courses with content that overlaps the content and learning objectives of the approved transfer course will not be counted towards fulfillment of MSCP or PsyD degree requirements.

Criteria for Assessment of Potential Transfer Credit

The following criteria must be met, as assessed by the core faculty, in order for transfer credit to be awarded:

- Courses must have been taken within the last seven years
- Courses must reflect doctoral level content and readings (e.g., primary sources rather than solely textbooks, case examples, peer-reviewed journal articles, evaluative assessments)
- Courses must have been completed with a grade of B- or higher
- Courses must align with the learning objectives of the course for which transfer credit is being requested

The following course types will **not** be approved for transfer credit:

- Courses taught in Fall semester of Year 1
- Courses used to determine DSK competencies (Appendix A)
- Practicum courses
- Dissertation courses
- Internship courses

Transfer Credit Request Process

Students must first discuss their potential transfer credit submission with their advisor; there is a check box on the transfer credit request form for the student to attest that their advisor has approved the submission.

Students must submit a **Transfer Credit Request Form** by the indicated deadline in advance of the semester in which they are slated to take the course.

- Student will be asked to upload a syllabus or syllabi of the course for which they are requesting transfer credit
- Students may upload additional course materials (e.g., papers, exams, reading lists) from the course for which they are requesting transfer credit in order to facilitate the review process

If an official transcript that clearly indicates all of the necessary information for each completed course they are using to demonstrate equivalency (course codes or

numbers, course titles or descriptions, final grades earned, and course credits earned) is not already on file with USF, the student will be asked to provide that documentation in order to process the request.

Requests for transfer credit are coordinated by the PsyD Curriculum Chair and are reviewed by core faculty and/or adjunct faculty with expertise and/or teaching experience in the content area covered by the transfer credit request; students should not interact with any faculty member around the review of their submitted request except the PsyD Curriculum Chair (i.e., students should not approach faculty members who may be reviewing their request to discuss the review).

Timelines and Deadlines

Requests must be submitted during the fall or spring semester (i.e., not during the summer between mid-May and mid-August and not during intersession between mid-December and mid-January) and must be submitted at least 3 weeks before the end of the semester (i.e., before the third week of April in the spring semester and before mid-November in the fall semester).

Students may submit transfer credit requests at any point after they have matriculated into the program, provided they have met with their faculty advisor and have their support for the request; students are encouraged to submit requests early in their degree program, but requests must be submitted no later than the semester before the semester in which the student is slated to complete the required course in the PSYD program (i.e., if the student is slated to take a PSYD course in the spring semester of Year 2 for which they wish to request transfer credit, they must submit the transfer credit request no later than mid-November of Year 2).

Allow up to three weeks for processing of each request; note that, if additional materials (e.g., course transcripts, course materials) are required for the review, the process will take longer than three weeks.

Once a student's transfer credit request is approved, they may still opt to take the required PSYD course for which they have received transfer credit at a later point in time; they must simply communicate this plan to their faculty advisor and the PsyD Program Administrator.

Attendance and Punctuality

Students are expected to be present and on time for all training and professional activities, e.g., class meetings, faculty advising sessions, dissertation meetings, practicum placements, program meetings and events, and internship placements. Repeated demonstration of absences and/or tardiness will negatively impact the faculty's evaluation of the student's demonstration of the profession-wide competencies and will be documented in the student's annual evaluation. Planned absences and/or anticipated delays arriving to class and other meetings on time should be discussed with the instructor and/or other parties in advance. If advance notice is not possible, it is

the expectation of the PsyD faculty that students should initiate communication about the absence and/or tardiness directly with the appropriate parties as soon as possible. For remote meetings, students are expected to remain on Zoom with video and audio enabled (unless other arrangements have been made) until excused by the instructor or facilitator of the meeting, event, course session, supervision session, didactics, etc.

Class Participation and Engagement

Participation during in-class discussions and online activities is expected. However, there is recognition that aspects of one's social upbringing and cultural context may create different barriers for certain individuals to take part in class discussions. As such, participation will be evaluated based on the student's overall presence in class not only through verbal, in-class participation, but also through the apparent thoughtfulness, effort, and organization of writing and participation in in-class assignments and group activities, as well as willingness to communicate with the instructor individually if sharing in a classroom setting is particularly challenging. Participation will be evaluated based Cell phones should be turned off or to "silent mode" before class begins. If a student must receive or make an *urgent* call, they are expected to notify the instructor in advance when possible, and to step out of the room (if class is in person) or mute their audio/stop their video (if class is remote) in order to avoid disrupting the class. Otherwise, cell phone use is limited to break times only. Students should not access email or instant messaging, engage in texting, play computer games, surf the web or spend time on non-class related web pages during class.

Zoom "Netiquette"

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

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

The following are strategies and tips to enhance the remote learning environment for you and your peers with the intention of creating as close to an in-person-like classroom experience as possible. Accordingly, many of these strategies apply to in-person classes as well:on one's ability to challenge oneself to participate when such

contributions are contrary to one's cultural role and context. Participation will also be evaluated based on one's ability to share space in the classroom so that others who have been socialized to remain silent or allow others to speak first have adequate opportunity to share their thoughts and ideas.

Confidentiality

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

Appropriate Use of Electronic Devices

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

Please communicate with your course instructor(s) directly if you have special considerations or requests related to Zoom participation.

Communication

Course announcements, requirements, reminders, and assignments will be posted to

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

Leave of Absence

A student who wishes to take a temporary Leave of Absence from the USF School of Nursing and Health Professions must complete a Leave of Absence form (available on the University webpage for **Registration and Student Records Forms**). Although an SONHP signature is not required, the student is strongly encouraged to meet with their PsyD faculty advisor, the PsyD Program Director, PsyD Director of Clinical Training, or the Associate Dean for Health Professions prior to initiating the Leave of Absence procedure. Students who do not complete a Leave of Absence form and who are not actively registered may be considered withdrawn by the University registrar; thus, it is critical that the form be completed accurately and in a timely manner once the student decides to take a leave of absence.

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

The maximum leave of absence that may be granted at any one time is one academic year. Students who do not return for the semester specified are considered to have withdrawn from the University; they must apply for readmission should they wish to return. Students who wish to enroll for course work at other institutions during their leave of absence from the University must obtain their USF dean’s prior written approval and must observe the rules for courses taken at other institutions. Courses taken without prior written approval will not be counted toward the degree. Students who withdraw or take a leave of absence from the university on or after the first day of the semester must comply with the official USF withdrawal or leave of absence policy to be eligible for a refund of tuition charges and residence hall fees. A pro-rated refund of charges will be applied for students withdrawing or taking a leave of absence within the first 21 days of the fall and spring semester. Please read through the University **Leave of Absence policy** for additional information.

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

Withdrawal from the University

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

Petition to Graduate

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

Records Retention Policy

The University retains records for specific periods of time depending on the type of records being retained. Academic records such as narrative evaluations and competency evaluations, academic integrity code violations, disciplinary records in which a penalty of probation, suspension, or dismissal are imposed, degrees and grades earned, and transcripts are retained permanently. Documentation such as withdrawal authorizations, leave of absence forms, transfer credit evaluations, and high school or other college transcripts are retained for a time-limited period. The full policy regarding retention of records and length of retention period can be found on **USF's Document Retention and Destruction Policy**.

STUDENT SERVICES AND RESOURCES

The University provides various services to enable a smooth journey through student life. Ranging from financial aid to health to learning resources and physical recreation centers, USF services encompass a wide range of areas to aid student learning and development.

Student Enrollment and Financial Services

- **Registration** – For new, continuing, and visiting students to access important registration information (including how to register for classes online) and resources
- **Office of Financial Aid** – Provides students with the information they need to determine ways to fund their USF education
- **Student Records** – Where students can find instructions on how to request transcripts, access semester grades, obtain enrollment certifications, change social security information, and review USF's Preferred First Name Policy
- **Billing and Tuition** – Information about tuition and fees, payments and payment plans, and monthly statements
  Graduation Center – Students can apply to graduate, learn about commencement, order diplomas, request enrollment verification, and more

Health Services

Inspired by the Jesuit value of *cura personalis* or "care of the individual person," USF 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.

- **Health Clinic:** all USF 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.

- **Health Promotion Events and 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.

- **Health Insurance:** As a condition of enrollment, USF requires students to have a health insurance plan, both to protect against unexpected high medical costs and to provide access to quality care.

- **Counseling and Psychological Services (CAPS):** The mission of 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. Their 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.

    - CAPS is offering remote individual and group teletherapy to students residing within California.[2] The student may choose to talk by video or telephone and can engage in Single Session Therapy (SST) or in ongoing brief therapy.

[2] State regulations prevent provision of therapy across state lines.

There are no fees for services. Please call (415) 422-6352 to make an appointment.

- The CAPS All Hours Line can be contacted by calling (855) 531-0761 or students can use the peer-led Crisis Text Line by texting HOME to 741741. If you have an immediate life threatening issue, please call 911 or the National Suicide Prevention Hotline at (800) 273-8255.

- ***Please note:*** PsyD students who access USF CAPS services are not eligible to apply to CAPS for their clinical internship or postdoctoral fellowship. However, all students are welcome to utilize the CAPS online workshop series, including the three-session Anxiety Toolbox. Students can also request a consultation or referral and access the extensive web resources available through CAPS.

- **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.

- **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.

- **Title IX:** USF 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. You can also report an incident of discrimination and/or sexual misconduct using a **USF Reporting Form**.

Student Disability Services (SDS)

The mission of the 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 people 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.

The PsyD Program is committed to ensuring students are given the tools and resources to be successful in their academic and clinical journey. We recognize students may require additional support services to attend to one's physical, cognitive, and/or emotional needs. As such, we encourage students to be proactive and engage with USF SDS. It is our goal to embrace and elevate disability identities and recognize how

disability is variable from person to person, and may change semester to semester. Thus, we want to provide a safe space for students to explore their needs while adhering to policies and procedures of the university process. Meeting the needs of students with disabilities is a fundamental part of our mission for equity, diversity, and inclusion.

There is a step by step process that students are guided through by the SDS to determine eligibility for services and works individually with each student to develop a reasonable accommodation plan. Each semester, students will need to specifically request that their reasonable accommodation plan is shared with each of their faculty. Once accommodation plans have been shared with faculty, we advise students to schedule one on one meetings with each faculty member to review and collaborate on the implementation of the plan. For more information, please see the **SDS webpage and links**.

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.

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 by providing support services and immigration advising.

For any VISA related questions, international students are encouraged to direct their questions and make an appointment with the ISSS office to be assigned an advisor who can offer guidance. Additionally, ISSS holds regular workshops throughout the year on various topics including, but not limited to, ISSS online tutorials, job success strategies for international students, and tax filing in the US. For more information, please visit the **webpage for ISSS**.

International students are encouraged to get involved in different organizations to get social support and opportunities to give back to the community:

- **APA Resources** – Get involved by joining the Division of International Psychology to develop global awareness throughout the discipline
- **ISSS Programs & Involvement** – Get peer support and build community with other students who are facing similar challenges and experiences. Additionally, there are opportunities to learn more about how to support other international students
- **Cultural Centers –** Attend events, such as the International Café and Cultural Talks, to learn more about other cultural groups in the United States (see more information below)

Curricular Practical Training (CPT): CPT is off-campus, paid or unpaid, employment that is required by the PsyD program curriculum. CPT must be authorized for international students with an F-1 VISA in order to be employed at practicum and internship sites. With CPT, it is important to understand that international students can only work a maximum of 20 hours per week.

International Student Housing Information: With the help of an ISSS advisor, it is important to read through your options carefully as there are various forms required for housing applications. For your convenience, international students should have the following documents ready when submitting a leasing application:

- I-20
- Source of Income (e.g., financial support)
- Passport or other ID, such as a U.S. driver's license

Additional resources for international students can be found on the myUSF **International Student Support page**.

Cultural Centers

The Cultural Centers include the **Gender & Sexuality Center** (GSC) and the **Intercultural Center** (IC). These centers serve as physical spaces where students can build community, and as outlets for student-run programs that explore social issues and identity. The GSC is USF's gender justice and LGBTQ+ resource center for student development opportunities and support. The IC is a campus center for students of color and students working in solidarity towards social justice. The University's Cultural Centers bring students together to increase their understanding and embrace their roles as members of a diverse community.

LGBTQ Caucus

All lesbian, gay, bisexual, transgender, queer, and other gender and sexuality diverse faculty and staff of USF are welcome to join the **LGBTQ Faculty and Staff Caucus**.

Black Achievement, Success, and Engagement (BASE)

BASE is a dynamic, comprehensive initiative that seeks to build on USF's commitment to inclusive excellence and diversity by creating an academically challenging, personally supportive, and empowering educational experience for black-identified students. The Black Resource Center, which is a part of BASE, provides opportunities for community building and leadership development for undergraduate and graduate students. Additional information can be accessed on USF's **BASE webpage**.

Learning, Writing, and Speaking Centers

The **Learning, Writing, and Speaking Centers** at USF provide individualized support to assist you in better understanding course material and to aid you on your path to success. Services are free and include one-on-one tutoring, group tutoring, and

one-on-one academic skills coaching appointments to discuss effective study strategies. The Learning Center supports over 80 courses each semester. The Writing Center helps students develop writing skills in rhetoric, organization, style, and structure, through one-on-one interactive conferences. The Speaking Center helps students prepare for public speaking including speeches, oral presentations, team presentations, and visual aid demonstrations. International students may also contact the centers to learn more about communicating with professors and general study skills.

The Learning, Writing, and Speaking Centers are located on the lower level of Gleeson Library. Please contact them for further assistance or to arrange an in-person or virtual appointment through one of the following channels:

- LWSC staff can be reached in person on the lower level of Gleeson Library, Room G03
- Email: lwsc@usfca.edu
- LWSC Chatbox
- Phone: (415) 422-6713
    - They respond promptly to voicemails left at this main line

Public Safety and Transportation

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

For additional information and resources pertaining to all aspects of student wellness, safety, and community building (e.g., financial wellness, food or housing insecurity, parenting and caregiving student resources, undocumented/DACA student resources), please see the **USFCA Basic Needs page**.

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

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

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

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

Bookstore

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

Canvas

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

Class Schedule and Final Exams

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

PsyD Program Student Organizations

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

Clinical Psychology Student Union (CPSU)

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

Peer Mentoring Program (PMP)

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

Mentors and mentees are matched through a formal application process in the summer prior to the academic year of their participation in the PMP. Efforts are made to create mentor-mentee matches based on stated preferences in the application. Formal participation in the PMP during which mentors and mentees receive support and guidance from the PMP student coordinator(s) and Faculty Advisor is for a period of one academic year. Mentoring relationships often continue informally after the end of this first year.

Health Professions Student Association (HPSA)

Check out the **HPSA's Instagram page** to connect with other SONHP students and find out about upcoming events.

Students of Color Group

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

White Students Accountability Group

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

APPENDICES

Appendix A

Discipline-Specific Knowledge in the PsyD Curriculum

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

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

Appendix B

APA Profession-Wide Competencies and Associated Elements

Competency	***Research***
Elements associated with this competency from IR C-8 D	● Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. ● Conduct research or other scholarly activities. ● Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

Competency	***Ethical and Legal Standards***
Elements associated with this competency from IR C-8 D	Be knowledgeable of and act in accordance with each of the following: ● The current version of the APA Ethical Principles of Psychologists and Code of Conduct ● Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels ● Relevant professional standards and guidelines ● Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas ● Conduct self in an ethical manner in all professional activities ○ Program courses, activities, meetings, events, clinical training placements, etc.

Competency	***Individual and Cultural Diversity***
Elements associated with this competency from IR C-8 D	● An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves ● Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service ● The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews

	create conflict with their own. ● Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

Competency	***Professional Values, Attitudes, and Behaviors***
Elements associated with this competency from IR C-8 D	● Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others ● Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. ● Actively seek and demonstrate openness and responsiveness to feedback and supervision. ● Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Competency	***Communications and Interpersonal Skills***
Elements associated with this competency from IR C-8 D	● Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. ● Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. ● Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Competency	***Assessment***
Elements associated with this competency from IR C-8 D	● Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology. ● Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural). ● Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. ● Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. ● Interpret assessment results, following current research and professional

	standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. ● Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

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

Competency	***Supervision***
Elements associated with this competency from IR C-8 D	● Demonstrate knowledge of supervision models and practices. ● Demonstrate adequate application of supervision skills and practices (defined by Program per APA's requirement).

Competency	***Consultation and Interprofessional / Interdisciplinary Skills***
Elements associated with this competency from IR C-8 D	● Demonstrate knowledge and respect for the roles and perspectives of other professions. ● Demonstrate knowledge of consultation models and practices.

Appendix C

Competency Benchmarks for Professional Psychology

This Appendix includes examples to further clarify items or to illustrate possible ways the item may show up in a training setting. This list of examples is not exhaustive, and it may be helpful to create examples that are specific to your training setting.

FOUNDATIONAL COMPETENCIES

I. Professionalism

Professional Values and Attitudes: as evidenced in behavior and comportment that reflect the values and attitudes of psychology.

a. Integrity: Honesty, personal responsibility, and adherence to professional values

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Understands professional values; honest, responsible Examples: • Demonstrates honesty, even in difficult situations • Takes responsibility for own actions • Demonstrates ethical behavior and basic knowledge of APA Ethical Principles and Code of Conduct	Adherence to professional values infuses work as a psychologist-in-training Examples: • Recognizes situations that challenge professional values and seeks faculty/supervisor guidance as needed • Demonstrates ability to discuss failures and lapses in adherence to professional values with faculty/supervisor as appropriate	Monitors and independently resolves situations that challenge professional values and integrity Examples: • Takes independent action to correct situations that are in conflict with professional values • Proactively addresses situations that challenge professional values

b. Deportment

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Understands how to conduct oneself in a professional manner Examples: • Demonstrates appropriate personal hygiene and attire • Distinguishes between appropriate and inappropriate language and demeanor in professional contexts	Communication and physical conduct (including attire) is professionally appropriate across different settings Examples: • Demonstrates awareness of the impact behavior has on clients, public, and profession • Utilizes appropriate language and demeanor in professional communications	Conducts self in a professional manner across settings and situations Examples: • Verbal and nonverbal communications are appropriate to the professional context, even in challenging interactions • Flexibly shifts demeanor to effectively meet requirements of professional situation and enhance outcomes

c. Accountability

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Accountable and reliable Examples: • Turns in assignments in accordance with established deadlines • Demonstrates personal organization skills, including planning and organizing own workload • Follows policies and procedures of institution • Follows through on commitments	Accepts responsibility for own actions Examples: • Completes required case documentation promptly and accurately • Accepts responsibility for meeting deadlines • Available when on-call • Acknowledges errors • Utilizes supervision to strengthen effectiveness of practice	Independently accepts personal responsibility across settings and contexts Examples: • Enhances own professional productivity • Holds self accountable for and submits to external review of quality service provision

d. Concern for the Welfare of Others

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Demonstrates awareness of the need to uphold and protect the welfare of others Examples: • Displays initiative to help others • Articulates importance of confidentiality, privacy, and informed consent • Demonstrates compassion (awareness of suffering and the wish to relieve it) for others	Acts to understand and safeguard the welfare of others Examples: • Displays respect in interpersonal interactions with others, including those from divergent perspectives or backgrounds • Appropriately determines when response to client needs takes precedence over personal needs	Independently acts to safeguard the welfare of others Examples: • Communications and actions convey sensitivity to individual experience and needs while retaining professional demeanor and deportment • Respectful of the beliefs and values of colleagues, even when inconsistent with personal beliefs and values • Demonstrates compassion for others who are dissimilar from oneself, including those who express hostility and/or seek care for proscribed behavior, such as violence, predation, or dangerousness

e. Professional Identity

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Demonstrates an understanding of self as a professional and “thinks like a psychologist” Examples: • Demonstrates knowledge of the Program and profession (e.g., core competencies) • Demonstrates knowledge about practicing within one’s competence	Displays emerging professional identity as a psychologist; uses resources (e.g., supervision, literature) for professional development Examples: • Has membership in professional organizations • Attends colloquia, workshops, conferences • Consults literature relevant to client care	Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice Examples: • Keeps up with advances in profession

Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics defined broadly and consistent with APA policy.

a. Self as Shaped by Individual and Cultural Diversity *(e.g., cultural, individual, and role differences, including those based on age, gender identity, race, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic status)* and Context

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Demonstrates knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes toward diverse others Examples: • Articulates how ethnic group values influence who one is and how one relates to other people • Articulates dimensions of diversity (e.g., race, gender, sexual orientation)	Applies knowledge of self as a cultural being in assessment, treatment, and consultation Examples: • Uses knowledge of self to monitor effectiveness as a professional • Initiates supervision about diversity issues	Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation Examples: • Uses knowledge of self to monitor and improve effectiveness as a professional • Seeks consultation or supervision when uncertain about diversity issues

b. Others as Shaped by Individual and Cultural Diversity and Context

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings Examples: • Understands and acknowledges the way cultures and contexts shape the behavior of others • Articulates an understanding of the ways culture and context are a consideration in working with clients	Applies knowledge of others as cultural beings in assessment, treatment, and consultation Examples: • Demonstrates understanding that others may have multiple cultural identities • Initiates supervision about diversity issues with others	Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation Examples: • Uses knowledge of others to monitor and improve effectiveness as a professional • Seeks consultation or supervision when uncertain about diversity issues with others

c. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others Examples: • Demonstrates knowledge, awareness and understanding of the way culture and context shape interactions between and among individuals • Articulates beginning understanding of the way culture and context are a consideration in the therapeutic relationship	Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others Examples: • Understands the role that diversity may play in interactions with others • Initiates supervision about diversity issues in interactions with others	Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation Examples: • Uses knowledge the role of culture in interactions to monitor and improve effectiveness as a professional • Seeks consultation or supervision when uncertain about diversity issues in interactions with others

d. Applications Based on Individual and Cultural Context

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD (as defined by APA policy) as they apply to professional psychology. Understands the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues) Examples: • Demonstrates basic knowledge of literature on individual and cultural	Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation Examples: • Demonstrates knowledge of ICD literature and APA policies, including guidelines for practice with diverse individuals, groups, and communities • Works effectively with diverse others in professional activities • Demonstrates awareness of effects of	Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work Examples: • Adapts professional behavior in a manner that is sensitive and appropriate to the needs of diverse others • Articulates and uses alternative and culturally appropriate repertoire of skills, techniques, and behaviors • Seeks consultation regarding addressing individual and cultural diversity as

differences and engages in respectful interactions that reflect this knowledge • Seeks out literature on individual and cultural differences to inform interactions with diverse others	oppression and privilege on self and others	needed • Uses culturally relevant best practices

Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

a. Knowledge of Ethical, Legal, and Professional Standards and Guidelines

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Demonstrates basic knowledge of the APA Ethical Principles and Code of Conduct (ethical practice and basic skills in ethical decision making); demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum settings Examples: • Demonstrates beginning knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent • Identifies key documents/policies that guide the practice of psychology (e.g., APA Ethical Principles and Code of Conduct)	Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards, guidelines, laws, statutes, rules, and regulations Examples: • Effectively identifies ethical dilemmas • Actively consults with supervisor to act upon ethical and legal aspects of practice • Addresses ethical and legal concerns within case conceptualization • Discusses ethical implications of professional work • Recognizes and discusses limits of own ethical and legal knowledge • Demonstrates intermediate knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent	Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal, and professional standards and guidelines Examples: • Appropriately addresses complex ethical and legal issues • Articulates potential conflicts in complex ethical and legal issues. • Proactively seeks to prevent problems and unprofessional conduct • Demonstrates advanced knowledge of typical legal issues, including child and elder abuse reporting, HIPAA, confidentiality, and informed consent

b. Awareness and Application of Ethical Decision-Making

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Demonstrates awareness of the importance of applying an ethical decision-making model to practice Examples: • Recognizes the importance of basic ethical concepts applicable in initial practice (e.g. child abuse reporting, informed consent, confidentiality, multiple relationships, and competence) • Demonstrates awareness of an ethical decision-making model applied to case vignettes	Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma Examples: • Uses an ethical decision-making model when discussing cases in supervision • Identifies ethical implications in cases and understands the elements present in ethical dilemmas • Comfortably discusses ethical dilemmas and decision-making in supervision, staff meetings, presentations, and practicum settings	Independently utilizes an ethical decision-making model in professional work Examples: • Applies appropriate ethical principles and standards in professional writings and presentations • Applies appropriate ethics concepts in research design and subject treatment • Applies concepts of ethics and professionalism in teaching and training activities • Develops strategies to seek consultation regarding complex ethical and legal dilemmas • Takes appropriate steps when others behave unprofessionally • Identifies potential conflicts between personal belief systems, APA Ethics Code, and legal issues in practice

c. Ethical Conduct

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Displays ethical attitudes and values Examples: • Evidences desire to help others • Shows honesty and integrity and values ethical behavior • Demonstrates personal courage consistent with ethical values of psychologists • Displays appropriate boundary management	Integrates own moral principles/ethical values in professional conduct Examples: • Is able to articulate knowledge of own moral principles and ethical values in discussions with supervisors and peers about ethical issues • Is able to spontaneously discuss the intersection of personal, professional, ethical, and moral issues	Independently integrates ethical and legal standards with all competencies Examples: • Demonstrates adherence to ethical and legal standards in professional activities • Takes responsibility for continuing professional development

Reflective Practice / Self-Assessment / Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.

a. Reflective Practice

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Displays basic mindfulness and self-awareness; engages in reflection regarding professional practice Examples: • Considers own personal concerns and issues • Recognizes the impact of self on others • Self-identifies multiple individual and cultural identities • Systematically reviews own professional performance with	Displays broadened self-awareness; utilizes self-monitoring; engages in reflection regarding professional practice; uses resources to enhance reflectivity Examples: • Articulates appropriate attitudes, values, and beliefs toward diverse others • Is able to describe how others experience them and identifies roles one might play within a group • Reviews own professional performance with supervisors	Demonstrates reflectivity both during and after professional activity; acts upon reflection; uses self-reflection as a therapeutic tool Examples: • Proactively monitors and evaluates attitudes, values, and beliefs towards diverse others • Systematically and effectively monitors and adjusts professional performance as situation requires • Recognizes and addresses own problems,

supervisors/teachers	• Displays ability to adjust professional performance as situation requires	minimizing interference with competent professional functioning

b. Self-Assessment

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Demonstrates knowledge of core competencies; engages in initial self-assessment related to core competencies Examples: • Demonstrates awareness of competencies for professional training • Develops initial competency goals for early training (with input from faculty)	Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and seeks means to enhance knowledge/skills Examples: • Self-assessment comes close to congruence with assessment by peers and supervisors • Accurately identifies areas requiring further professional growth • Writes a personal statement of professional goals • Identifies learning objectives for overall training plan • Systemically and effectively reviews own professional performance	Accurately assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills Examples: • Accurately identifies level of competence across all competency domains • Accurately assesses own strengths and weaknesses and seeks to prevent or limit impact on professional functioning • Recognizes when new/improved competencies are required for effective practice • Writes a personal statement of professional goals identifying areas for further professional growth, with extended plans for achieving the goals

c. Self-Care

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; proactively attends to self-care Examples: • Articulates benefits of engaging in self-care • Makes use of opportunities to engage in self-care	Monitors issues related to self-care with supervisors; understands the central role of self-care to effective practice Examples: • Takes action recommended by supervisors for self-care to ensure effective training • Maintains/alters weekly schedule to allow for self-care activities	Self-monitors issues related to self-care and promptly intervenes when disruptions occur Examples: • Anticipates and self-identifies disruptions in functioning and intervenes at an early stage and/or with minimal support from supervisors

d. Participation in Supervision Process

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Demonstrates straightforward, truthful, and respectful communication in supervisory relationships Examples: • Demonstrates willingness to admit errors and accept feedback • Acknowledges supervisor's differing viewpoints in supervision	Effectively participates in supervision Examples: • Seeks supervision to improve performance; presents work for feedback and integrates feedback into performance • Initiates discussion with supervisor of own reaction to client/patients in session • Seeks supervisor's perspective on client progress	Independently seeks supervision when needed Examples: • Seeks supervision when personal problems may interfere with professional activities • Seeks supervision when working with client problems for which they have had limited experience to ensure competence of services

II. Relational

Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.

a. Interpersonal Relationships

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Displays interpersonal skills Examples: • Listens and has empathy for others • Respects and shows interest in others' cultures, experiences, values, points of view, goals, desires, fears, etc. • Demonstrates both verbal and non-verbal communication skills • Receives feedback well • Works cooperatively and collaboratively with peers	Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, and professionals from other disciplines Examples: • Forms effective working alliances with most clients • Engages with supervisors to work effectively • Involved in departmental, institutional, and/or professional activities and governance • Demonstrates respectful and collegial interactions with those who utilize different professional models or perspectives	Develops and maintains effective relationships with a wide range of clients, colleagues, organizations, and communities Examples: • Effectively negotiates conflicts and difficult/complex relationships, including those with individuals and groups that differ significantly from oneself • Maintains satisfactory interpersonal relationships with clients, peers, faculty, allied professionals, and the public

b. Affective Skills

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Displays affective skills Examples: • Demonstrates affect tolerance • Tolerates interpersonal conflict • Demonstrates awareness of inner emotional experience • Demonstrates emotional maturity • Listens to and acknowledges feedback from others	Negotiates differences and handles conflict satisfactorily; provides effective feedback to others; receives and implements feedback non-defensively Examples: • Demonstrates active problem-solving • Makes appropriate disclosures regarding problematic interpersonal situations • Acknowledges own role in difficult	Manages difficult communication; possesses advanced interpersonal skills Examples: • Accepts, evaluates, and implements feedback from others • Uses affective reactions in the service of resolving disagreements or fostering growth in others • Tolerates patients' feelings, attitudes, and

• Notices and expresses feelings • Demonstrates comfort with a range of emotions • Affect does not overwhelm judgment • Is flexible when things do not go according to plan	interactions • Initiates discussion regarding disagreements with colleagues or supervisors; makes efforts to resolve disagreements without escalate conflict • Seeks clarification in challenging interpersonal communications • Demonstrates understanding of diverse viewpoints in challenging interactions • Provides respectful feedback to supervisors regarding supervisory process • Provides constructive feedback to peers regarding clinical work in context of group supervision or case conference • Maintains equilibrium and focuses on therapeutic tasks in face of client distress • Tolerates ambiguity and uncertainty	wishes, particularly as they are expressed toward the therapist, so as to maintain and/or promote therapeutic dialogue • Allows, enables, and facilitates patients' exploration and expression of affectively difficult issues • Works flexibly with patients' intense affects which could destabilize the therapeutic relationship

c. Expressive Skills

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills Examples: • Written work is organized, easy to understand, and conveys the main points • Shares opinions with others using language that they can understand • Non-verbal behavior is consistent with	Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language Examples: • Understands and uses professional terms and concepts appropriately and clearly in discussions, case reports, etc.	Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated; demonstrated thorough grasp of professional language and concepts Examples: • Demonstrates descriptive and understandable command of language, both written and verbal • Communicates clearly and effectively with

verbal communications	• Communication is understandable and consistent across expressive modalities • Prepares clearly written assessment reports • Presents clinical process to supervisors in a succinct, organized, and well-summarized way • Provides verbal feedback to clients regarding assessment and diagnosis using language they can understand • Presents clear, appropriately detailed clinical material	clients • Uses appropriate professional language when dialoguing with other healthcare providers • Prepares sophisticated and compelling case reports • Treatment summaries are concise, yet comprehensive

III. Science

Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.

a. Scientific Mindedness

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Displays critical scientific thinking Examples: • Questions assumptions of knowledge • Evaluates study methodology and scientific basis of findings • Presents own work for the scrutiny of others	Values and applies scientific methods to professional practice Examples: • Uses literature to support ideas in case conferences and supervision • Formulates appropriate questions regarding case conceptualization • Generates hypotheses regarding own contribution to therapeutic processes and outcomes	Independently and appropriately applies scientific methods to practice Examples: • Independently accesses and applies scientific knowledge and skills effectively to the solution of problems • Implements appropriate methodology to address research questions

b. Scientific Foundation of Psychology

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Demonstrates understanding of psychology as a science Examples: • Demonstrates understanding of core scientific conceptualizations of human behavior • Demonstrates basic knowledge of the breadth of scientific psychology • Accurately cites scientific literature to support an argument when appropriate • Evaluates scholarly literature on a topic as needed	Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior) Examples: • Critically evaluates scientific literature • Demonstrates understanding of intersections across core areas of psychological science	Demonstrates advanced level knowledge of core science (i.e., scientific bases of behavior) Examples: • Accurately evaluates scientific literature regarding clinical issues • Identifies multiple factors and interactions of those factors that underlie pathological behavior

c. Scientific Foundation of Professional Practice

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Understands the scientific foundation of professional practice Examples: • Understands the development of evidence-based practice (EBP) in psychology as defined by APA • Demonstrates understanding of the scientific foundations of core competencies • Evaluates scholarly literature on a practice-related topic as needed	Demonstrates knowledge, understanding, and application of EBP Examples: • Applies EBP concepts in case conceptualization, treatment planning, and interventions in consultation with supervisors • Works with supervisors to compare and contrast EBP approaches with other theoretical perspectives and interventions in the context of case conceptualization and treatment	Independently applies knowledge and understanding of scientific foundations applied to practice Examples: • Reviews scholarly literature related to clinical work and applies knowledge to case conceptualization • Independently applies EBP concepts in practice • Independently compares and contrasts EBP approaches with other theoretical perspectives and interventions

Research / Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.

a. Scientific Approach to Knowledge Generation

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Participates effectively in scientific endeavors when available Examples: • Demonstrates understanding that psychologists evaluate the effectiveness of their professional activities • Open to scrutiny of one's work by peers and faculty • Writes literature review as part of course requirement • Assists faculty with research projects	Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology Examples: • Demonstrates understanding of research methods and techniques of data analysis • Demonstrates appropriate research and scholarly activity, which may include presentations at conferences, participation in research teams, or submission of manuscripts for publication • Demonstrates critical analysis of research	Generates knowledge Examples: • Engages in systematic efforts to increase the knowledge base of psychology through implementing and reviewing research • Uses methods appropriate to the research question, setting, and/or community • Consults and partners with community stakeholders when conducting research in diverse communities

b. Application of Scientific Method to Practice

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
No expectations at this level	Demonstrates knowledge of applying scientific methods to evaluating practices, interventions, and programs Examples: • Accurately describes how outcomes are measured in each practice activity • Demonstrates knowledge of program evaluation	Applies scientific methods of evaluating practices, interventions, and programs Examples: • Evaluates practice activities using accepted techniques • Compiles and analyzes data on own clients (outcome measurement) • Uses findings from outcome evaluation to alter intervention strategies as indicated • Participates in program evaluation

FUNCTIONAL COMPETENCIES

IV. Application

Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.

a. Knowledge and Application of Evidence-Based Practice

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention, and other psychological applications; demonstrates basic knowledge of the value of EBP and its role in scientific psychology Examples: • Articulates the relationship of EBP to	Applies knowledge of EBP, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences Examples: • Demonstrates knowledge of interventions and explanations for their use based on EBP	Independently applies knowledge of EBP, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences Examples: • Writes case summaries incorporating EBP • Presents rationale for intervention strategies that includes empirical support

the science of psychology • Identifies basic strengths and weaknesses of different assessment and intervention approaches	• Demonstrates the ability to select interventions, assessment tools, and consultation methods for different problems and populations related to the practice setting • Investigates existing literature related to problems and client issues as needed • Writes a statement of own theoretical perspective regarding intervention strategies • Creates treatment plans that reflect successful integration of empirical findings, clinical judgment, and client preferences in consultation with supervisors	• Independently creates treatment plans that reflect successful integration of empirical findings, clinical judgment, and client preferences

Assessment: Assessment and diagnosis of problems, capabilities, and issues associated with individuals, groups, and/or organizations.

a. Knowledge of Measurement and Psychometrics

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing Examples: • Demonstrates awareness of the benefits and limitations of standardized assessment • Demonstrates knowledge of the construct(s) being assessed • Evidences understanding of basic psychometric constructs such as validity, reliability, and test	Selects assessment measures with attention to issues of reliability and validity Examples: • Identifies appropriate assessment measures for cases seen at practicum sites • Consults with supervisors regarding selection of assessment measures	Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, groups, and contexts Examples: • Demonstrates awareness and competent use of culturally sensitive instruments/norms • Seeks consultation as needed to guide assessment • Describes limitations of assessment data in assessment reports

construction		

b. Knowledge of Assessment Methods

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models, and techniques, including clinical interviewing and mental status exams Examples: • Accurately administers and scores various assessment tools in non-clinical (e.g., course) contexts • Demonstrates knowledge of initial interviewing methods (both structured and semi-structured, mini-mental status exams)	Demonstrates awareness of the strengths and limitations of administration, scoring, and interpretation of traditional assessment measures, as well as related technological advances Examples: • Demonstrates intermediate level ability to accurately select, administer, score, and interpret assessment tools with various client populations • Collects accurate and relevant data from structured and semi-structured interviews and mini-mental status exams	Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning Examples: • Independently and accurately selects, administers, scores, and interprets assessment tools with diverse clinical populations • Selection of assessment tools reflects a flexible approach to answering diagnostic questions • Comprehensive reports include discussion of strengths and limitations of assessment measures as appropriate • Interviews and reports lead to formulation of a diagnosis and the development of an appropriate treatment plan

c. Application of Assessment Methods

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Demonstrates knowledge of measurement across domains of functioning and practice settings Examples: • Demonstrates awareness of need to base diagnosis and assessment on multiple sources of information • Demonstrates awareness of need for selection of assessment measures appropriate to population/problem	Selects appropriate assessment measures to answer diagnostic questions Examples: • Selects assessment tools that reflect awareness of patient population served at a given practice site • Demonstrates ability to adapt environment and materials according to client needs (e.g., lighting, privacy, ambient noise)	Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate diagnostic questions appropriate to the practice site and broad area of practice Examples: • Independently selects assessment tools that reflect awareness of client population served at practice site • Interprets assessment results accurately, taking into account limitations of the evaluation method(s) used • Provides meaningful, understandable, and useful feedback that is responsive to client needs

d. Diagnosis

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity Examples: • Correctly identifies and applies *DSM* criteria • Describes normal development consistent with broad areas of	Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity Examples: • Articulates relevant developmental features and clinical symptoms as applied to presenting question(s) • Demonstrates ability to identify problem areas and use concepts of differential	Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity Examples: • Treatment plans incorporate relevant developmental features and clinical symptoms as applied to presenting problem(s) • Demonstrates awareness of *DSM* and relation to ICD codes

training	diagnosis	• Independently identifies problem areas and makes appropriate diagnoses

e. Conceptualization and Recommendations

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Demonstrates basic knowledge of diagnosis formulation and case conceptualization Examples: • Confidently discusses diagnostic formulation and case conceptualization in courses • Prepares basic reports articulating theoretical material	Utilizes systematic approaches of gathering data to inform clinical decision-making Examples: • Presents cases and reports demonstrating how diagnosis is based on case material • Makes clinical decisions based on connections between diagnoses, hypotheses, and recommendations	Independently and accurately conceptualizes the multiple dimensions of each case based on the results of assessment Examples: • Independently prepares reports based on case material • Accurately administers, scores, and interprets test results • Formulates case conceptualizations appropriately incorporating theory and case material

f. Communication of Assessment Findings

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Demonstrates awareness of models of report writing and progress notes Examples: • Demonstrates knowledge of appropriate content for test reports and progress notes • Demonstrates knowledge of proper organization of test reports and progress notes	Writes assessment reports and progress notes and communicates assessment findings verbally to client Examples: • Writes complete psychological reports • Works with supervisors to prepare and provide appropriate and accurate feedback regarding findings • Reports reflect data that has been collected through clinical interviews	Communicates results in written and verbal forms clearly, constructively, and accurately in a conceptually appropriate manner Examples: • Writes effective, comprehensive reports • Effectively communicates assessment results verbally to clients • Reports reflect data that has been collected through interviews, including limitations

Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.

a. Intervention Planning

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Displays basic understanding of the relationship between assessment and intervention Examples: • Articulates a basic understanding of how intervention choices are informed by assessment (e.g., clinical intake, testing) • Articulates a basic understanding of how assessment guides the process of intervention	Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation Examples: • Articulates a theory of change and identifies interventions to implement change, as consistent with the AAPI • Writes case conceptualization reports and collaborative treatment plans incorporating EBP	Independently plans interventions; case conceptualizations and intervention plans are specific to case and context Examples: • Accurately assesses presenting issues, taking into account the larger life context, including diversity issues • Conceptualizes cases independently and accurately • Independently selects intervention(s) appropriate for the presenting issue(s)

b. Skills

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Displays basic helping skills Examples: • Demonstrates helping skills such as empathic listening • Uses non-verbal communication such as eye contact and body positioning with clients to convey interest and concern	Displays clinical skills Examples: • Effectively develops rapport with clients • Appropriately develops therapeutic relationships • Demonstrates appropriate judgment about when to consult supervisors	Displays clinical skills with a wide variety of clients and uses good judgment, even in unexpected or difficult situations Examples: • Effectively develops rapport and therapeutic relationships with a wide variety of clients • Uses good judgment about unexpected issues such as crises, use of supervision, or confrontation • Effectively delivers intervention

c. Intervention Implementation

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Demonstrates basic knowledge of intervention strategies Examples: • Able to articulate awareness of theoretical bases of intervention and some general strategies • Able to articulate awareness and importance of EBP in intervention	Implements evidence-based interventions Examples: • Case presentations demonstrate application of EBP • Confidently discusses EBP during supervision	Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate Examples: • Independently and effectively implements a typical range of intervention strategies appropriate to practice setting • Independently recognizes and manages special circumstances • Terminates treatment successfully • Collaborates effectively with other providers and/or systems of care

d. Progress Evaluation

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Demonstrates basic knowledge of the assessment of intervention progress and outcomes Examples: • Accurately identifies measures of treatment progress and outcomes by name • Able to articulate an understanding of the use of repeated assessment to guide treatment • Appropriately administers and scores treatment progress and outcome measures	Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures Examples: • Describes instances of lack of progress and actions taken in response • Demonstrates ability to evaluate treatment progress in context of evidence-based interventions	Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures Examples: • Critically evaluates own performance in the treatment role • Seeks consultation when necessary

Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs or goals.

a. Role of Consultant

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
No expectations at this level	Demonstrates knowledge of the consultant's role and their unique features as distinguished from other professional roles (such as therapist, supervisor, teacher) Examples: • Able to compare and contrast consultation, clinical, and supervision roles • Able to describe a consultant's role in a hypothetical professional activity	Determines situations that require different role functions and shifts roles accordingly to meet referral needs Examples: • Able to articulate different forms of consultation (e.g., mental health, educational, systems, advocacy) • Accurately matches professional role function to situation

b. Addressing Referral Questions

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
No expectations at this level	Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral question(s) Examples: • Implements systematic approach to data collection in a consultative role • Identifies sources and appropriate types of assessment tools	Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answer consultation referral question(s) Examples: • Demonstrates ability to gather information necessary to answer referral question(s) • Clarifies and refines referral question(s) based on analysis/assessment of question(s)

c. Communication of Consultation Findings

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
No expectations at this level	Identifies literature and knowledge about process of informing consultee of assessment findings Examples: • Identifies appropriate approaches and processes for providing written/verbal feedback and recommendations to consultee • Able to carry out a mock presentation of findings	Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations Examples: • Prepares clear, useful consultation reports and recommendations to all appropriate parties • Provides verbal feedback to consultee of results and offers appropriate recommendations

d. Application of Consultation Methods

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
No expectations at this level	Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, and/or settings Examples: • Identifies appropriate interventions based on consultation assessment findings • Demonstrates ability to identify collaborative methods across systems, clients, and/or settings	Applies literature to provide effective consultative services (assessment and intervention) in both routine and complex cases Examples: • Identifies and implements consultation interventions based on assessment findings • Identifies and implements consultation interventions that meet consultee goals

V. Education

Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.

a. Knowledge

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
No expectations at this level	Demonstrates awareness of theories of learning and how they impact teaching Examples: • Observes differences in teaching styles and need for response to different learning skills • Able to articulate awareness of body of knowledge to inform teaching and learning	Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences Examples: • Demonstrates knowledge of various learning strategies • Demonstrates clear communication skills

b. Skills

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
No expectations at this level	Demonstrates knowledge of application of teaching methods Examples: • Demonstrates examples of application of teaching methods • Able to organize and present information related to a specific topic	Applies teaching methods in multiple settings Examples: • Identifies and differentiates factors for implementing particular teaching methods • Demonstrates accommodation to diverse others (e.g., cultural, individual, and role differences, including those based on age, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context • Introduces innovation/creativity into application of teaching methods

Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.

a. Expectations and Roles

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Demonstrates basic knowledge of expectations for supervision Examples: • Demonstrates knowledge of the process and importance of supervision • Articulates components of effective supervision such as the working alliance	Demonstrates knowledge of, purpose for, and roles in supervision Examples: • Identifies roles and responsibilities of the supervisor and supervisee in the supervision process • Demonstrates understanding of supervisor and supervisee roles in relation to client • Demonstrates understanding of vicarious liability of the supervisor	Understands the ethical, legal, and contextual issues of the supervisor role Examples: • Articulates a model of supervision and reflects on how this model is applied in practice • Integrates contextual, legal, and ethical perspectives in supervision vignettes • Writes supervisory contracts that accurately reflect roles and expectations of supervisor and supervisee

b. Processes and Procedures

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
No expectations at this level	Identifies and tracks progress achieving goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices Examples: • Presents goals and related tasks for supervisee's growth and development • Demonstrates ability to monitor and communicate progress on goals	Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of competency to supervise Examples: • Prepares appropriate supervision contracts • Assesses own supervision competency and constructs plans to deal with limitations • Articulates range of supervision methods available and the utility of such methods • Demonstrates knowledge of the scholarly literature on supervision

		• Identifies the basic tenets of specific model of supervision

c. Skills Development

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Displays interpersonal skills of communication and openness to feedback Examples: • Able to accurately complete self-assessment (e.g., Hatcher & Lassiter, 2006) • Integrates faculty/supervisor feedback into self-assessment	Demonstrates knowledge of the supervision literature and how clinicians develop professional skills Examples: • Successfully completes coursework on supervision • Demonstrates formation of supervisory relationship, integrating theory and skills including knowledge of development and educational practice	Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients Examples: • Articulates how supervisory relationships may enhance the development of supervisees and their clients • Elicits evaluations from supervisees about supervisory relationship and uses feedback to improve quality of supervision

d. Supervisory Practices

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
No expectations at this level	Provides helpful supervisory input in peer and group supervision Examples: • Identifies core skills on which to provide feedback to peers • Demonstrates ability to provide constructive criticism to peers	Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting Examples: • Helps supervisee develop evidence-based treatment plans • Directs supervisee to literature that may inform case

		• Provides supervision input according to developmental level of supervisee • Encourages supervisee to discuss reactions and helps supervisee develop strategies to use reactions in service of clients • Presents supervisors with accurate accounts of case material and supervisory relationships, seeks input and utilizes feedback to improve outcomes as needed

VI. Systems

Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.

a. Knowledge of the Shared and Distinctive Contributions of Other Professions

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
No expectations at this level	Demonstrates basic knowledge of the viewpoints and contributions of other professions/professionals Examples: • Articulates the roles of other professions in patient care • Awareness of various levels of education and training required for other professions involved in patient care	Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; demonstrates intermediate level knowledge of common and distinctive roles of other professionals Examples: • Accurately reports observations of commonality and differences among professional roles, values, and standards • Demonstrates respect for and value of contributions from related professions

b. Functioning in Multidisciplinary and Interdisciplinary Contexts

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Cooperates well with others Examples: • Collaborates with others in task completion when appropriate • Demonstrates willingness to listen to/work with others	Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning Examples: • Compares and contrasts multidisciplinary functioning and interdisciplinary collaboration • Able to describe a hypothetical case involving both interdisciplinary collaboration and multidisciplinary functioning	Demonstrates intermediate knowledge of and ability to display the skills that support effective interdisciplinary team functioning Examples: • Demonstrates skills in interdisciplinary clinical settings while working with other professionals to incorporate psychological information into overall team planning and implementation • Communicates without unnecessary jargon • Effectively resolves disagreements about diagnoses or treatment goals • Maintains own position when appropriate, while acknowledging the value of others' positions • Initiates mutually accepting resolutions • Supports and utilizes the perspectives of other team members

c. Understands How Participation in Interdisciplinary Collaboration / Consultation Enhances Outcomes

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
No expectations at this level	Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals Examples: • Identifies common challenges in delivering collaborative care • Articulates examples from the literature or direct experience on benefits of delivering effective collaborative care	Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals Examples: • Engages in consultation with allied professionals in service of clients • Demonstrates ability to communicate shared goals

d. Respectful and Productive Relationships with Individuals from Other Professions

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Demonstrates awareness of the benefits of forming collaborative relationships with other professionals Examples: • Expresses interest in developing collaborative relationships and demonstrates respect for other professionals • Articulates the advantages in patient care afforded by working collaboratively with other disciplines	Develops and maintains collaborative relationships and respect for other professionals Examples: • Communicates effectively with individuals from other professions • Demonstrates knowledge of mechanisms necessary to maintain collaborative relationships	Develops and maintains collaborative relationships over time, despite interpersonal differences Examples: • Appreciates and integrates perspectives from multiple professions • Effectively relates to other professionals in accordance with their unique patient care roles

Management-Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).

a. Appraisal of Management and Leadership

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
No expectations at this level	Forms autonomous judgment of organization's management and leadership Examples: • Applies theories of effective management and leadership to form accurate evaluations of organization • Identifies specific behaviors by management and leadership that promote or detract from organizational effectiveness	Develops and offers constructive criticism and suggestions regarding management and leadership of organization Examples: • Identifies strengths and weaknesses of management and leadership and/or organization • Provides input appropriately; participates in organizational assessment

b. Management

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
No expectations at this level	Demonstrates awareness of management roles Examples: • Articulates understanding of management role in own organization(s) • Responds appropriately to direction provided by managers	Participates in management of direct delivery of professional services; responds appropriately in management hierarchy Examples: • Responds appropriately to managers and subordinates • Manages delivery of service under supervision (e.g., scheduling, billing, maintenance of records) • Able to identify responsibilities, challenges, and processes of management

c. Administration

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Complies with all necessary regulations Examples: • Completes assignments by due dates • Follows established procedures • Responds appropriately to direction provided by managers • Participates in trainings mandated by organization	Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures Examples: • Articulates approved organizational policies and procedures • Completes reports and other assignments promptly • Complies with record-keeping guidelines	Demonstrates emerging ability to participate in administration of service delivery programs Examples: • Demonstrates emerging leadership in clinical situations and/or teams • Participates in institutional committees or workgroups • Develops new program offerings or clinical services

d. Leadership

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
No expectations at this level	No expectations at this level	Participates in system change and management structure Examples: • Provides others with clear face-to-face and written direction • Communicates appropriately to parties at all levels in the system • Participates in organizational committees • Participates in institutional planning

Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.

a. Empowerment

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Demonstrates awareness of social, political, economic, and cultural factors that impact individuals, institutions, and systems, in addition to other factors that may lead them to seek intervention Examples: • Able to articulate social, political, economic, or cultural factors that may impact human development and functioning • Demonstrates recognition of the importance of considering these factors as part of the therapeutic process	Uses awareness of the social, political, economic, or cultural factors that impact human development in the context of service provision Examples: • Identifies specific barriers to client improvement (e.g., lack of access to resources) • Assists clients in development of self-advocacy plans	Intervenes with clients to promote action on factors impacting development and functioning Examples: • Promotes client self-advocacy • Assesses implementation and outcome of client self-advocacy plans

b. Systems Change

READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
Understands the differences between individual- and institutional-level interventions and system-level changes Examples: • Articulates role of therapist as change agent outside of direct patient contact • Demonstrates awareness of institutional and systems-level barriers to change	Promotes change to enhance the functioning of individuals Examples: • Identifies target issues/agencies most relevant to specific issue • Formulates and engages in plan for action • Demonstrates understanding of appropriate boundaries and times to advocate on behalf of clients	Promotes change at the level of institutions, community, and/or society as appropriate Examples: • Develops alliances with relevant individuals and groups • Engages with groups with differing viewpoints to promote change

Appendix D

MSCP and PsyD Degree Requirements

MSCP Degree Requirements and Eligibility

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

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

Course #	Course Title	Units
PSYD 702	History and Systems of Psychology	2
PSYD 703	Culture and Mental Health	3
PSYD 704	Human Development	3
PSYD 707	Clinical Dissertation Proposal Seminar[3]	4
PSYD 708	Socialization to Clinical Psychology Seminar	2
PSYD 710	Advanced Psychopathology Children & Adolescents[4]	2
PSYD 711	Advanced Psychopathology Adults	3
PSYD 713	Biological Psychology[5]	3
PSYD 714	Community Psychology and Community Mental Health	2
PSYD 716	Intellectual Assessment	3
PSYD 717	Clinical Neuropsychology and Neuropsychological Screening[6]	2
PSYD 718	Clinical Interviewing	3

[3] Students must enroll in as many semesters of PSYD 707 as necessary until they successfully propose and receive approval for their Clinical Dissertation Proposal. Students following the standard program curriculum pattern are expected to complete their Clinical Dissertation Proposal after four terms of PSYD 707 (Spring year 2, Summer year 2, Fall year 3, and Spring year 3).
[4] PSYD 710 was a 3-unit course for students who entered in Fall 2021 and earlier.
[5] PSYD 713 was a 2-unit course for students who entered in Fall 2022 and earlier.
[6] PSYD 717 was a 3-unit course for students who entered in Fall 2022 and earlier.

PSYD 719	Clinical Dissertation Prep[7]	3
PSYD 720	Practicum 2A	2
PSYD 721	Statistics for Social Sciences	3
PSYD 722	Professional Ethics, Laws, & Standards	2
PSYD 723	Quantitative Methods in Research Design	3
PSYD 724	Qualitative Research Design, Measurement, and Analysis	3
PSYD 725	Evidence Based Practice I: Humanistic, Psychodynamic, Interpersonal Psychotherapy	3
PSYD 726	Cognitive & Affective Bases of Behavior	3
PSYD 728	Integrated Behavioral Health Practice in Primary Care	3
PSYD 730	Evidence Based Practice II: Cognitive Behavioral Therapy	3
PSYD 732	Personality Assessment	3
PSYD 733	Sociocultural Bases of Behavior	3
PSYD 735	Evidence-Based Practice III: Relationships and Families	3
PSYD 740	Practicum 2B	2
PSYD 745	Evidence Based Practice IV: Groups[8]	3
PSYD 750	Practicum 3A	2
PSYD 753	Team Leadership, Consultation, & Interprofessional Collaboration	2
PSYD 760	Practicum 3B	2
NURS 760	Psychopharmacology	3
ELECTIVE	Complete a 2-Unit Elective	2
	Minimum Number of Required Units for MSCP Degree	**85**

[7] PSYD 719 was a 1-unit course for students who entered the Program between 2018 and 2020, and a 3-unit course for students who entered the Program in 2021 and later. Students who entered the Program between 2013 and 2017 are not required to take PSYD 719 for the MSCP or PSYD degree.
[8] Students who entered the Program in 2019 or earlier need to have taken PSYD 745 for 2 units, ***plus*** PSYD 746 for 1 unit.

PsyD Degree Requirements and Eligibility

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

- Completion of all required coursework with a grade of B- or better (or "S" for S/U graded courses) – see below for courses that must be completed *in addition* to the coursework required for the MSCP degree listed above
- Passing all domains of the DCQE and SPEE
- Successful defense of their Clinical Dissertation and submission of final Clinical Dissertation manuscript to the USF Library Repository
- Successful completion of Clinical Internship

Additional Coursework Required for Fulfillment of PSYD Degree

Course #	Course Title	Units
PSYD 739	Assessment and Treatment of Substance Use Disorders	2
PSYD 756	Theory and Practice of Clinical Supervision	2
PSYD 770	Practicum 4A	2
PSYD 780	Practicum 4B	2
PSYD 788	Clinical Dissertation Seminar[9]	4
PSYD 789	Full-Time Clinical Internship	4
ELECTIVE	Complete 4 Additional Elective Units	4
Minimum Number of Required Units After MSCP Degree Completion		**20**
Minimum Number of Required Units for PSYD Degree (including MSCP units)		**105**

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

Appendix E

Standardized Patient Evaluation Exam (SPEE) Components

The following is a summary of the steps students progress through when they take the SPEE:

Clinical Vignette Review (10 minutes)

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

Intake Interview (35 minutes)

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

Independent Planning Time (10 minutes)

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

Feedback Session: Student to Patient (5 minutes)

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

Written Debrief (15 minutes)

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

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

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

Appendix F

Integrity Commitment Statement

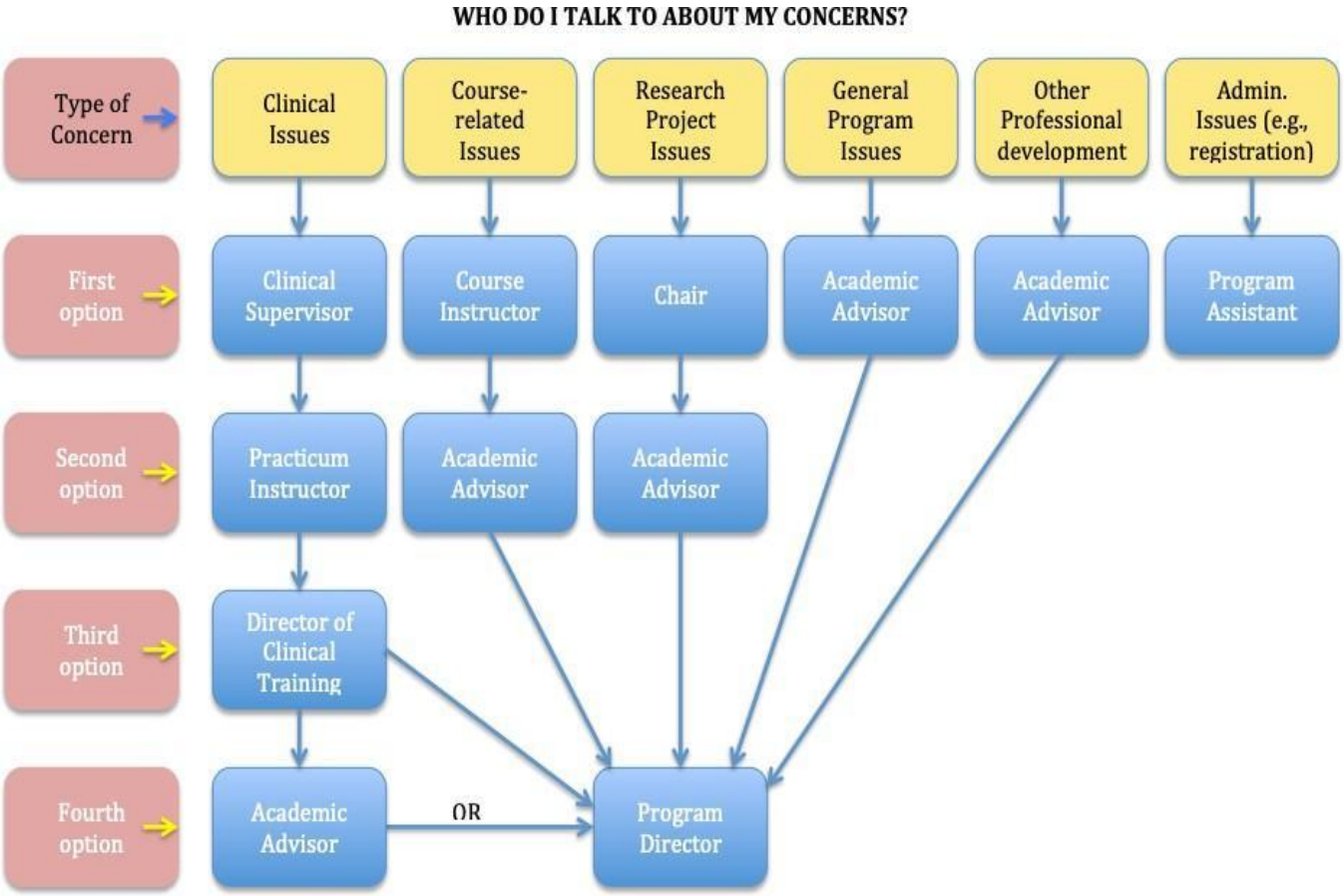
I, the undersigned, acknowledge the importance of integrity in the process of my own learning. As a student in the USF School of Nursing and Health Professions, I therefore commit to uphold the University's academic standards of honesty and policies as stated in the University Catalog and the School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

Students will sign this statement on the **Acknowledgment of Receipt Qualtrics form** (see Appendix N for further information about this form).

Appendix G
PsyD Student Concern Decision Tree



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

Appendix H

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 USF.

Professional Ethics

USF PsyD students shall conduct themselves and practice based on the latest version of the APA Ethical Principles of Psychologists and Code of Conduct. USF PsyD students shall show respect for a diversity of opinions, perspectives and cultures; accurately represent their work and acknowledge the contributions of others; participate in and commit to extracurricular opportunities; aim to gain knowledge and contribute to the knowledge base of others; understand the USF Student Code of Conduct https://myusf.usfca.edu/fogcutter/student-conduct; represent their profession and the PsyD Program; and strive to incorporate and practice public health ideals in their daily lives.

Honesty and Integrity

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

Interpersonal Relationships

USF PsyD students shall interact with peers, faculty, staff and those they encounter in their professional capacity in a manner that is respectful, considerate, and professional. Program students are required to exhibit professional etiquette during all classes, practicum placements, and Program- related events and activities. To facilitate the free and open exchange of ideas, any criticism shall be offered in a constructive manner, and the right of others to hold different opinions shall be respected.

Commitment to Learning

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

Professional Appearance

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

Appendix I

Unprofessional Conduct Advisory (UCA)

Directions for Instructor / Supervisor:

- Make 4 confidential copies.
- Forward *original* to advisor for student file.
- Forward *copies* to student, Instructor/Supervisor, and Program Director.
- Once form is complete and signatures have been obtained by all necessary parties, email final, signed copy to student, other involved faculty/supervisors (where applicable), the Program Director, and the Graduate Program Administrator.

Instructor / Supervisor must identify the 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 where appropriate.

UCA Timeline:

- Instructor/Supervisor presents the notice of UCA with stated concerns, a summary of expected improvement, general plan for how this will be facilitated, and consequences for failure to address problematic areas.
- Student reviews, agrees, and signs ***OR*** appeals within one (1) week of receiving the UCA
- If/when student agrees and signs UCA, a PDSP is co-constructed within 30 days of the UCA first being issued

Appendix J

USF PsyD Program Support Plans

Support Plan: Expectations for immediate and sustained improvement, plus any additional training/supervision needed to bring the student to the appropriate level of functioning. Support Plans include consequences for failure to address problematic behaviors or comply with the support process.

Assigned PsyD faculty will work with the student and appropriate stakeholders (e.g., faculty advisor, course instructor, or clinical supervisor) to develop and complete a Support Plan.

Timeline and Guidelines for the Implementation of a Support Plan:

1) A formal Support Plan will be completed within 30 days of the notice of UCA or probation. During that 30-day period, the Program Director and/or core faculty member will meet with the student to discuss and review the plan, after which the plan will be documented, signed, and shared with the student, their faculty advisor, other faculty/supervisors (if relevant), the Program Director, and Graduate Program Administrator.

2) When possible, the Support Plan should be completed within one semester/term following the issuance of the UCA or probation.

3) At the conclusion of the designated Support Plan period, evaluating faculty will complete the Support Plan Status Form within one (1) week and give a copy of the form to the student to sign. The student will have one (1) week to review and return the signed form. A copy of the final signed copy will be placed in the student's training file and emailed to the student, their faculty advisor, the Program Director, and Graduate Program Administrator.

If an extension to the Support Plan period is deemed necessary, an Addendum Plan will be created in collaboration with the student. The instructor/supervisor should also complete a Support Plan Status Form to indicate that the plan will be extended and document any additional goals necessary for the student to accomplish in order to meet the expectations of the plan. Please see below for the information included in a Support Plan, as well as the Program Support Plan Status Form.

PsyD Program Support Plan

Date:

Student Name / ID Number:

Faculty / Supervisor Name:

Level of Probationary Status (if applicable):

Description of Concern / Identified Areas of Growth:

_____

_____

_____

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

_____

_____

_____

Date: _____

Resources for student during Support Plan period:

_____

_____

_____

Consequences of failing to complete any portion of the Support Plan by the specified deadline:

_____

_____

_____

_____ _____

Faculty Signature Date

_____ _____

Student Signature Date

PsyD Program Support Plan Status Form

Student Name / CWID:

Plan Issued Date:

Advisor Name:

☐ Student has failed to successfully fulfill all requirements of this Support Plan. The following steps will be taken:

☐ Student has successfully completed this Support Plan. Provide a detailed description of the student's progress regarding each aspect of the plan:

_____ _____

Faculty Name and Signature Date

_____ _____

Student Signature Date

Reviewed and Approved by PsyD Program Director:

_____

Name

_____ _____

Signature Date

Revised: 6/23/2023

Appendix K

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

- The Program Director, Director of Clinical Training, and Admissions and Recruitment Committee Chair promptly and thoroughly answer all questions received by phone or email. (Began in 2013)

- 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)

- Email blasts to prospective students: Invitation to Annual Distinguished Lecture in Clinical Psychology, and an invitation to attend program classes. (Began in 2014)

- 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)

- Live, on-site information sessions designed to provide all potential applicants with information. These sessions target diversity. (Began in 2013)

Recruitment Funding

- The program launched the Judy F. Karshmer Scholarship Fund admissions scholarships for incoming students, with a preference given to students who demonstrate financial need, are first generation collegians, and/or come from traditionally underrepresented groups in psychology. (Began in 2014)

- 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

- Brochure and Website: showcase diversity of faculty and students, clinical placements, coursework, and research opportunities. (Began in 2014)

- 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

- 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)

- Recruiting visits to Minority Serving Institutions (MSI)/ Historically Black Colleges and Universities (HBCUs). (Began in 2016)

- 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

- 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 USF. 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, please see the **University Council on Antiracism, Diversity, Equity and Inclusion (UCADEI)**[10] webpage. (Began in 2012)

- 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. More information can be found under USF's **Diversity Action Updates**. (Began in 2016)

[10] Formerly UCDI

Appendix L

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 SONHP 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:

- Completion of online application and fee
- Completion of bachelor's or master's degree in psychology from an accredited institution within the last seven years

OR

- Completion of bachelor's degree in any field from an accredited institution within the last seven years, **plus** completion of at least three (3) of the following undergraduate or graduate courses[11] with a grade of B or better:
    - Research Methods (required)
- At least two (2) of the following courses:

[11] Prerequisite courses may be taken at a variety of institutions. We strongly recommend 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.

- Abnormal Psychology / Psychopathology
- Lifespan Development (this course must cover the entire lifespan, or multiple courses may be considered to satisfy this requirement)
- Theories of Personality / Theories of Psychotherapy

In addition to:

- Recommended grade point average (GPA) of 3.0 or higher (undergraduate and overall)
- Unofficial transcripts from all colleges/universities attended; official transcripts will be required of applicants who are admitted to the program
  - Electronic copies of unofficial transcripts should be submitted through the online application
  - All transcripts should include your name, the name of the institution, degree earned, grades earned, and GPA
  - ***Please Note:*** Missing transcripts will delay review of your application, even if other application materials have been submitted. Additionally, transcripts that are illegible and/or copied and pasted into Word documents will not be accepted. Transcripts from non-English speaking institutions should be translated into English.
- Three 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
  - Enter the names and email addresses of your recommenders on the online application form; they will receive an email from USF with instructions for uploading their letter. Letters sent through email or by the applicant will not be accepted.
  - Strong letters will address the applicant's academic strengths, personal character, and potential for professional growth in the field of clinical psychology
  - Please provide ample notice to your letter writers to ensure they submit their letters prior to the application deadline. Applications will be considered incomplete until all letters of recommendation are received.
- A curriculum vitae (CV)
  - A professional resume may be submitted instead, if relevant experiences supporting your application are highlighted
- 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 USF's PsyD program and its overall mission.

- ***Please 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.

For International Students Only: A Certificate of Finance, a passport copy, and TOEFL, IELTS or PTE Academic test scores. Refer to the **SONHP International Students page** for test score requirements and additional information.

Interview Day

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

Appendix M

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

- 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)
- 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

- 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)
- 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)
- 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

- 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)
- 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)
- 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:

- 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)
- Funding for students to attend special workshops, trainings, conferences and leadership institutes (Began in 2014)
- 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)
- 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

- 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)
- 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)

- 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

- 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)
- 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.
- Program faculty also advocate for students and thereby enhance their retention by staying abreast of emerging trends and specific opportunities in 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

- 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)
- Program faculty models 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)
- 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

- **University Council on Antiracism, Diversity, Equity and Inclusion (UCADEI)**
- **USF President's Diversity Goals**

- The University has developed and encourages students to utilize its **Bias Education Resource Team (BERT)**. 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 N

Acknowledgment of Receipt of Handbook

I acknowledge that I have received and read the *PsyD Student Handbook* for Academic Year 2023-2024. I am aware that information related herein is subject to change based on updated Clinical Psychology PsyD Program, SONHP, USF, and/or APA requirements, and that those updates will supersede the information presented in this *Handbook*. I will be informed of changes through Canvas announcements and at Program Update Meetings. It is my responsibility to regularly check Canvas announcements, my USF email, and to attend required Program events and meetings.

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

_____

Student Signature & Date

_____

Printed Name

Students must complete the **Acknowledgment of Receipt Qualtrics form** by the first day of classes of the 2023-2024 Academic Year.