



PGSP - STANFORD Psy.D. CONSORTIUM



STUDENT HANDBOOK

2017-18

Revised August 2017

PGSP-Stanford Psy.D. Consortium

Clinical Training Program

Palo Alto University (PAU) is a private, free-standing professional school of psychology.
PAU is accredited by the following institutions:

Western Association of Schools and Colleges (WASC)
Ralph Wolff, Ph.D., Executive Director
985 Atlantic Avenue, Suite 100
Alameda, California 94501
(510) 748-9001

The PGSP-Stanford Psy.D. Consortium is accredited by:

American Psychological Association (APA)
Jacqueline Remondet Wall, Ph.D., Director
Office of Program Consultation and Accreditation
750 First Street, N.E.
Washington, DC 20002
(202) 336-5579/E-mail: apaaccred@apa.org
Web: www.apa.org/accreditation

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This Student Handbook and its contents are subject to change without notice as the School deems necessary and appropriate. All disputes regarding School compliance with the contents are subject to exclusive resolution under the Institutional Grievance Procedure. Students are provided a copy of this document at time of enrollment and this document is maintained on the PAU website at <http://www.paloalto.edu>. Students are expected to keep themselves apprised of any changes, and are held responsible for knowledge of them.

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1. PALO ALTO UNIVERSITY PROFILE

1.1 Overview

Palo Alto University (PAU) is a private, independent professional university in the San Francisco Bay Area educating doctoral students since 1975, master’s students since 2000, and undergraduate students since 2006. Established to serve society, Palo Alto University is a diverse and dynamic community dedicated to education with an emphasis in the behavioral and social sciences, to promoting future innovators and leaders for the benefit of society; to generating knowledge through research and scholarship of the highest level; and to providing services to the community informed by science and scholarship.

The PAU community supports varying worldviews, broad cultural and professional backgrounds, and a wide range of alternative perspectives. PAU trains students to work in a range of settings with a broad spectrum of clients. With a focus on high-quality advisory and support services, the program nurtures students to develop as individuals within the larger professional community.

PAU is deeply committed to the integration of professional ethics with professional practice. The excellent faculty, low student/faculty ratio and rigorous academic program ensure the quality teaching and mentoring necessary to produce outstanding graduates.

1.2 Core Purpose

Expanding the frontiers of psychological science and practice.

Faculty, students, administrators, trustees, alumni, and staff are committed to fulfilling the core purpose by assuming responsibility for their vital and varied roles at PAU. Trustees establish policy and steward the quality and integrity of the institution; faculty create and maintain academic programs which define the quality and character of the institution; faculty and students actively engage in research, scholarship and instruction; administration and staff oversee facilities and learning resources. All nurture an environment conducive to teaching, learning, and working. The entire community is dedicated to the intellectual, personal, and professional development of its members and the pursuit of academic integrity.

1.3 Core Values and Guiding Principles

All programs, both extant and envisioned, should embody the following core values:

We value:

- Excellence and distinction in all aspects of our programs and operations
- Imagination and experimentation in current and future efforts in pursuit of science and

pedagogy

- Accountability to our profession, community and students to provide outstanding programs, operational transparency and fiscal responsibility
- A strong, committed relationship to internal, local, national, and international partners
- Creative collaborations with other institutions

Vision

Using psychological insights, scientific rigor, and our own humanity to improve lives around the globe to become the benchmark institution against which others will gauge their degree of excellence.

2. PROGRAM ACCREDITATION

PAU has been accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges since 1987.

The National Register of Health Service Providers in Psychology has approved listing Pacific Graduate School of Psychology at Palo Alto University as a Designated Doctoral Program in Clinical Psychology and PGSP graduates are eligible for application to the National Register's directory.

The PGSP-Stanford Psy.D. Consortium training program has been accredited by the American Psychological Association (APA) since 2006. In 2013, the Psy.D. Consortium was granted seven years of accreditation by APA.

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: (202) 336-5979 / E-mail: apaaccred@apa.org / Web: www.apa.org/ed/accreditation

Documents describing the licensing, approvals to operate, accreditation of PAU by WASC, and accreditation by APA are available in the Omar Seddiqui Research Library. Additional general information concerning all academic programs offered by Palo Alto University (PAU) is contained in the school catalog or view book. Copies of these publications may be obtained from the Admissions Office. Information regarding Stanford University programs is available at www.stanford.edu.

3. PSY.D. DEGREE – PROGRAM REQUIREMENTS

3.1 General Program Description

The PGSP-Stanford Psy.D. Consortium training program is a full-time, five-year training program: three years of academic course work, one year for the clinical dissertation project, and one year for a full-time pre-doctoral internship. The nine-month academic year runs on a quarter system. Prior to their external fifth-year internship, students gain clinical experience through a three-year practicum program coordinated by the Consortium. Upon completion of all Consortium program requirements, students will be awarded their degree through the Pacific Graduate School of Psychology at Palo Alto University, and the degree will clearly indicate that the student has completed all requirements of the PGSP-Stanford Psy.D. Consortium.

The PGSP-Stanford Psy.D. Consortium program requires a minimum of four full years in residence plus a program-approved external, pre-doctoral internship in clinical psychology. The program integrates academic course work, supervised clinical training, and research experience at every stage of the student's progress toward the ultimate goal of a doctorate degree. All students develop a thorough understanding of the broad body of knowledge that comprises scientific psychology. They also acquire and must demonstrate skills that can be applied to a variety of clinical problems through a graded curriculum, clinical practica and other clinical, research and professional experiences in each year of study. Students must complete 2,000 hours of pre-doctoral clinical training and a dissertation project prior to graduating.

Each cohort of Consortium students enroll together in the same prescribed program of didactic coursework over most of the first three years of the program. In the third and fourth year, a limited number of elective seminar options are available. The fourth year is comprised of advanced elective coursework, clinical practicum training, the internship application process, and the undertaking and completion of a Psy.D. dissertation project. Upon advancement to candidacy, students are required to enroll in a total of thirty units of dissertation credit in the fourth year, and continue to register for three units of dissertation credit hours every quarter until the dissertation is completed. (Additional fees required, reference dissertation fee policy in section 4.11) During the fifth year of the Consortium program students participate in an external, program-approved pre-doctoral clinical internship.

Psy.D. Program Training Model

The PGSP-Stanford Psy.D. Consortium is a *practitioner-scholar* program intended for individuals seeking careers devoted primarily to the direct delivery of clinical psychological services. The program provides a generalist education in clinical psychology, relegating the pursuit of more specialized training to students' later post-doctoral education. The Consortium training model emphasizes evidenced-based practice. Additionally, the priority we assign to evidence-based practice is matched by our commitment to promote students' broad and general understanding of science and to foster students' ability to critically evaluate scientific theories, methods, and conclusions. As might be expected of an interdisciplinary faculty drawn from a medical school and an academic psychology department, the program takes a bio-psycho-social approach to psychology, striving for a balanced, integrated, contemporary understanding of the biological, social and psychological factors affecting human behavior. Thus, students'

competent understanding of science and scientific methods represents a critical priority of the Consortium educational program.

We do *not* believe, however, that students must become *scientists* in order to become informed, responsible and self-reflective practitioners. Rather, we seek to graduate *competent consumers of science* who will remain alert to scientific progress, will continue to refine their understanding of science, and will effectively and critically evaluate the implications, merits, and limitations of scientific developments. In contrast to clinical scientist, scientist-practitioner or practitioner-scientist doctoral programs, we do *not* seek to train students who can independently design or conduct scientific research.

The Consortium model integrates didactic clinical and basic science coursework with supervised clinical training, supported with faculty guidance and mentoring. In addition to training with clinicians in formal practica, students also benefit significantly from exposure to, and mentorship from, faculty who are actively engaged in patient care as well as academic and scholarly work. Indeed, faculty members who are both practicing clinicians and clinical scientists provide most of the Consortium clinical coursework and training. Our Stanford-affiliated faculty, for example, teach and conduct research, but also assume significant patient care responsibilities in Stanford clinics for patients with a broad array of mental health disorders, including schizophrenia, bipolar and unipolar mood disorders, borderline personality disorder and eating disorders.

PGSP-Stanford Psy.D. Consortium Goals, Objectives, and Competencies

GOAL 1 Behavioral Science Competency: *To produce students and graduates who are critically reflective, informed consumers of psychology and associated clinical sciences*

Objective 1a Broad and General Knowledge. *To produce students and graduates who have acquired a broad, general grasp of scientific psychology*

Competencies. Students and graduates will demonstrate a proficient understanding of:
biological aspects of behavior;
cognitive and affective aspects of behavior;
social aspects of behavior;
lifespan human development; and
history and systems of psychology.

Objective 1b Statistics, Research Methods and Measurement Competency. *To produce students and graduates whose understanding of psychological measurement, research methodology and techniques of data analysis enables independent, critical evaluation of scientific literature, including completion of an acceptable clinical dissertation project*

Competencies. Students and graduates will demonstrate:
knowledge of basic psychological measurement principles and theories of psychological test construction;

knowledge of different psychological research methods, including strengths and limitations of each;
skills in use of statistical analysis, interpretation, and presentation of psychological data;
knowledge of assumptions and meaning of basic statistics and data analytic procedures;
critical thinking skills and skeptical inquiry by evaluating the strengths and weaknesses of current research literature and/or their own research using psychological research methodology; and
ability to complete an acceptable dissertation project.

GOAL 2 Clinical Competency: *To produce highly skilled students and graduates whose clinical practice is grounded on an informed appreciation of the scientific literature.*

Objective 2a Assessment and Diagnosis. *To produce students and graduates knowledgeable about individual differences and proficient in applying evidenced-based methods that contribute to psychological diagnosis and assessment*

Competencies. Students and graduates will demonstrate:
knowledge about individual differences, psychological disorders and psychopathology across the lifespan;
knowledge of the scientific evidence underlying psychological tests and diagnostic procedures;
knowledge of and skill in applying multi-axial diagnostic systems;
skill in effective use of historical, interview and psychometric data to inform psychological diagnosis;
knowledge of and skill in selecting, administering and interpreting intellectual, cognitive, and personality tools appropriately;
skill in summarizing psychological assessment issues effectively in well-written, organized reports; and
skill in planning and providing feedback effectively to patients and caregivers.

Objective 2b Core Clinical Skills. *To produce students and graduates who are proficient in core clinical skills necessary for effective practice*

Competencies. Students and graduates' clinical practice is characterized by:
effective therapeutic alliances;
effective integration of the patient presentations with theoretical and research knowledge in case conceptualizations; and
productive capacity to identify and utilize own emotional reactions.

Objective 2c Evidence Based Practice. *To produce students and graduates proficient in evidenced-based treatments of psychological disorders*

Competencies. Students and graduates will demonstrate:
knowledge of and skill in applying empirically supported and evidenced-based treatments;
knowledge of critical issues in professional clinical psychology; and
knowledge of the strengths and limitations of evidenced-based practices.

Objective 2d Ethics. To produce ethical students and graduates

Competencies. Students and graduates:

demonstrate substantial understanding of ethical/professional codes, standards, regulations, applicable laws and guidelines for psychologists;
demonstrate ethical integrity in academic coursework and related activities; and recognize, raise, and resolve appropriately ethical conflicts and legal dilemmas that arise in the course of professional activities.

GOAL 3 Cultural Competency: *To produce students and graduates who are culturally competent clinical psychologists*

Objective 3 Cultural Awareness. *To produce students and graduates who are knowledgeable about, aware of, and competent in responding to the psychosocial implications of differing cultural experiences and divergent identities*

Competencies. Students and graduates demonstrate :

effective understanding of, and response to, culturally related patient strengths and supports, as well as potentially negative impacts of the dominant culture; and
an effective understanding of cultural factors that influence psychological assessment tools.

GOAL 4 Collaborative Competency: *To produce students and graduates who are proficient in psychological consultation, supervision, and multidisciplinary collaboration*

Objective 4a Supervision and Consultation. *To produce students and graduates who have acquired a substantial understanding of theories and methods of supervision and consultation and who utilize supervision and consultation productively.*

Competencies. Students and graduates demonstrate:

knowledge of theories and methods of supervision and consultation;
knowledge and awareness of indications for seeking supervision and consultation;
willingness to seek feedback without prompting and to respond to feedback non-defensively;
and
foundation skills for providing effective supervision and consultation.

Objective 4b Multidisciplinary Collaboration. *To produce students and graduates who have acquired a substantial understanding of theories and methods of multi-disciplinary collaboration and foundational skills for functioning effectively in such contexts*

Competencies. Students and graduates demonstrate:

knowledge of relationships between medical problems and psychiatric illness common to clinical practice; and
ability to function effectively and collegially in multidisciplinary professional contexts.

GOAL 5 Professional Competency. *To produce students and graduates whose conduct exemplifies high levels of professionalism and who eventually obtain and maintain employment as psychologists*

Objective 5a Professional Roles and Behaviors. *To produce students who demonstrate knowledge of, and display behavior indicative of, the identity and roles of a professional psychologist*

Competencies. Students:

attend consistently and respond thoroughly to key patient care tasks and documentation requirements;
manage professional activity efficiently and effectively; and
respond promptly and effectively to matters of patient safety and confidentiality.

Objective 5b Scholarly Inquiry. To produce students and graduates who obtain entry-level psychology positions, obtain psychology licensure, and participate in and contribute to the profession in a manner that is consistent with values of life-long learning and scholarly inquiry

Competencies.

Students demonstrate:

a dedication to expanding knowledge and skills; and
an active engagement in professional issues and affairs.

Graduates:

obtain entry level psychology positions;
obtain psychology licensure; and
participate in and contribute to the profession.

3.2 Academic Advisors

Each student is assigned to a faculty academic advisor upon entering the Consortium. When possible, students and advisors are matched based on shared clinical and/or research interests. The primary role of an advisor is to discuss professional development issues (e.g., practicum decisions, internship preparation, etc.) as well as personal and interpersonal issues. Ideally, advisors hold quarterly meetings with their advisees including a year-end meeting to review their annual progress evaluation report. It is the student's responsibility to contact their advisor to arrange each quarterly meeting. Students are also strongly encouraged to be proactive and contact their advisor earlier rather than later should any difficulties arise. Students are always welcome to contact the Director or Associate Directors of Clinical Training for advice or assistance.

Changing Academic Advisors

A student may wish to change their academic advisor. In this case, the student can meet with a prospective advisor to determine whether he/she is able to include the student in their advisee group. If the switch is agreed upon, the student is responsible for submitting a Change of Advisor form, available from the Consortium Google Site.

Dissertation Chair

Academic advisors may serve as Dissertation Chairs, but it is more likely that a student will select an additional advisor, typically during the fall of their third year in the program, to

serve as their Chair for the dissertation. Students will work closely with their Chair to complete their dissertation. Students may choose Dissertation Chairs from Consortium faculty at either member entity, i.e., PAU or Stanford (see Appendix A), however, each student's dissertation committee must include at least one Consortium faculty (core, adjunct, or associated) member from each member entity. The final composition of dissertation committees must be approved by the Director of Clinical Training and the PAU Provost through submission of the PsyD-1 form before a student begins work on the dissertation. In the fall of their third year, students enroll in the Dissertation Preparation Seminar series, which assists students in selecting their Dissertation Chair and Reader(s).

3.3 Psychotherapy Suggestion

In a clinical psychology training program, evaluations of competence must be based not only on academic achievement but on personal and professional qualities as well. These include a commitment to self-understanding and self-awareness and a capacity for good relationships. The two are obviously related; understanding and acceptance of others depend in part on understanding and self-acceptance. Students are expected to demonstrate maturity, good judgment, discretion, and respect. If their effectiveness is compromised by personal problems or illness, they are expected to seek competent professional help to determine whether to suspend, terminate, or limit their scope of professional studies within the Consortium.

Whenever possible, the Consortium will seek to identify available high-quality, low-cost options for students' personal psychotherapy experience. Further, the Consortium Leadership is committed to increasing opportunities for personal exploration and growth in a safe, confidential, professional environment.

3.4 Commitment to Diversity

The PGSP-Stanford Psy.D. Consortium is committed to providing an educational environment that respects cultural and individual differences. It seeks both to foster a diverse student body and to support the aspirations of all of its students. It supports the kind of critical debate over important ideas that are central to the academic enterprise. At the same time, it encourages the respect and cooperation that are also central to an academic community. PAU's commitment to diversity requires a commitment on the part of all members of this academic community to acknowledge the range of human variability and to respect difference.

As psychologists, an understanding and appreciation for human diversity is especially critical. PAU sponsors several student organizations that are committed to cultural awareness and diversity including the Students for Ethnic and Cultural Awareness (SECA) and Student Association for Sexual Orientation (SASO). These organizations are designed to build community, and to provide education and outreach with the goal of furthering awareness and appreciation of diversity. Representatives from both the PAU Ph.D. program and the PGSP-Stanford Psy.D. Consortium serve as agents for each of these organizations.

Whenever relevant, courses are designed to address explicitly the implications of ethnic and cultural diversity factor on the assessment and treatment of patients. During the first year, the course Culturally Competent Counseling is devoted solely to such issues. Students are encouraged to appreciate and experience the diversity of the San Francisco Bay Area, as well as the diversity within their own cohort.

3.5 Academic Requirements

Each entering class moves through the three-year experience of didactic coursework as a cohesive cohort, attending most classes together and in the same sequence. Third year students have limited elective options in the fall, winter and spring quarters. Though scheduling may make it possible to sign up for multiple elective courses, students are encouraged to choose only one. Students are otherwise encouraged to explore personal areas of interest by tailoring their clinical and research experiences. All pre-internship years must be spent in residence in the Consortium.

Students are expected to achieve a grade of B- (B-minus) or higher in didactic course work. Any student who receives two or more grades of B- in a given quarter is expected to meet with his or her advisor to discuss and attempt to resolve any academic difficulties. Additionally, a compulsory review by the Consortium Student Evaluation Committee is required in this situation. Students must resolve all incomplete grades and pass all required comprehensive examinations prior to advancing to candidacy.

The Consortium training program provides students with increasing amounts of time spent in clinical work experiences during each year of graduate training, with a minimum of 1,500 to 2,000 clinical hours obtained prior to internship. Students are evaluated on a quarterly basis by their practicum supervisors, and must maintain satisfactory practicum ratings to maintain good academic standing. Requirements for receiving a Pass grade in Clinical Practicum are detailed in the Practicum Handbook.

All students must pass a series of comprehensive exams held in the first, second, and third years.

Dissertation progress

All students enroll in a two-quarter dissertation preparation seminar during the fall and winter quarters of year three. The focus of this seminar is for the students to develop a dissertation topic, clear hypotheses, committee membership and timeline. Subsequent progress will be monitored by the student's dissertation committee.

It is Psy.D. Consortium policy that, in order to be eligible to apply for internship, a student must have successfully defended his or her dissertation proposal (as evidenced through submission of the signed PsyD-5 form) by September 15 of the year he or she intends to apply to internship. Extensions of this deadline will be considered on a case-by-case basis for circumstances out of the student's control. The request must be initiated by the student's dissertation chair to the Director of Clinical Training prior to the September 15 deadline.

The request for an extension must include the following components:

- 1) a statement from the chair attesting to the student's readiness to defend the proposal;
- 2) the circumstances or reason that prevented the student from meeting the September 15 deadline (e.g., committee unavailability); and
- 3) the proposed date of the defense, including a statement that the entire committee has committed to this date.

3.6 Complete Academic Curriculum

The Psy.D. Program is a full-time program. The program is five years in length: three years for academic course work, one year for the dissertation and advanced elective coursework, and one year for internship. Students may transfer a maximum of 24 quarter units of graduate level courses to PAU. Details regarding transfer units may be found in section 3.7.

PGSP-Stanford Psy.D. Consortium Course Schedule

The complete academic curriculum for the first three years of the Consortium training program, effective Fall 2016, is provided below. Courses are required unless specifically identified as an "Elective". Students who entered the program prior to Fall 2016 should consult with the Program Manager or Director(s) of Clinical Training for requirements specific to their year of entry.

YEAR 1

CLIN 700	3	<i>Learning Psychotherapy: An Integrated Approach I</i>
CLIN 702	3	<i>Learning Psychotherapy: An Integrated Approach III</i>
CLIN 707	3	<i>Cognitive Behavioral Therapy for Mood Disorders</i>
ETHC 700	3	<i>Foundations of Ethics & Professional Psychological Practice</i>
ETHC 702	3	<i>Critical Issues in Clinical Psychology</i>
PATH 700	3	<i>Psychopathology Across the Life Span: Child & Adolescent</i>
PATH 701	3	<i>Psychopathology Across the Life Span: Middle Years & Older Adults</i>
PSYS 706	3	<i>Lifespan Development</i>
PSYS 710	3	<i>Biological Bases of Behavior</i>
PSYS 720	2.5	<i>Foundations of Psychological Science II: Cognitive Bases of Behavior</i>
PSYS 722	2.5	<i>Foundations of Psychological Science II: Affective Bases of Behavior</i>
PSYS 700	3	<i>Foundations of Psychological Science I: Social Aspects of Behavior</i>
STAT 700	3	<i>Psychometrics</i>
STAT 704	4.5	<i>Statistics & Research Methods I</i>
STAT 706	4.5	<i>Statistics & Research Methods II</i>

YEAR 2

ASMT 700	5	<i>Psychological Assessment I: Intellectual Assessment</i>
ASMT 701	4	<i>Psychological Assessment II: Personality & Psychopathology</i>
CLDV 700	3	<i>Culturally Competent Counseling</i>
CLIN 710	3	<i>Nature & Treatment of Anxiety Disorders</i>
CLIN 711	3	<i>Psychological Treatment for Substance Use Disorders</i>
CLIN 713	3	<i>Child/Adolescent I: Developmental Psychopathology</i>
CLIN 715	3	<i>Brief Psychodynamic Psychotherapy</i>
CLIN 735	3	<i>Group Psychotherapy</i>
ETHC 703	3	<i>Advanced Professional Issues: Clinical Emergencies & Crises</i>
PSYS 707	3	<i>History & Systems</i>

Assessment Elective Options (must choose one)

ASMT 702	4	Psychological Assessment III: Integrated Test Batteries Adult
CLIN 723	4	Psychological Assessment III: Integrated Test Batteries Child and Adolescent

YEAR 3

CLIN 727	3	Medical Illness & Psychological Symptoms
CLIN 736	3	Supervision & Consultation
DISS 701	1	Dissertation Preparation I
DISS 702	1	Dissertation Preparation II
INTR 700	1	Introduction to Internship Preparation (encouraged, but not required)
PSYS 719	3	Psychopharmacology for the Psychologist

Elective Options (minimum of three courses, maximum of 4)

ASMT 717	3	Introduction to Rorschach: R-PAS
CLIN 718	3	Clinical Perspectives on Trauma Psychology
CLIN 722	3	DBT for the Borderline Patient: A Clinical Overview
CLIN 728	3	Child/Adolescent III: Child Psychotherapy
CLIN 726	3	Couples & Family Therapy
CLIN 745	3	Clinical Perspectives on Trauma Psychology
CLIN 750	3	Acceptance and Commitment Therapy

Beginning in the fourth year of the program, students' schedules may vary based on dissertation status, preparedness for internship application, etc. The courses listed below are those anticipated for a student in good standing and on track to complete all program requirements within the five-year timeline.

YEAR 4

Fall

INTR 701 2 Internship Prep I (highly encouraged, but not required; taken during the year student applies to internship)

DISS 710 10 Dissertation Units

Winter

INTR 702 1 Internship Prep II (highly encouraged, but not required; taken during the year student applies to internship)

DISS 710 10 Dissertation Units

Spring

DISS 710 10 Dissertation Units

YEAR 5

*** Fall**

INTR 703 3 Internship Units

Winter

INTR 703 3 Internship Units

Spring

INTR 703 3 Internship Units

Summer

INTR 703 3 Internship Units

** Note: Internship enrollment may start in the summer quarter prior to the fifth year, depending on the internship start date. All students must complete a total of 12 Internship Units.*

3.7 Transfer Credit Policy

Graduate Level: Only graduate level courses are acceptable for transfer credit. A graduate level course is any course for which a student received graduate credit at their previous institution(s). This may include graduate level courses the student took as an undergraduate.

Acceptable Grades: A grade of “B” or better is required in the graduate level course to be eligible for transfer credit.

Accreditation: Previous graduate work must have been completed at a regionally accredited institution.

Deadline for Requesting Transfer Credit: Requests for review of transfer credit must be submitted by July 10 of the year the student plans to enroll in the Consortium

Maximum Credit Awarded: Transfer credit will be awarded only for courses offered as part of the foundational Psy.D. curriculum. A maximum of eight (8) units per quarter may be transferred, for a maximum of 24 units transferred into the Psy.D. program.

Transfer Unit Equivalencies: A student will be awarded the number of units the transferred course is equal to at Palo Alto University, which uses a quarter system. A transferred course must be equal to or greater than the number of units of the corresponding Psy.D. course. Multiple courses and their syllabi may be combined to meet eligibility for a Consortium course, if the total units earned and content covered are determined equivalent.

Time Limit for Transfer Credit: In order to be eligible for transfer credit, the course must have been completed within five years of the student’s matriculation at Palo Alto University.

Transferrable Courses: The foundational courses listed below are eligible to be met by approved transfer credit. Students applying for review of transfer coursework should indicate which course(s) they are applying to waive.

Appeals and Exceptions: A student may appeal transfer credit decisions in writing to the Curriculum Committee. Appeals must be submitted within one week after the incoming student is notified of the outcome of their transfer credit application.

3.8 Good Academic Standing

Good academic standing is specific to the year of matriculation. All students must pass all required courses, receive no more than two grades of B- in any quarter, present satisfactory practicum evaluations, pass all comprehensive examinations and make satisfactory progress on the dissertation. Students are independently responsible to monitor their incomplete grades and to satisfy course requirements prior to the close of the subsequent quarter. Two grades of B- or below in any quarter mandates a meeting with the student’s academic advisor and a compulsory review by the Consortium Student Evaluation Committee (SEC). Unsatisfactory practicum evaluations necessitate a meeting with the

Consortium Practicum Coordinator and due process or other actions may be required by the practicum site and the Consortium Student Evaluation Committee. Failure to pass comprehensive examinations or make satisfactory progress on the dissertation is subject to review by the Consortium Student Evaluation Committee.

3.9 Clinical Practicum Requirements

Full policies and procedures for Clinical Practicum are documented in the Psy.D. Practicum Handbook, which can be obtained from the Practicum Coordinators, Psy.D. Program Manager or the Psy.D. [Google Site](#).

The Psy.D. Consortium training program provides students with experiences that are sequenced with increasing amounts of time spent in clinical work during each year of graduate training, with a minimum of 1,500-2,000 clinical hours obtained prior to completion of a 2,000 hour pre-doctoral internship. All practicum sites must be formally approved by the Consortium Practicum Coordinators. Though not required, we strongly encourage graduate students to begin working in clinical settings during their first year. During the second, third, and fourth years, students enroll in a variety of practica at the discretion of Consortium faculty. Practicum may take place in medical school teaching hospitals, community mental health centers, VA medical centers, county mental health systems, community-based child/family clinics, and the Gronowski Clinic. Many students complete at least one practicum placement within the Veterans Affairs Palo Alto Healthcare System (VAPAHCS).

Practicum Evaluations

Practicum supervisors evaluate students at the conclusion of each quarter, providing candid and specific remarks about the student's clinical strengths and weaknesses. Completion of the evaluation form is mandatory in order to receive a grade of "Pass" for clinical practicum units each quarter.

Students evaluate their practicum site and supervisors at the termination of the practicum year. These evaluations are confidential. In most cases the evaluations are reviewed by the Practicum Coordinator, Practicum Committee, and Director of Clinical Training. To preserve confidentiality and candid reviews by students in the event that a member of the committee is also a clinical supervisor, the evaluation will be reviewed by another designated member of the faculty.

3.10 Clinical Competency Examinations

In addition to other outcome evaluation methods administered throughout the program such as course grades and practicum evaluations, three comprehensive examinations will be administered; one each during the first, second, and third years. The purpose of these examinations is to assess each student's:

1. Knowledge of specific areas of clinical psychology
2. Ability to integrate course content regarding research, theory, and application

3. Ability to conceptualize, integrate and present clinical casework

The primary goal of the comprehensive exam sequence is to verify students' integration of academic and applied instruction, and judge their qualifications for internship application.

The comprehensive exam sequence is organized as follows:

- Students will take the statistics, research methods and psychometrics comprehensive exam at the end of the spring quarter of the first academic year.
- Students will take the assessment comprehensive examination at the end of the spring quarter of the second academic year.
- Students will take the Clinical Competency Comprehensive exam (covering ethics, clinical intervention and assessment) in the fall quarter of the third academic year.

Each comprehensive exam is administered up to three times. For students who do not pass an exam on the first attempt, the exam will be offered again. **No more than three failures will be permitted.** Failure on the third re-examination may result in automatic dismissal from the program or ineligibility to apply for internship the following year, if applicable. More information, including the current year's exam schedule, is available on the Psy.D. Google Site.

Exam Tardy Policy

Students arriving late to any examination will not be allowed additional time to complete their exam. The exam proctor has the right to refuse to allow a student to sit for the exam if their tardiness will cause a distraction to the other students.

Disability Accommodations:

Disability accommodations will be honored for comprehensive examinations. Students requesting accommodations for any comprehensive examination must notify the Psy.D. Program Manager and the Associate Director of Student Services at least two weeks prior to the exam date, and must complete all required paperwork in advance.

Requests to alter the schedule of the Comprehensive Exam will be evaluated on a case-by-case basis. If a student requests an alternative date for any portion of the comprehensive examination, the individual may be asked to take the exam for the first time on the second scheduled administration date. In choosing this option, students should be aware that there is only one final administration of each exam. If the first two administrations of the exam are not successful, students are subject to review by the Consortium Student Evaluation Committee and this will have an impact on advancement to candidacy and eligibility to apply to internship.

3.11 Advancement to Candidacy

In the fall quarter of their third year, Consortium students are evaluated by the Program Office to verify that all requirements for advancement to candidacy have been met. These requirements include passing of all three comprehensive exams and satisfactory completion of all academic and clinical requirements. Students must have no incomplete or failure

grades and no more than one B- grade per quarter (unless waived by the DCT or previously addressed by the Student Evaluation Committee).

Following the successful audit of their academic transcript and completion of program requirements, students will receive a notification letter from the DCT notifying them of their advancement to candidacy. Advancement to candidacy constitutes permission to apply for Internship, and results in the awarding of a Master of Science in Clinical Psychology.

Each student has a maximum of four years to Advance to Candidacy and a maximum of three years from advancement to graduation, for a maximum of seven years to complete the program.

3.12 Dissertation Requirements

Full policies, procedures and required forms for the dissertation are documented in the Psy.D. Dissertation Handbook, which can be obtained from the Psy.D. Program Manager or the Psy.D. [Google Site](#).

In the fourth year of the program, students register for three consecutive quarters of Dissertation units (10 units each quarter) for a total of 30 units. Payment of these units (80% of the full-time tuition rate) will be divided over the three quarters of registration. If the student fails to defend the dissertation in the fourth year or conducts the final defense during the internship year, or later, a minimum of three dissertation project units per quarter must be taken following the full-time dissertation year until the dissertation is completed. Registration for Dissertation units during summer quarter is not required, unless the student plans to do their proposal or final defense during the summer quarter. Dissertation units taken after completion of the required dissertation year will be charged on a per unit basis.

Third year students may propose their dissertation before their fourth year without additional payments. They must still register for 10 dissertation units (DISS710) per quarter for three quarters during the fourth year.

3.13 Internship Requirements

During their fifth year, Consortium students are required to complete a minimum of 2,000 hours of a supervised professional internship. This portion of the curriculum is intended to ensure that every student receives practical experience germane to his/her development as a professional psychologist.

The internship must total a minimum of 2,000 hours within a 24-month period and must be accrued at no less than eighteen (18) hours per week minimum. The primary supervisor must be an on-site licensed psychologist. It is strongly recommended that the primary supervisor be at least three years post-licensure, as this is currently required for the internship to count toward California state license requirements.

It is the PGSP-Stanford Psy.D. Consortium's policy that students may apply only to APA/CPA accredited pre-doctoral internships. Under certain circumstances, students may be granted an exemption to apply to APPIC-member only internships on a case-by-case basis. The Consortium's approval to apply to non-APA accredited internships is contingent upon the student's circumstances as well as the program's ability to ensure that the internship site of interest meets the quality training standards set forth by APA. If an exemption is granted, the program still requires that any non-APA accredited sites are ranked below APA-accredited options.

Up-to-date information on Consortium internship acceptance rates is posted at <http://www.paloaltou.edu> under "APA Data."

Risks of applying to non-APA accredited internship programs

Though there are excellent non-accredited programs, there are potential risks associated with applying to non-accredited internships. For instance, certain jurisdictions require an accredited internship in order to be licensed. Therefore, completing a non-accredited internship program can increase the risk of having difficulty with the licensure process. If you plan to stay within a single jurisdiction, you can check with its licensing board to learn about its internship requirements. If you don't know where you might want to become licensed, it can be difficult to know in advance whether a non-accredited internship will meet the requirements. Further information about licensure is available on the Association of State and Provincial Psychology Board's website.

Eligibility for Internships

In order for a student to apply for internship placement, he/she must have advanced to candidacy. In order to be eligible to apply for internship, a student must have successfully defended his or her dissertation proposal (as evidenced by having submitted the signed PsyD-5 form) by September 15th of the year he or she intends to apply to internship.

Internship Placement Requirements

In order for a student to accept an Internship Placement, he/she must have completed an internship contract between the Consortium and the host agency. This contract is not considered completed until it has been marked received and filed with the Psy.D. Program Office. It is the student's responsibility to assure that the necessary paperwork is forwarded to the Psy.D. Program Office.

Internship Registration & Evaluation

The internship is a twelve (12) unit requirement. Students completing a one-year, full-time internship will register for four quarters of INTR 703 (3 units). If the internship begins in July, the student will register for INTR 703 in the summer quarter following the fourth year, and Fall, Winter and Spring of the fifth year. If the internship begins in August or September, the student will register for INTR 703 in the fall, winter, spring and summer of the fifth year. Students with an approved half-time internship (20 hours per week) must instead register for INTR 704 (1.5 units) for a total of eight academic quarters over two years, using the same start-date guideline as outlined above.

The Psy.D. Program requires that a copy of your official internship welcome letter be sent to the Program Manager prior to the start of your internship. At the conclusion of the internship, a completion letter from your supervisor is required, stating that you successfully completed a 2,000 hour internship and the date it was completed. A student will not graduate from the program until this letter is received and recorded by the PAU Registrar. However, students may participate in the Commencement Ceremony prior to official completion of their internship if all other program requirements are completed.

Terms of Employment

Primary consideration for internship placements is the educational and training value to the student. APA and California Board of Psychology guidelines are followed to provide students with a high quality of supervised, professional experience. To qualify for internship status, a position with any agency or setting must clearly be designed as a training experience in which the student functions as a psychology intern, and typically there will be at least one other student in such an internship. Most internships permit the host agency to compensate trainees by stipend. Typically, a stipend is not a fee for service and is usually not on a comparable pay scale with the service performed.

Psychological assistantships and other forms of employment are subject to approval by the California Board of Psychology in fulfillment of pre-doctoral hours. Employment in a regular staff position or an assistantship with a private practitioner is not acceptable for internship placement or credit.

13.14 Professional Liability Insurance

PAU carries school professional liability insurance through American Homes Assurance Company. All Psy.D. students are required to sign up for additional student liability insurance through [APAIT](#) during the first quarter of their initial year in the program. Insurance coverage must be maintained without any lapse in coverage throughout the student's tenure in the program, including while on internship. Failure to submit proof of coverage to the Psy.D. Program Office will result in an incomplete grade in Practicum or Internship. Each year when insurance coverage is renewed, the student is responsible for submitting a copy of the renewed policy certificate to the Psy.D. Program Office.

3.15 Awarding of the Psy.D.

A student approaching completion of the requirements for the Psy.D. must file a Graduation Application form with the Registrar's Office whether or not they plan to participate in commencement exercises. Students should contact the Registrar's Assistant to request this form. A student's official date of graduation, individual to each student, is the date when *all* of the following items are completed:

1. Dissertation Project

The Dissertation and Final Edits must be submitted to the Registrar's Office. Refer to the Psy.D. Dissertation Handbook for detailed requirements and procedures.

2. Internship

A signed letter from your Internship Site Supervisor stating your successful completion of an internship consisting of a minimum of 2000 pre-doctoral hours must be filed with the Registrar's Assistant and the Psy.D. Program Office. The completion date of the internship must match the completion date in the original internship contract. Thus, completing 2000 hours of work before the formal end of the internship is not sufficient for completion.

3. Financial Clearance

Financial clearance from the Business Office, PAU Library and an exit interview with the Financial Aid Office.

4. Course Work

All course work and unit requirements have been completed with a grade of B- or higher, or Pass (P).

5. Fees

Submission of all graduate forms and fees, including the graduation fee and the Application for Graduation.

6. Grades

It is the responsibility of each student to make sure that all grades have been received by the Registrar's Office and that his or her transcript is cleared of any outstanding grades or incompletes.

3.16 Time Limits for Completion of Program

All students admitted to the PAU doctoral programs are expected to complete their graduate degree requirements within a maximum of seven years from their program entry date. Within the seven years, students have four years to advance to candidacy and three years to graduate thereafter. Students may request a one-time, one-year extension by submitting a formal request to the Student Evaluation Committee. The request must include the student's plan for resolving all program requirements within the final extension period and the request must be signed by the student and the student's faculty advisor. Students who do not meet this timeline requirement will be referred to the Student Evaluation Committee for possible dismissal from the program. Students should be aware that leaves of absence do not stop the seven year clock.

4. ACADEMIC POLICIES AND PROCEDURES

4.1 Policy on Religious Holidays

Although the PGSP-Stanford Psy.D. Consortium does not observe religious holidays as official institutional holidays, the Consortium recognizes that students and faculty may choose to make adjustments in the academic calendar for religious obligations. Alterations are made without penalty and early planning for them by students and faculty is

encouraged. Faculty may choose to dismiss classes that fall on religious holidays. Makeup sessions for canceled classes, while encouraged, are optional. Students may request to be excused from classes that fall on religious holidays. Rescheduling class time missed, while optional, is encouraged, and should be made by the student in consultation with the instructor.

4.2 Books and Test Materials

Students are free to purchase new or used books and other class materials wherever they choose. Students often purchase textbooks from online sources including Amazon, Barnes and Noble, Guilford Press, and others. To allow students to begin course readings before the first day of class, and to mitigate unanticipated shipping delays, instructors are requested to provide lists of required texts to the Psy.D. Program Office at least four weeks before the date of the first class meeting. Textbook lists will be posted and distributed electronically to students as early as possible.

Course materials such as books, articles, and other items may be placed on reserve at the PAU Library. Instructors will create websites for their courses using the PAU LMS.

4.3 Registration Requirements

At the end of each academic year, students receive registration instructions for the following year. Students are responsible for completing the online registration process by the posted deadlines. In addition, all related paperwork (e.g., APAIT liability insurance, tuition payments, etc.) must be received by the deadlines indicated in the Palo Alto University doctoral academic calendar. All students must pre-register for each quarter, including students on Internship and Dissertation. Specific information regarding tuition/fee schedules and refund policies can be found on the PAU portal (<http://my.paloaltou.edu>).

Note: Academic programs at PAU (Ph.D., Psy.D., and Master's Programs) are separate and distinct programs with their own curriculum and admission requirements. Students enrolled in one program at PAU are not allowed to enroll in or take courses in another program without permission from the director of their original program, the director of the program in which they seek to enroll, and the Provost.

Add/Drop Policy

Students may add and/or drop classes during the Add/Drop period three times at no charge. An Add/Drop fee will be charged during the regular Add/Drop period for every Add/Drop form a student submits after the first three, and for changes submitted after the end of the regular Add/Drop period. The Add/Drop period is normally the first two weeks of the Fall, Winter, and Spring Quarters, and the first week of Summer Quarter. Once the Add/Drop period has ended students may no longer add a class.

4.4 Withdrawal from Classes

Routine Withdrawals A student may withdraw from a class up until the last day for permitted withdrawals as designated in the academic calendar. The reasons for withdrawing from a course (family emergency, illness, potential failure, etc.) should be discussed with the instructor, the student's Faculty Advisor, and/or the Registrar as appropriate. Withdrawn courses will appear on student transcripts with a "W" (Withdrawal) as the permanent grade for that quarter. Withdrawal from a course must be done in writing. It is considered an appropriate courtesy for a student to inform an instructor when withdrawing from a course.

Request for Withdrawal after the Deadline Date Withdrawal requests after the deadline for withdrawal during a quarter, but before the end of the quarter, will be considered in extenuating circumstances. In such situations, the student should talk with the instructor to examine which of the following options is most appropriate:

The most desirable option is a grade of Incomplete ("I"), with missing work to be completed for that instructor. Approval of the instructor, as indicated by faculty signature on the "Petition for Incomplete," is required.

A second option is available if the first is not feasible. The student may receive a grade of "Incomplete" in a course, and carry that "I" grade until the following year when the course is offered again. At this time the student would attend the course again after securing written approval from the course instructor and his/her advisor. Due to the Consortium structure, it is likely that class schedules will overlap. Students may need to make special arrangements with instructors for course completion. The student would not need to formally register for this subsequent course but would need to provide the Registrar's Office with appropriate notification. A student only receives a grade for the initial course; therefore, all work completed during the subsequent course fulfills the requirements necessary to clear the "I" in the initial course.

A third option is for the instructor to approve a grade of "W." (Students are required to have written approval from the course instructor.) If the instructor is not willing to allow a grade of "I" or "W," the student may appeal to the Co-DCTs in writing.

4.5 Requests for Transcripts

Students may obtain a copy of their unofficial transcript at any time on the Student Portal (<http://my.paloaltou.edu>). Such transcripts are generally adequate for applications to practicum and other clinical experiences. However, when official transcripts are required (i.e., application to internship), students must submit a written request to the Registrar two weeks in advance of the date the transcript is needed. Any unpaid balance on the student's account must be paid before the transcript is sent. A \$4.00 fee is charged for each official transcript. Please note that transcripts will not be faxed. The Transcript Request Form can be found on the Registrar's Office Forms page of the student portal: <https://my.paloaltou.edu>.

4.6 Faculty Evaluation

Students are asked to fill out a Faculty Evaluation Form at the end of the quarter for all of their instructors, commenting on both course content and instructor effectiveness. In most instances, this form will be completed electronically. All student responses are private and confidential. Occasionally, mid-quarter evaluations will also be conducted for new faculty or faculty teaching a course for the first time. These provide important feedback to each instructor as to how students rate his/her classroom performance. Evaluation results are also reviewed by the Director of Clinical Training and the Consortium Curriculum Committee. Although the faculty feedback process occurs quarterly, feedback to faculty and to Consortium leadership is highly valued and welcomed at any time.

4.7 Grading Policies

Students are evaluated throughout their graduate career on their knowledge of the theoretical concepts; awareness and comprehension of relevant research findings; ability to synthesize, communicate and apply knowledge; and mastery of clinical skills. Most Consortium course grades are based on papers and/or in-class or take-home examinations. A majority also include some experiential component, with a portion of the course grade based on class attendance, participation, etc. Individual and group student presentations are also encouraged, in order for students to learn from each other and gain speaking experience. As a general guideline, however, such presentations should not comprise more than half of in-class time. Faculty is encouraged to provide feedback to students early in the term.

Qualitative and quantitative evaluations are used to evaluate student work. Instructors are strongly encouraged to return all student work to student mailboxes, with feedback explaining grading, as well as assigning final grades based on the following criteria:

- A+ = awarded for extraordinary excellence
- A = awarded for excellent performance
- A- = awarded for very good performance
- B+ = awarded for good performance
- B = awarded for average performance
- B- = awarded for below average but acceptable performance
- F = awarded for unacceptable performance
- I = awarded for incomplete assignments/extenuating circumstances

These letter grades become official transcript notations at the end of each quarter. Pass/Fail grades are assigned in non-didactic courses such as practicum, doctoral project research, and internship, and may be assigned in other courses as well.

Requirements for Passing Grades

1. Attendance and Work Requirements:

Instructors take attendance for each class meeting. Students who do not attend at least 75% of the class meetings and/or who fail to complete at least 75% of the required work will receive an “F” as a final grade.

2. Minimum Acceptable Standards for Course Assignments:

A grade of “F” is also given when, in the judgment of the instructor, the quality of a student's work is not at the passing level for graduate students. When a grade of “I” (Incomplete) has not been cleared by the deadline, a grade of “FI” is given. This is equivalent to an “F” grade, and reflects how the grade became a failing grade.

3. Results of Failing Grades:

Students receiving a grade of “F” (Fail) must retake that course. The retaking of a course does not eliminate the original “F” grade from the student's academic record; however, when a course is successfully repeated, the transcript shows that this course has been repeated (with a notation of “R” next to the “F”), and the earlier failing grade is no longer calculated in the student's grade point average.

An “F” grade results in a student being placed on probation. Two or more “F” grades on a student's record will ordinarily lead to dismissal. Such matters are handled by the Consortium Student Evaluation Committee (See procedures for dismissals elsewhere in this Handbook).

Incomplete (“I”) Grades

For an “I” (Incomplete) to be given, a student must have been in attendance for at least 75% of the class meetings, must have satisfactorily completed 75% of the work for the class (as defined by the instructor), and must make arrangements with the instructor regarding how and when the work will be completed.

An “I” (Incomplete) is given in a course when the student is unable to completely fulfill the requirements during the quarter. Though an occasional “I” may be taken, it is strongly discouraged as a general practice. A student who has nine quarter units or more of “I” grades may be placed on probation.

An “I” grade may be carried for a maximum of one quarter, and is not extended by any leaves of absence. An “FI” (Failure Incomplete) will automatically be given if this deadline is passed. A satisfactory grade to clear an “I” must reach the Registrar no later than the day grades for the deadline quarter are due. Example: The last day for instructors to turn in Fall Quarter grades is also the last day to clear a spring “I” grade. **It is the responsibility of the student to make sure this deadline is met.**

A student may petition to extend the deadline to make up an “I”. The instructor of the course and the Director of Clinical Training must approve the extension, as well as specify when and how the work will be completed.

Effect of Incompletes on Advancement to Candidacy

Students cannot advance to candidacy with any “I” or “FI” grades on their transcript.

4.7 Grade Appeals

The administration, following legal and academic freedom precedents, may not overrule an academic evaluation by a member of our instructional faculty so long as that evaluation has been given within the scope of the course (i.e., evaluation not based upon non-academic criteria or a violation of Consortium policy) in good faith and a rational basis.

Informal Procedure

When Consortium students are dissatisfied with a student evaluation received in a course, their first step must be to meet with the instructor for clarification and review of the grade within five (5) days of receipt of the grade. If no resolution is reached, students may use the formal procedure described below.

Formal Procedure

If a student believes that non-academic criteria have been used in determining his or her grade, or that the instructor has otherwise breached Consortium policy in assigning the contested grade, the student may appeal the instructor's evaluation in writing through the Consortium Curriculum Committee within five (5) days of completing an attempt at an informal resolution of the matter.

The appeal must specify the nature of the disagreement and include copies of all documents supporting the grievance. The student bears the burden of showing that non-academic criteria were used or that Consortium policy was otherwise breached. The instructor will be given an opportunity to respond. All documents will be shared equally with both the student and the instructor.

The student, the instructor, and the Registrar will be notified by the Consortium Committee in writing, within fifteen (15) days of receipt of the appeal except where the Committee requires a longer period of time for good reason.

The student may appeal the decision of the Consortium Curriculum Committee through the Consortium Institutional Grievance and Appeals Policies and Procedures. The student must make the appeal within 30 calendar days of notification by the Consortium Curriculum Committee of its decision. The PGSP-Stanford Psy.D. Consortium delegates EEO Officer responsibilities to PAU. The student should direct the appeal in writing to the EEO Officer. All materials related to the formal appeal will be stored in the student's file. Retaliation for the filing of a grade appeal is strictly forbidden.

4.8 Annual Student Evaluations

Annual student evaluations are conducted by the Consortium Student Progress Committee during the Spring Quarter to determine the extent to which each student has met program requirements and performance expectations over the preceding year. The Committee utilizes data from multiple sources (e.g., practicum evaluations, course grades, faculty input, etc.) and evaluates students on several criteria, including academic progress, professional behavior, clinical skill development, and other professional skill development

(see Student Evaluation form; Appendix G). Written feedback on the Student Evaluation form regarding any criterion that is rated “below expectations” and guidance regarding steps to remediate the problem(s) are provided by advisors directly to their advisees.

After meeting in person to review the Student Evaluation form, the advisor and advisee each sign the Student Evaluation form acknowledging their understanding of the evaluation contents. Should remediation steps be necessary, the advisor will follow up with the student as specified by the Consortium Student Progress Committee. The advisor will communicate the result of the remediation back to the Student Progress Committee, which will determine whether the issue is resolved or warrants further attention. If further attention is needed, the case will be forwarded to the Student Evaluation Committee. The Student Progress committee provides written feedback to the student regarding the extent to which corrective actions are or are not successful in addressing the issues of concern. Student Evaluation forms are maintained in each student’s academic file in the Psy.D. Program Office.

4.9 Interruptions of Degree Programs

Leave of Absence

A student who discontinues graduate study with the intention of resuming study during a later year should file a Leave of Absence Request. Typically grounds for a leave of absence include: medical or psychological problems; arrival of a child, during the term in which a child arrives and/or the term following; and compelling personal reasons. Medical documentation (when appropriate) supporting a request for a leave should also be submitted by the student. Leave requests are granted for one year or one quarter at a time and must be renewed if additional leave time is needed. A student is not charged for a leave request. Leave of Absence Request forms are available from the Registrar’s Office at <http://my.paloalto.edu>.

During a leave, students are considered continually enrolled; the leave does not extend the period of time to advance to candidacy (four years from the beginning of the first quarter matriculated) and/or to graduate (seven years from the beginning of the first quarter matriculated, or three years from advancement to candidacy, whichever is fewer).

For Financial Aid purposes, a Leave of Absence may be no longer than 180 days. Students who do not resume half-time attendance at the conclusion of 180 days are reported to their lenders as withdrawn as of the last day of attendance.

Notwithstanding any other policy, the Consortium reserves the right to place a student on administrative leave in response to instances of disruptive behavior or other behavior that, in the judgment of the Consortium Director of Clinical Training, interferes with the well-being of the Consortium community.

If the Consortium determines that the student’s behavior might be caused by, or related to, psychological or other health issues, the Consortium may require a mandatory independent medical evaluation; temporary or indefinite withdrawal; and/or other administrative action

as deemed appropriate by the circumstances of the individual situation. Such action must be approved by the Director of Clinical Training or their designee, with possible consultation by other program administrators. If an independent medical evaluation is required, the Consortium will first offer to consult with the student or his/her health advisor in order to obtain relevant information.

Total Withdrawal from Program

A student who is considering withdrawal from the program is encouraged to meet with his/her Faculty Advisor and/or the Director of Clinical Training to discuss the implications of withdrawal. A Withdrawal form, available from the Registrar's Office, must be completed by the student upon his/her decision to leave the program. If the student withdraws after the add/drop period during a quarter, a "W" will appear on the student's academic transcript.

Interruption of Didactic Coursework Under Special Circumstances

Under special circumstances, and with program leadership approval, students may be given permission to switch their fourth year/dissertation with their third year/didactic coursework. Under such circumstances a student would complete their first two years of didactic coursework, then register for dissertation units and work on their dissertation during the third year. In the fourth year, they would finish their didactic coursework with the previous years' cohort. Such students would also need to complete their comprehensive exams during the third year if they wished to be eligible for internship applications in the fourth year. In these rare situations, students would pay the tuition rate assigned to the given experience.

Dismissal From Program

The Student Evaluation Committee (SEC) for the Consortium (comprised of designated core faculty members) will meet each quarter, or as necessary, to address problems of a disciplinary nature including academic performance (see grading policies elsewhere in this Handbook), ethical violations, and other behaviors that are not in compliance with Consortium standards and guidelines. Students will be notified five (5) days prior to being called before the SEC that they must appear before the SEC and will be given a written explanation as to the reason he/she has been summoned or may be dismissed from the Program. The student will be given the opportunity to address his/her possible dismissal and provide explanation to the SEC why he/she should not be dismissed.

4.10 Tuition and Fees

Specific information regarding tuition, fees, and refund policies can be found on the PAU Portal (<http://my.paloaltou.edu>), or by contacting the PAU Business Office.

Continuing Registration Fee - All Students

A special registration status applies to students in the following circumstance: all course work completed, including the dissertation project, but pre-doctoral internship has not yet begun. This special registration allows students to be listed as an "active" student without registering for three (3) units of course work. Students must make arrangements with the

Registrar to be properly registered under this provision. Obtaining Continuing Registration status is not sufficient to qualify students for Financial Aid.

Refund Policy for Program Withdrawal

Students who withdraw from the program or drop a course must complete and submit an Add/Drop form to the Registrar. Students withdrawing from the program must also complete the proper withdrawal paperwork. Failure to attend a class does not constitute withdrawal, and will result in an “F” for the course. Students may not withdraw from a practicum course without the concurrence of the Practicum Coordinators.

Tuition will be refunded to students without federal financial aid who withdraw from the Consortium, temporarily or permanently, according to the following schedule (California Education Code). Students with federal financial aid are subject to a different process. Please consult the financial aid portion of this handbook or the PAU Catalog for further information.

<u>Time Elapsed in Quarter</u>	<u>Refund Amount</u>
Through the first week of the quarter	100 %
During the second week of the quarter	90 %
During the third week of the quarter	80 %
During the fourth week of the quarter	70 %
During the fifth week of the quarter	60 %
During the sixth week of the quarter	50 %

There is no refund of tuition after the sixth week of the quarter. Refunds are processed in accordance with Federal guidelines.

4.11 Dissertation Fee Policies

Please refer to section 3.12 in this handbook or the Dissertation Handbook for additional information about dissertation policies and course sequencing.

Third Year Students

During their third year in the program, students complete a Dissertation Prep sequence (DISS 701 and 702) during the fall and winter quarters. Subject to the availability of dissertation committee members, Psy.D. students may defend their dissertation proposal during the summer of their third year without registering for the Summer Quarter. *This policy applies only to third-year students who are defending their dissertation proposal.*

Fourth Year Students

During the fourth year in the program, Psy.D. students are required to complete a total of thirty (30) dissertation units by registering in DISS710 (10 units) during the fall, winter and spring quarters. The quarterly tuition rate for this 10-unit course is indicated on the [Business Office's Tuition & Fee documents](#) as “Dissertation Flat Rate.” Subject to committee members’ availability, students may complete their dissertation proposal and/or defense during the summer following the fourth year. If doing so, they must register for

dissertation units (DISS703, three units). The tuition rate for the three-unit course is indicated as “Per Unit Dissertation” on the tuition and fees webpage. For clarification about tuition rates, contact the Business Office hotline.

Fifth Year Students

During the internship year, students register for internship units. If, during the internship, students have not completed the dissertation, they must continue to register for three units per quarter until they have completed their final defense. Registration for summer quarter is not required, unless the student plans to complete the proposal or final defense during the summer quarter or the break between summer quarter and fall quarter. The tuition rate for this three-unit course (DISS 703) indicated as “Per Unit Dissertation” on the tuition and fees webpage. For clarification about tuition rates, contact the Business Office hotline.

Even where students defend the dissertation in the first week of a given quarter, students still must register and pay the appropriate per-unit dissertation tuition rate. If a student and their committee wishes to schedule a dissertation proposal or final defense for a date that falls during the break in between two quarters, this is allowed by the program and by the Registrar's Office. The student must have been registered for Dissertation Units (DISS710 or DISS703) in the prior quarter, and if the defense is completed successfully, they do not have to register for the following quarter(s).

4.12 Fifth Year Tuition and Fees

Most students complete 12 units of internship (INTR703 or INTR704) during their fifth year in the program. Students will be charged internship flat rate tuition and fees for all four quarters of the internship year. See item 5.13 above for policies on registration for and payment of dissertation units during internship.

Students who defer internship or are continuing beyond a fifth year in the program should consult with the Psy.D. Program Office, Director of Clinical Training and PAU Business Office for academic advising, guidance and assistance with identifying tuition and fee rates for these unique situations.

4.13 Institutional Policies

For a complete list of institutional policies visit: <https://www.paloaltou.edu/institutional-policies>

5. DRUG-FREE CAMPUS POLICY

5.1 Health Risks

It is widely recognized that the misuse and abuse of drugs ("controlled substances"¹) and the abuse of alcohol are major contributors to serious health problems as well as to social and civic concerns. The health risks associated with the use of illicit drugs and the abuse of alcohol include various deleterious physical and mental consequences including addiction, severe disability, and death. Information concerning the known effects of alcohol and specific drugs can be found in Department of Education literature available in the PAU Library.

5.2 Federal Legislation

In response to these concerns, the U.S. Congress passed the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Amendments of 1989. In accordance with these Acts, PAU has enacted the following policy applicable to all employees and students.

5.3 Drug-Free Policy

It is the policy of the Consortium to maintain a drug-free workplace and campus. The Consortium prohibits, on its campus and property and in the work place, the sale, distribution, possession, manufacturing, or attempt to obtain or use of a dangerous drug, restricted drug, narcotic, or other controlled substance as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care.

The workplace and campus are presumed to include all Consortium premises including all member entity sites where activities of the Consortium are conducted. Violation of this policy may result in disciplinary sanctions up to and including termination of employment or expulsion of students. Violations may also be referred to the appropriate authorities for prosecution. This policy will be reviewed biennially.

Student Employees

As a condition of employment, all Consortium employees are required to follow the PAU drug free campus policy.

Employees, who unlawfully manufacture, distribute, dispense, possess or use controlled substances or unlawfully use, possess, or distribute alcohol in the workplace, on the campus, or as part of any Consortium activity shall be subject to discipline up to and including discharge from employment and, where appropriate, may be referred for prosecution.

An employee who is convicted (including a plea of *nolo contendere*) of a criminal drug statute violation occurring in the workplace must, within five days thereafter, notify Consortium of such conviction by informing the employee's supervisor (for staff) or the Director of Clinical Training.

¹Controlled substances are those defined in 21 U.S.C. 812 and include, but are not limited to, such substances as marijuana, heroin, cocaine and amphetamines.

Individuals who are not Consortium employees, but who perform work within the Consortium for its benefit (e.g., independent contractors, temporary employees provided by agencies, visitors engaged in joint Consortium projects, volunteers and so forth) are required to comply with this policy. Such individuals who unlawfully manufacture, distribute, dispense, possess or use controlled substances or unlawfully use, possess, or distribute alcohol in the Consortium workplace may be barred from further work for and within the Consortium.

Students

Students, who unlawfully distribute, possess or use controlled substances or alcohol in the workplace, on the campus, or as part of any Consortium activity may be subject to discipline up to and including expulsion and, where appropriate, may be referred for prosecution.

5.4 Drug Testing

The practice of psychology involves, at its core, the welfare and protection of the patient or client. Those who practice have an obligation to take reasonable steps to avoid harming the patient or client and to hold themselves to the highest ethical standards in their professional or educational activities. During their training, students are required to practice in practicum or internship activities where the welfare and protection of patients and client is critical. Because of the high ethical standards set in the field of psychology and the public health and safety-sensitive nature of the practice, the Consortium has established a policy for drug testing of students.

Where there is a reasonable suspicion of drug use by Consortium students, he/she may be subject to discipline or dismissal for improper behavior and/or may be asked about any observed behavior and offered an opportunity to give a reasonable explanation. If he/she is unable to explain his/her behavior, he/she may be required to take an independent drug test and/or to undergo appropriate rehabilitation as a condition of maintaining student status.

“Reasonable suspicion” includes a suspicion that is based on personal observations such as a student's manner, disposition, muscular movement, appearance, behavior, speech, or breath odor; on information provided to the Director of Clinical Training by Consortium faculty members or staff, or by other persons believed to be reliable; or on other surrounding circumstances.

The Consortium will pay the cost for the administration of an independent test and for reasonable transportation to the testing facility. The student will have the opportunity to alert the clinic or laboratory personnel to any prescription or non-prescription drugs that he/she has taken which may affect the outcome of the test. All drug testing will be performed by urinalysis.

Students who refuse to undergo the drug test or students who test positive for a controlled substance and refuse to undergo or complete rehabilitation may be subject to discipline up to and including expulsion.

All drug testing records will be treated as confidential.

5.5 Rehabilitation (Students and Student Employees)

Successful completion of an appropriate rehabilitation program (including participation in aftercare) may be considered as evidence of eligibility for continued or future employment or for reinstatement of student status.

5.6 Guide for Supervisors of Student Employees

Responsibility for effective implementation and enforcement of Consortium's Controlled Substance and Alcohol Policy begins with supervisors. Supervisors must be alert to indications or evidence of the use or presence of controlled substances or alcohol in the workplace.

Communication

Supervisors must make sure that every employee is aware of Consortium's Controlled Substance and Alcohol Policy and understands that violation of this policy is a serious matter and cause for disciplinary action including possible termination of employment. Supervisors must assure that a copy of this Policy is posted in the work area and that each new employee is given a copy. A copy of this Policy will be published in the Faculty, Staff, and Student Handbooks.

Presence of Controlled Substances or Alcohol in the Workplace

The Consortium prohibits in the work place, the sale, distribution, possession, manufacturing, or attempt to obtain or use of a dangerous drug, restricted drug, narcotic, or other controlled substance as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care. The unlawful presence of any controlled substance or alcohol in the workplace itself is prohibited.

If and when an employee is suspected of violating this policy, the supervisor should consult with their immediate manager or the President if the case involves the manager, to plan and carry out an appropriate investigation and resolution of the situation.

Impaired Performance on the Job/ Unlawful Use of Controlled Substances or Alcohol in the Workplace

Performance problems on the job can have many causes. In discussions with an employee concerning any performance problem, the supervisor should offer to help the employee determine the source of the problems and offer guidance on appropriate assistance, counseling, or other resources.

When job performance has become impaired, the supervisor should take normal corrective action, beginning with discussion with the employee. When the behavior of an employee

on the job raises safety concerns for the employee and/or others in the workplace, the supervisor must take immediate action to assess the situation; in such cases employees must not be allowed to continue on the job. Specific actions to be taken depend upon the facts of the particular situation.

In a situation in which an employee acknowledges to the supervisor that poor performance or unacceptable conduct results from substance abuse, the supervisor should urge the employee to seek help from a qualified substance abuse treatment resource. If the employee chooses to seek help, he or she should be referred to appropriate sources. If the employee requests a leave of absence for a rehabilitation program, the supervisor should take normal steps to review the request for such a leave. Supervisors should make reasonable accommodation consistent with operational requirements.

If the employee demonstrating poor performance or unacceptable conduct claims causes other than substance abuse are causing the problem, or does not elect to seek help for whatever is the cause of the problem, the supervisor first should counsel the employee in the ways his or her actions on the job need improvement or are unacceptable. If improvement does not take place, the employee should be warned that the poor performance can result in discipline, including termination of employment. Managers should consult with their supervisors to decide upon an appropriate form of action.

Reporting of Convictions

Employees who are convicted of a criminal drug statute violation occurring in the workplace must report the conviction directly, or through their supervisor to the Consortium Executive Committee for appropriate action as required by Consortium policy and/or law.

5.7 Getting Help

Employees who are concerned about substance use, abuse, and rehabilitation are strongly urged to contact their family physicians or the Director of Clinical Training who can refer them to appropriate resources (community or private agencies) that provide complete, confidential substance abuse counseling.

Students (including employees who are also Consortium students) are urged to contact the Director of Clinical Training or their family physician for appropriate referral sources.

6. PROBATION, SUSPENSION, AND DISMISSAL

Deficiencies in academic course work and progress toward degree or in professional behavior may lead to students being placed on probation, suspended, or dismissed. The procedures for placing students on probation, for suspension, and dismissal are the same for all three areas. In all cases, the Consortium will provide written notice of the nature of the problem or charge, a fair opportunity to respond, and the right to appeal any imposed sanction. When charges of unprofessional or unethical conduct are brought, the Consortium will respect due process rights, that is, provide written notice of the nature of the charges, a fair opportunity to refute the charges, and the opportunity to appeal.

6.1 Academic Progress

Students are required to make satisfactory academic progress, which is defined as follows:

- Maintain a minimum cumulative grade point average of 3.0;
- Receive no grade of “F” in any graduate or undergraduate course;
- Receive no more than two (2) grades of B- in a single quarter;
- Receive a passing grade in practicum;
- Have less than eight point five (8.5) units of incomplete (I);
- Pass all three Clinical Competency Examinations within three (3) attempts;
- Advance to candidacy within four (4) years from the date of matriculation;
- Perform at an adequate level in Dissertation project research or internship training;
- Complete the program within three (3) years of advancement to candidacy.

As outlined in more detail below, failure to make satisfactory academic progress may lead to probation or dismissal.

6.2 Academic Misconduct

Students are expected to maintain the highest professional and ethical standards of conduct in their activities that are associated with the Consortium and to abide by the Consortium's policies. Any student who commits, aids, or attempts to commit academic misconduct shall be subject to disciplinary action. Academic misconduct includes, but is not limited to:

Plagiarism: The inclusion of someone else’s product, words, ideas, or data as one’s own work. Examples of plagiarism include the taking of any portion of a document, article, or book and representing it as one’s own work; the lifting of a well-phrased sentence(s) and including such sentence(s) without crediting the author; including another person’s ideas as an example of one’s own work. Plagiarism includes using unpublished work as well as published sources; using another’s term paper; handing in work that was taken from a paper purchased from an individual or agency, including internet services.

PAU subscribes to Turnitin.com, a computer based service which checks for originality in submitted papers. Any paper submitted by a student in any program at PAU may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered academic misconduct, and may lead to loss of credit, probation, suspension or dismissal from the school, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. Faculty have the right to require that student papers be submitted in both written and computer readable format, and to submit any paper to a check such as that performed by Turnitin.com. Copies of student papers checked by this process will be retained by Turnitin.com.

- **Cheating:** Using unauthorized materials in an examination; looking at another student’s test paper to copy answers; supplying questions or answers from an

examination to be given or in progress; having a person other than the one registered and taking the course stand in at an examination or at any other graded activity; collaborating with others on projects where such collaboration is expressly forbidden; using resources forbidden by a faculty member.

- **Fabrication:** Submitting a paper, a lab report, computer data, or other academic exercises with falsified, invented, or fictitious information.

- **Misusing computer software:** Consortium member entities are the licensee of many computer software packages that are protected by copyright laws. Students must not copy any computer software program or data protected by copyright or by special license. Students must not damage, alter, or remove without permission any software package in the custody of the Consortium or any member entity, including student, faculty, or staff. Students must not access another person's data or text files without proper permission.

- Reading, duplicating, copying, removing, or any other unauthorized or misuse of a document, record, book, ledger, file, printout, tape, cartridge, disc, key, or any property maintained by any individual(s) or department(s) of the Consortium.

- Forging or any other unauthorized alteration of a document, record, identification, or any property maintained by any individual(s) or department (s) of the Consortium.

- Other acts of dishonesty occurring in the course of academic activities, such as grade tampering, or obtaining or distributing any part of an un-administered exam or any information about the exam.

6.3 Other Reasons for Student Discipline

In addition to the reasons outlined elsewhere in this section for probation, suspension, or dismissal, students may also be disciplined for reasons including, but not limited to, the following:

- Forgery, altering Consortium or member entity documents, or knowingly providing false information;
- Disruption of the educational or administrative process of the Consortium or member entity;
- Physical abuse or destruction of Consortium or member entity property;
- Physical abuse, including sexual assault or other sex offense, or threat of abuse to other Consortium or member entity students, employees, or their families;
- Harassment of other Consortium or member entity students, employees or their families;
- Theft of Consortium or member entity's property;
- Sale or knowing possession of illegal drugs or narcotics;
- Possession or use of explosives or deadly weapons;
- Lewd, indecent, or obscene behavior on Consortium or member entity property;

- Soliciting or assisting another to an act which would subject a student to a serious sanction;
- Any action which would grossly violate the purpose of the Consortium or the rights of those who comprise it or reasonably suggest that the student is unfit to pursue or practice the profession.

6.4 Academic Probation

Students will be placed on Academic Probation in consequence of any of the following:

- A letter grade of “F” in any graduate or undergraduate course
- Two or more grades of “B-“ in a single quarter
- Nine or more units of Incomplete (“I”)
- Less than an overall grade point average (GPA) of 3.0
- Two failures on any of the three competency comprehensive examinations (statistics, assessment or clinical competency)
- Failure to make academic progress (satisfactory completion of the annual minimum unit requirement).

The student will receive written notification of the Consortium Student Evaluation Committee’s (SEC) decision to place them on Academic Probation. The student is required to meet with his or her academic advisor within five (5) days of receipt of the decision to discuss the probation and to develop a plan to address the deficiencies identified. A written summary of that plan is to be submitted by the student to the SEC no later than one month following notification of Academic Probation.

The period of Academic Probation lasts for one year, during which time the student must correct the deficiencies identified. If the student satisfactorily rectifies the academic deficiency in less than a year, he/she may apply to the SEC for removal from Academic Probation.

Students may not advance to candidacy nor schedule a dissertation proposal or final defense during the period of Academic Probation. Failure to correct the deficiencies by the end of the probationary period is grounds for dismissal from the program (see section 12.6 Academic Withdrawal, below).

6.5 Suspension

A student is suspended from the Consortium if concerns are of such a nature that they cannot be remediated within a short time while remaining as a student. A typical circumstance for suspending a student might include unprofessional behavior that requires extended time to be addressed, such as by individual psychotherapy or other psychological treatment(s). Suspension typically extends for one year, after which the student may seek re-admission by petition in writing to the Consortium via the Director of Clinical Training. If the student is suspended, the student shall receive NO CREDIT (NC) for all currently registered courses and course work.

6.6 Administrative Withdrawal

In cases of extreme or persistent difficulties, the SEC will consider the student's permanent dismissal from the training program. Grounds for such dismissal include but are not limited to the following:

- Receipt of two or more letter grades of “F” in undergraduate or graduate courses
- Receipt of a letter grade of “F” in Practicum (i.e., field experience)
- Failure to advance to Doctoral Candidacy within four years
- Failure to pass any one of the three Clinical Competency Examinations after three attempts
- Failure to perform at an adequate level in Dissertation project research or internship training
- Failure to complete the Dissertation project or internship within ten years from matriculation
- Failure to correct the deficiencies during the period of Academic Probation
- Failure to complete all program requirements within three years of Advancement to Candidacy, or within seven years from first entry into the program
- Failure to maintain ethical and professional standards described in the APA Ethical Principles of Psychologists and Code of Conduct (1992), including cheating, plagiarism, manufacturing or falsifying data, sexual harassment or other violation of these principles
- Failure to maintain the clinical competencies and professional conduct appropriate for a student enrolled in a graduate clinical training program, including behavior that poses serious risks (e.g., behavior resulting from psychosis or other psychopathology or active dependence on substances, etc.) to clients, research subjects, faculty, staff, or colleagues (note that an adequate academic record cannot compensate for impaired or unethical professional behavior)
- Failure to pay financial obligations

In exceptional circumstances, the behavior might be deemed so egregious that the student will be dismissed directly from the program without prior probation or suspension. In this situation, the student’s record will show that they were Administratively Withdrawn from the Consortium.

6.7 Procedures

If the ongoing advising and student evaluation processes (grades, practicum evaluations, annual evaluations, regular meetings with advisors, issues, etc.) are insufficient to remediate the concerns that have been raised in any of these general areas (academic course work and progress toward degree, conduct of research and professional behavior), any faculty member, advisor or supervisor can relay their concerns to a member of the Consortium Executive Committee, who may refer the issue to the Consortium SEC.

The Student Evaluation Committee (SEC) for the Consortium (comprised of designated core faculty members) meets as necessary to address problems of a disciplinary nature including academic performance, ethical violations, and other behaviors that are not in accommodation of Consortium standards and guidelines. The SEC may refer the issue to ad hoc committees for further remediation if appropriate. The recommendations of these groups will be referred back to the SEC for any decision.

Two weeks before the SEC's deliberation, the student is sent written notification of his/her pending academic suspension, or dismissal, including a request to appear before the SEC at its next meeting. The student may choose to respond in writing to the concerns that are raised and/or to have someone of his/her choice attend the meeting as an advocate. If the student chooses not to appear before the SEC, he/she must provide a written response to the issues raised. The student's response must be received by the SEC Chair(s) one week prior to the meeting date.

The SEC will review all information and come to a decision as to whether the concerns warrant either no additional action at that time, probation, suspension, or dismissal. If the SEC recommendation is for no additional action or probation, the student will be informed in writing by the committee. If the SEC decides that suspension or dismissal is the appropriate action, a recommendation will be forwarded to the Consortium Oversight Committee. The President will review all information and will make a final determination. The Consortium Oversight Committee or its delegates will inform the student in writing within three weeks of the SEC's recommendation.

6.8 Appeals

A student may appeal a decision of academic probation, dismissal or suspension under the auspices of the Consortium Grievance and Appeals Policies Procedure. Students must do so within the quarter following notification of a final decision of probation, suspension, or dismissal.

7. INSTITUTIONAL GRIEVANCE AND APPEALS POLICIES AND PROCEDURES

7.1 Procedures for Initiating Grievances

Except for specific matters for which a designated procedure for issue resolution is otherwise provided in the Consortium's policy (e.g., harassment complaint procedures), students may submit a written grievance against action or inaction by the Consortium which the student believes violates the Consortium's policy. The Consortium assigns responsibility for oversight and coordination of Consortium grievance policy and procedures to the PAU Provost. All such grievances must be presented in writing (not by email) addressed to the Provost within 30 days of their occurrence.

Informal Procedure

The grievant should first discuss the complaint with his or her advisor, or other appropriate campus officer, who will attempt to resolve the complaint informally. If the circumstances

of the complaint prevent such informal resolution, or it is not resolved informally, the grievant should file a written complaint to the PAU Provost. Upon receipt of the complaint, the Provost will forward a copy of the complaint to the Director of Clinical Training and to the individual against whom or related to whose action or decision the complaint is made, and will advise the grievant that an investigation and discussion will begin within fourteen (14) calendar days of receipt of the complaint, except where additional time is required for good reason.

Formal Procedure

All grievances will be heard by the Consortium Executive Committee or by its delegate(s). The Executive Committee or its delegate(s) shall hear the complaint and receive testimony and information from such witnesses, as it deems appropriate in order to evaluate the complaint. After the hearing is complete, the Committee will forward its findings and recommendations to the Provost President and to the parties. The Committee will attempt to do this within fourteen (14) days of the Committee's conclusion of hearings. Either party may forward to the Provost President's comments on the findings and recommendations of the Committee. Such comments must be submitted within seven days following receipt of the panel's recommendations. The Provost President will make a decision within fourteen (14) days of receipt of the panel's recommendations and findings.

Arbitration

If the student disagrees with the decision of the Provost and wishes to challenge that decision, he or she must submit the issue to binding arbitration under the Rules of the American Arbitration Association. The costs of the arbitrator's fees or any administrative fee imposed by the American Arbitration Association shall be split equally by the student and the Consortium. The arbitration process under this Institutional Appeal Procedure is the exclusive method of external review and is final binding on both Consortium and the student and the arbitrator's award shall be final, binding and conclusive upon the parties and may be entered in any state or federal court having jurisdiction.

Complaint Process, According to Federal State Authorization Title 34

In the event a student believes they have been unfairly treated by Palo Alto University they should follow the PAU grievance procedures. In the event a student feels it cannot be resolved by the methods outlined in the University's publications and Web site– they have the right to contact the accrediting organizations and related governmental agencies.

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at:

2535 Capitol Oaks Drive STE 400
Sacramento, CA 95833
Phone: [916-431-6924](tel:916-431-6924)
FAX: [916-263-1897](tel:916-263-1897)
Website: <http://www.bppe.ca.gov>

8. STUDENT GOVERNMENT

Consortium students take an active role in helping to shape the program. Student Government, in the form of the Psy.D. Student Council (PSC), articulates student issues and goals, working with program leadership to ensure that student concerns are addressed.

The PSC is the primary conduit for student communication to program leadership. PSC actively solicits student feedback on specific issues, organizes class meetings, and is available for students to communicate concerns confidentially. They also work with program leadership to craft responses to student questions and to develop appropriate proposals for addressing student concerns. Governing Council members also represent Psy.D. students in various standing Consortium committees, as well as at meetings of the Academic Affairs Committee of the PAU Board of Trustees. In addition to serving as representatives for the student body, PSC organizes up to three campus events per quarter with goals of enhancing students' professional development and promoting a sense of community within the student body.

PSC consists of nine student officers, three from each of the three on-campus student class cohorts (first, second and third years). Previous PSC members (generally the previous year's Co-Presidents) will also participate on an as needed basis to provide mentoring and to address issues relevant to fourth-year students. First year representatives are elected in the Fall Quarter once entering students have acclimated to each other and to the program. Once elected, representatives stay active on PSC until after their third year. Each year, during spring quarter, two of the third year representatives are selected as Co-Presidents. These students must have served on PSC for the preceding two years. Other positions are filled at the end of spring quarter as well including: Secretary, Treasurer, two Social Chair Representatives, and two Professional Development Representatives. PSC members are provided with a stipend for their services and have access to a budget for funding events through the Office of Student Services.

Any Consortium student can contact the PSC via their email address: psydstudentcouncil@paloaltou.edu. A roster of current PSC members is available on the Psy.D. Consortium Google Site.

9. STUDENT SERVICES

9.1 Identification Cards

Student Identification Cards are issued by the Office of Student Services. Cards will be distributed shortly after New Student Orientation. If you misplace yours or if it is stolen, there is a \$15.00 replacement fee. This ID card must be presented when borrowing materials from the Palo Alto University Omar Seddiqui Research Library.

9.2 Health Insurance

All registered students at Palo Alto University are required to have health insurance while attending school here. PAU will provide a Student Health Insurance Plan (SHIP) to ensure that you have affordable, comprehensive health coverage. You will be automatically enrolled in and charged for SHIP, unless proof of other coverage is provided and a waiver is submitted by the Waiver Deadline Date of October 15, 2017.

10. RESOURCES AND FACILITIES

10.1 Consortium Department of Psychiatry and Behavioral Sciences Setting

The Department of Psychiatry and Behavioral Sciences is located at 401 Quarry Road, Stanford, CA, where approximately 50% of the Consortium courses are taught. Many students spend additional time at the Department of Psychiatry working on practica and pursuing other research and clinical interests with Stanford faculty and staff. For more information or specific inquiries about Stanford resources, students should contact the Administrative Associate for the Department of Psychiatry at Stanford University. In addition, all Consortium students are given a SUNet ID, the Stanford University unique 3-8 character account name that identifies them as affiliated members of the Stanford community, allowing them access to the Stanford University Network of computing resources and services, including online library resources.

10.2 Stanford Libraries

For in-person libraries access, Psy.D. students may visit Lane Medical Library at Stanford University Medical School. Additionally, PAU purchases a number of institutional library cards from the Green Library at Stanford for the shared use of Psy.D. and Ph.D. students. Cards can be checked out from the PAU Research Library on an overnight loan and may be borrowed as many times as needed. All students are eligible for seven days of free access to Green Library without a Library Card each year. These day passes are available at the visitor kiosks at each Green Library entrance. A valid government-issued picture ID (passport, driver's license, etc.) is required. However, to check out materials one must have an Institutional Library Card and borrowing coupons, also issued by the PAU Library circulation desk. For more information refer to:

<http://library.stanford.edu/using/access-and-privileges/visitor-access-and-borrowing>.

Library policies are subject to change; contact the Director of Clinical Training or Program Manager for current policies and procedures.

10.3 Omar Seddiqui Research Library and Department of Academic Technology

The Research Library and Department of Academic Technology provide expertise, services, resources, and academic technologies to meet the needs of the institution's instructional, research, and service programs. The Research Library maintains a highly specialized collection of books, journals, psychological tests, and audiovisual materials, many of which are in digital format and accessible online. The Department of Academic Technology provides resources and services related to online instruction, audio and visual recording and presentation, classroom and research technologies, and library technologies.

You may visit the Library website at <http://www.paloaltou.edu/library> for current hours, contact information and resources.

Library Staff:

The Research Library and Department of Academic Technology is managed by the University Librarian and Director of Academic Technology and is staffed by a Research Librarian, a Technical Services Librarian, an Academic Technologist/Instructional Designer, a Library Technician, and Student Assistants.

Collections

The Research Library makes available extensive digital resources, paper volumes of books and journals, and multiple copies of psychological tests. PAU student dissertations are available in digital format and in paper format from the Research Library. Audiovisual materials in the Library's collections include DVDs, CDs, and databases of streaming videos.

Research Library and Academic Technology Services and Resources

The Research Library and Department of Academic Technology offers a full range of research and instructional services and resources. The Library Computer Lab and Instructional Computer Lab provide a scanner, black and white and color printers, and multiple computer workstations, including workstations with psychological test scoring software installed. The Research Librarians offer research assistance and instruction both in the classroom and on an individual drop-in or by-appointment basis. Librarians and the Academic Technologist offer consultation, instruction, and support for academic technologies, audiovisual technologies, research technologies, and citation management technologies. Laptop computers and projectors are available for class presentations, dissertation proposals and defenses, research group meetings, and other university meetings and events. Recording of classroom lectures and special events is provided by and supported by the Department of Academic Technology. The Library is open daily throughout the year except for holiday closures, and provides study rooms by reservation for use by students, faculty, and staff for group and individual study, research group meetings, student activities, and other meetings.

Classroom technology services and room reservations may be scheduled by contacting the Library Circulation Desk at 650-433-3808.

Access to more extensive collections is made available through interlibrary loan. Free interlibrary loan services are also available at local public libraries such as Palo Alto Public, Mountain View Public, and San Francisco Public Library.

PAU students may use Stanford's Cecil H. Green Library as a member of the general public at any time, though access is restricted to 7 days per year. Lane Medical Library at

the Stanford University Medical Center is open to everyone. Students requiring borrowing privileges or access in excess of the seven day public access may request the use of an Institutional Library Card from the PAU Library staff.

APPENDIX A – CONSORTIUM FACULTY

Core Faculty

Bruce Arnow (Stanford)
Christine Blasey (PAU)
Lian Bloch (PAU)
Victoria Cosgrove (Stanford)
Cheryl Gore-Felton (Stanford)
Courtney Farmer (PAU)
Nancy Haug (PAU)
Kimberly Hill, DCT, (Stanford)
Robert Holaway, Co-Assoc DCT (PAU)
Jamie Kent, (PAU)
Sandy Macias (PAU)
Jennifer Phillips (Stanford)
Lauren Schneider (Stanford)
Allison Thompson, Co-Assoc DCT (Stanford)
Sanno Zack (Stanford)

Associated Program Faculty

Grace Gengoux (Stanford)
Debra Safer (Stanford)
Teceta Tormala (PAU)
Sharon Williams (Stanford)

Other Contributors

Sarah Adler (Stanford)
John Barry (Stanford)
James N. Breckenridge (PAU)

Kim Bullock (Stanford)
Eduardo Bunge (PAU)
Joyce Chu (PAU)
Kathleen Corcoran (Stanford)
Matt Cordova (PAU)
Kate Dahl (Stanford)
Charles DeBattista (Stanford)
Kathleen Eldredge (Stanford)
Kathleen Fitzpatrick (Stanford)
Katie Fracalanza (Stanford)
Robert Friedberg (PAU)
Amie Haas (PAU)
Janice Habarth (PAU)
Kate Hardy (Stanford)
Tamara Hartl (Stanford)
Chris Hayward (Stanford)
Yotam Heineberg (PAU)
Shashank Joshi (Stanford)
Jake Kelman (PAU)
Kristine Luce (Stanford)
Rachel Manber (Stanford)
Ricardo Muñoz (PAU)
Ruth O'Hara (Stanford)
Jonathan Peretz (PAU)
Douglas Rait (Stanford)
Elizabeth Reichert (Stanford)
Athena Robinson (Stanford)
Craig Rosen (Stanford)
C. Barr Taylor (PAU)
Alvin Thomas (PAU)
Helen Wilson (Stanford)

APPENDIX B – 2017-18 ACADEMIC ADVISORS LIST

The faculty members listed below serve as Academic Advisors. For a list of advisors willing to take on new advisees, contact Dr. Kimberly Hill.

Bruce Arnow (Stanford)

Lian Bloch (PAU)

Kate Corcoran (Stanford)

Victoria Cosgrove (Stanford)

Cheryl Gore-Felton (Stanford)

Courtney Farmer (PAU)

Nancy Haug (PAU)

Kimberly Hill (Stanford)

Robert Holaway (PAU)

Jamie Kent (PAU)

Jennifer Phillips (Stanford)

Lauren Schneider (Stanford)

Allison Thompson (Stanford)

Students wishing to change advisors may complete the Change of Advisor request form, which can be downloaded from the Psy.D. Google Site at

<https://sites.google.com/a/paloaltou.edu/pgsp-stanford-psy-d-consortium>.

APPENDIX C – GOVERNANCE AND CONSORTIUM COMMITTEES

PGSP-Stanford Psy.D. Consortium Oversight Committee

Ultimate authority for the PGSP-Stanford Psy.D. Consortium rests with the Consortium Oversight Committee, whose responsibilities include maintaining the commitment to central administration of the Consortium, selecting the Consortium Director of Clinical Training (DCT), assuring that the program is meeting its educational goals, and allocating resources. This committee includes both DCT, as well as institutional leaders from PAU and Stanford University Department of Psychiatry and Behavioral Sciences. The Oversight Committee is chaired by the PAU Vice-President for Academic Affairs. The Committee meets yearly and on an as-needed basis.

There are three types of faculty in the Consortium, core, associated, other contributors. Several core faculty members serve in leadership positions, including the DCT, two Co-Associate DCT, a Practicum Coordinator, and select members of the Dissertation Committee. Consortium governance is fundamentally a consensus-driven process. Major aspects of the Consortium are managed through specific committees comprised of core faculty from both member entities and jointly led by the DCT.

- 1) Diversity Committee**
- 2) Student Progress Committee**
- 3) Practicum Committee**
- 4) Dissertation Committee**
- 5) Curriculum Committee**
- 6) Student Evaluation Committee (SEC)**
- 7) Internship Preparation Committee**
- 8) Admissions Committee**
- 9) Fellowship Committee**
- 10) Comprehensive Exam Committee**

APPENDIX D – ANNUAL STUDENT EVALUATION FORM

Annual Student Evaluation

Student Last Name: _____ First Name: _____ Cohort: _____

	Expectancy	N/A Not Applicable	1* Below Expectations	2 Meets Expectations	3 Exceeds Expectations
A	Academic Progress				
1	Course grades				
2	Incomplete grades (progress)				
3	Comprehensive - Stats/Research				
4	Comprehensive - Assessment				
5	Comprehensive - Clinical				
6	Dissertation Proposal				
7	Dissertation Defense				
B	Professional Behavior				
1	Dependability				
2	Ethics				
3	Interpersonal relations				
4	Motivation/Initiative				
5	Other/Specify:				
C	Clinical Skill Development				
1	Diagnosis/Assessment				
2	Psychotherapy				
3	Clinical documentation				
4	Responsiveness to supervision				
5	Competence in diversity				
6	Other/Specify:				
D	Optional Professional Activities				
1	Clinical Research Assistant/ Supplemental Practicum				
2	Teaching Assistant				
3	Other				