

THE VIRGINIA CONSORTIUM

PROGRAM IN CLINICAL PSYCHOLOGY
2010-2011

The Virginia Consortium is one, unified program offered jointly by three schools. To answer frequently asked questions about our innovative arrangement, the following section presents the unique features of this program in terms of its origin, organization, resources and standards.



**Sponsored by
Eastern Virginia Medical School
Norfolk State University
Old Dominion University**

The State Council of Higher Education for Virginia (SCHEV) has promoted consortia in education to increase cooperation and reduce duplication of programs across institutions. When SCHEV authorized the **Virginia Consortium**, it authorized one program, with one degree, to be awarded jointly.

The degree of Doctor of Psychology in Clinical Psychology (Psy.D.) is offered through this consortial program. The program is jointly sponsored by Eastern Virginia Medical School, Norfolk State University, and Old Dominion University, and is administered by the **Virginia Consortium**, a cooperative interinstitutional mechanism for coordinating the resources of these supporting institutions.

ORGANIZATION

Students interact primarily with the Program's Administrative Office. Admission, registration, and all other administrative functions are centralized. One transcript is maintained and one diploma is awarded. Courses, however, are offered at all institutions on a schedule organized to minimize travel.

Responsibility for the administration, planning, program development, and program implementation of the **Virginia Consortium** rests with the Council of Directors. The Council is composed of one Director of Clinical Psychology Training from each of the consortial schools, appointed by the Provost of his or her institution; and a student representative, elected by and responsible to the students enrolled in the Program.

Standing committees have been formed to distribute program responsibilities beyond the Council and to ensure that supporting institutions are represented in the specific, task-oriented missions of the committees.

Recruitment and Admission Committee (RAC) develops and maintains procedures for student admission in accordance with the Program's admission policies. Its members review applicants and make recommendations to the Council in the form of a rank ordered list of acceptable candidates.

Comprehensive Examination Committee (CEC) administers the written and oral comprehensive examination to students, typically at the end of the fifth semester of training. The examination assesses ethical, research, and clinical competence to confirm readiness for internship.

RESOURCES

The Program's consortial arrangement provides students with a large array of diverse resources. Students are considered to be full-time students at each of the three institutions simultaneously and are entitled to the same rights and privileges as any other full-time student at each. Therefore, each student has full access to three libraries, three resources for financial aid, three sets of student services, and any other resources or facilities that the student may choose to access. Approximately 20 full-time faculty of the sponsoring departments are regularly involved in the Program which serves about 25 students.

Students have access to the remaining full-time faculty for individual study, dissertation committees, and other training activities. In addition, more than 60 supervisors in over 30 community agencies participate in practicum training.

STANDARDS

Because the diploma is awarded jointly, each institution must be able to stand behind the entire consortial program, not just its own contributions. Therefore, each academic and administrative function has been reviewed and fully approved by the faculties and academic administration at each of the three institutions. In every respect, the Program and its graduates meet all of the standards of the three accredited institutions.

The Virginia Consortium is most easily understood as consisting of the resources of three institutions, organized into a single, unified program. This results in resources greater in diversity and depth than are those available in intra-institutional programs.

From the student's perspective, the Virginia Consortium Program has been designed to be administratively similar to a program within a single institution.



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SPONSORS



Eastern Virginia Medical School (EVMS) is a community-based, state-supported, academic institution dedicated to medical and health education, biomedical research, and enhanced health care in Hampton Roads. Its programs are carried out through a series of cooperative arrangements involving the area's cities, hospitals, health professionals, and institutions of higher education.

In addition to training medical professionals through its schools of Medicine and Health Professions, EVMS offers, through the Eastern Virginia Graduate School of Medicine, a variety of residencies in many different medical specialties, including its APA-approved clinical psychology internship, and post-doctoral fellowships in clinical neuropsychology and forensic psychology. In addition to the **Virginia Consortium**, there are 11 other health professions programs sponsored by EVMS.

Teaching faculty of the medical school are heavily engaged in patient care. EVMS Health Services provides world-class care across a variety of medical specialties, including clinical psychology and psychiatry. Special EVMS Centers of Excellence include the Clinical Research Unit of the Department of Pediatrics, the EVMS Strelitz Diabetes Center, the Jones Institute for Reproductive Medicine, the Glennan Center for Geriatrics and Gerontology, the Sleep Disorders Center, and the Thomas R. Lee Center for Ocular Pharmacology. Faculty and students actively pursue individual and collaborative research investigations in both the biomedical and behavioral sciences.

Responsibility for the institution's support of the **Virginia Consortium** resides within the Department of Psychiatry and Behavioral Sciences, with a full-time faculty of 19, eight of whom are psychologists. The department provides comprehensive outpatient mental health services for children, adolescents, and adults. It also sponsors a clinical psychology internship, two post-doctoral fellowship programs (in clinical neuropsychology and forensic psychology), a psychiatric residency program, and a graduate art therapy program. Specialized programs include The Neuropsychology Center and the Sleep Disorders Center. Within the **Virginia Consortium**, EVMS sponsors advanced training in clinical neuropsychology, and when possible, in sleep disorders or other areas.

Norfolk State University (NSU) is the youngest of Virginia's five historically Black colleges and universities. It is now the largest HBCU in the Commonwealth, and is among the nation's largest. Norfolk State's mission is to provide an affordable, education for an ethnically and culturally diverse population, equipping graduates to contribute to the global society. Norfolk State has a student population nearing 7,000 and a faculty of 300.

Norfolk State is a community-oriented university that was established to meet the educational needs of the community, which were not met by other educational institutions in the region. It is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). Its academic departments are housed within eight schools, with the Psychology Department in the School of Liberal Arts.

Norfolk State has gained the status of a doctoral degree-granting institution in the Commonwealth's higher education system. In addition to the Psy.D. program offered through the **Virginia Consortium**, Norfolk State offers two other doctoral degree programs and others in the natural sciences are being developed. In addition, the university offers two associate degrees, 32 bachelor's degrees, and 16 master's degrees.

The Psychology Department with nine full-time faculty members has over 300 undergraduate majors. The Department offers a master's degree in community/clinical psychology. Norfolk State shares the administration and curricular offerings of the **Virginia Consortium Program**.

Old Dominion University (ODU) is a four-year institution with an enrollment of 241,000 students. While its principal enrollment campus is in Norfolk, Old Dominion also has higher education centers in Virginia Beach, Hampton, and Portsmouth, and more than 40 Teletechnet (distance learning) sites in Virginia and several other states.



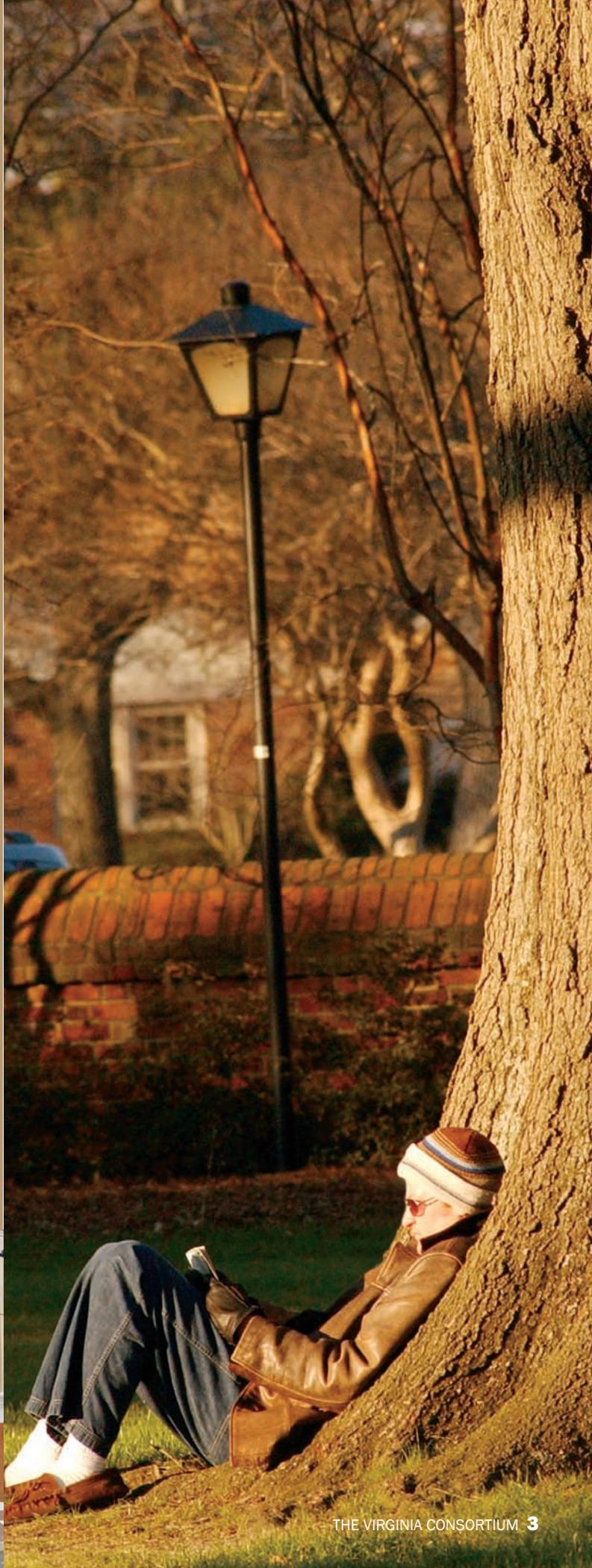
Old Dominion is recognized as one of Virginia's leading doctoral research institutions. The total value of ODU's faculty research amounted to \$96.2 million in FY 2009. According to the National Science Foundation, 18 ODU programs are ranked among the top 100 of their respective national peers in terms of R&D expenditures. The university is ranked 61st in total R&D expenditures among institutions without affiliated medical schools, 79th in DOD research, and 51st in NASA research. ODU is classified as a Carnegie Research Institution with high research activity.

Old Dominion University is committed to providing students and the community with a global perspective through academic programs, research, faculty development and community outreach. Old Dominion serves a diverse student body, including more than 1,400 international students from 108 countries. Nine foreign languages, a variety of degree programs in international studies and several study abroad programs are offered at ODU.

The 23-member psychology department offers programs leading to the bachelor of science, the master of science, the doctor of philosophy in Applied Experimental Psychology, Human Factors Psychology, and Industrial-Organizational Psychology, and the doctor of psychology in clinical psychology through the **Virginia Consortium**. The department also contributes to the M.S. and Ph.D. programs in modeling and simulation.

The psychology department is part of the College of Sciences which also includes the traditional departments of science, as well as the Department of Computer Science and the Department of Mathematics and Statistics. Old Dominion offers a total of 70 baccalaureate programs, 59 master's programs, and 41 doctoral programs.

Old Dominion's Perry Library is fully automated and its more than 3.3 million items are listed in the on-line catalog. The computer center, which operates a network of computing terminals throughout campus, provides a wide range of computing services for instruction, research and administration.



THE AREA

HAMPTON ROADS is located approximately 90 miles east of Richmond, 180 miles southeast of Washington, D.C., and 330 miles south of New York City. It is bounded on the east by the Atlantic Ocean and on the west by the city of Suffolk.



It is an area rich in history. Hampton Roads was first discovered four hundred years ago in April 1607 when a landing party of English colonists touched shore at Cape Henry and planted a wooden cross in the sand in thanksgiving for their safe passage. These first settlers later moved further inland to establish America's first permanent colony at Jamestown.

The area quickly became prominent during the colonial period because its many rivers and waterways provided good transportation for exportation of tobacco. Today, these same waterways are responsible for much of the area's economic growth. The United States Navy was among the first to recognize Hampton Roads' potential as a base for modern maritime operations. The arrival of the Navy was soon followed by an increase in commercial shipping activity in the area's port facilities.

During the Revolutionary War, the city of Norfolk was bombarded by Lord Dunmore's fleet and burned by patriotic citizens to prevent the British from using the town as a base. In nearby Yorktown, the war was ended and US independence won. During the Civil War, Hampton Roads was the setting for the famous naval battle between the Monitor and the Merrimac.

Today, Hampton Roads abounds in cultural and economic opportunity. Its seven cities – Chesapeake, Hampton, Norfolk, Newport News, Portsmouth, Virginia Beach and Suffolk – are unique in the quantity and variety of outdoor recreational facilities they offer. Water sports are naturally very popular; there are many beaches, fishing piers and boating facilities. In town, there are many city parks in which activities ranging from swimming to hiking to horseback riding are available. In the suburban areas, there are several championship golf courses as well as excellent tennis courts.

The mission of the Virginia Consortium is to graduate clinical psychologists who are: competent in individual and cultural diversity; educated in the basic subjects and methods of psychological science; capable of critically assimilating and generating new knowledge; proficient in the delivery and evaluation of psychological services; and able to assume leadership positions in health service delivery systems.

MISSION AND EDUCATIONAL PHILOSOPHY

It is the Program's philosophy that practicing clinical psychologists are best educated as practitioner-scientists. Scientific knowledge and methods form the foundation for effective clinical service. Although the objectives of the basic researcher and the clinical practitioner are different, productivity for both involves articulating current problems and issues, formulating creative solutions to those problems, and validating hypotheses by systematically gathering empirical evidence. Continuing professional development for both requires the discipline to critically appraise the scientific merits of new theoretical and empirical developments in the behavioral sciences.

Education in research methodology in the **Virginia Consortium** is comprised of coursework, research assistantships, and an empirical dissertation. During the first two years of the curriculum, required courses in statistics, research design, and empirically-supported therapies prepare the student in the fundamentals of research methodology. Research assistantships, available to students for the first two years supplement these courses by providing experience in conducting research. In the third year, the student's education in research methodology culminates in a clinical dissertation, an empirical study coordinated with the student's chosen area of advanced study. By these means the student develops the skill to critically appraise research literature and evaluate psychological services.



The clinical psychologist encounters a diversity of client populations and human problems. Implementation of effective services and programs requires an understanding of the complex array of biological, psychological, and socio-cultural factors affecting human behavior. Accordingly, the VCP curriculum contains instruction in fundamental content areas of psychology. Those substantive areas include developmental, social, and physiological psychology. Personality theory, history and systems of psychology, and ethics are taught as separate courses, also in clinical courses, and as an integral part of practicum training.

In the **Virginia Consortium**, education and training in the delivery of psychological services progresses from generic to more specialized. During the first two years of the curriculum, the coordinated sequence of clinical courses and practica are generic in content and theoretical orientation. The student learns the major theoretical and technical models. Though provisions are made for individual interests, no theoretical model, intervention modality, or client population is pre-eminent in the basic education of the student.

Advanced training is provided in the third year of the curriculum; the student chooses an area of interest comprised of courses, practica, and an empirical dissertation. A student may design an individualized curriculum by coordinating resources approved by the Council of Directors.

Clinical training for the Psy.D. degree is completed in a fourth year of clinical training in preparation for internship, and then in a full-time internship during the fifth year of the Program.

CLINICAL RESIDENCY

In each state, practice as a psychologist is governed by statute law; graduation from the doctoral program in clinical psychology does not by itself certify a person to practice as a psychologist. The program provides APA-accredited education and training for the doctorate. The respective states have additional requirements for license to practice.

For further information, contact the state board(s) of psychology or the Association of State and Provincial Psychology Boards at the following address: P.O. Box 241245, Montgomery, AL 36124-1245; (phone) 334-832-4580; (fax) 334-269-6379.

CURRICULUM STRUCTURE

Through study of fundamental content areas and methodology, the student acquires an understanding of the theoretical and conceptual organization of psychological science and of the intellectual and empirical means for the acquisition of knowledge. Through study of assessment and individual, group, and family intervention, the student acquires the theoretical and technical expertise for the practical applications of psychology to the solution of human problems. Through the study of community systems, the student acquires the knowledge and skills necessary to effectively function in community service delivery organizations.

Together, these courses define the generic section of the **Virginia Consortium** curriculum. Remaining are the third year of advanced training, during which the student pursues personal interests in greater depth through coursework, practica, and applied clinical research, and a fourth year of clinical practice prior to internship.



Development of clinical skills and competencies through supervised experience is a crucial component of the Program.



PRACTICUM TRAINING

The **Virginia Consortium Program** provides a systematic sequence of supervised practica in which students apply the knowledge and skills acquired in the classroom. Placements are arranged to assure that each student is exposed to several settings and populations.

Practicum training is offered in a variety of diverse settings, including mental health centers, medical hospitals, a veterans' medical center, psychiatric hospitals, children's residential treatment facilities, public school systems, university counseling centers, social services clinics, private practices, and two specialty services (neuropsychology/rehabilitation, and sleep disorders). Some practicum sites require criminal background checks and drug testing. Sites are subject to change.

EARLY COURSEWORK AND PRACTICA

The student is enrolled in a practicum in each semester for four calendar years. The first six practica consist of 8 hours per week of supervised clinical experience in an affiliated facility; the remaining practica are completed in 20 hours per week.

Practicum objectives correspond to the sequence of clinical courses. For example, the clinical courses in the first semester are clinical psychopathology and intellectual assessment. The practicum activities in the first semester include interviewing, relationship building, mental status examination, history taking, diagnosis, and administration, scoring and interpretation of ability and achievement tests. In the second semester, the clinical courses include personality, and the student continues practicum activities of the first semester and begins individual intervention. In the same way, clinical courses in subsequent semesters provide the foundation for additional practicum activities.



The student organizes an educational plan, which combines elective coursework, advanced practica, and an empirical dissertation to define an area of advanced study.

This sequencing provides a systematic and cumulative approach to acquiring and rehearsing the core assessment and intervention skills expected of a general clinical practitioner. The third year is designed to provide students with the opportunity to focus on an area of personal interest and to assume increased responsibility for activities that foster their professional development and individual career goals. The student organizes an educational plan that combines elective coursework, advanced practica, and an empirical dissertation to define an area of advanced study. The plan consists of a set of goals that are formulated in terms of acquisition of specific bodies of knowledge, competencies and skills central to theory, research, and practice in that area.

ADVANCED COURSEWORK AND PRACTICA

Third-Year Advanced Training: The student develops an individualized plan, subject to the approval of the Council, comprising practica, elective coursework, and an empirical dissertation. There is considerable flexibility in the establishment of individual practicum objectives and selection of research topics. There is also a Program-sponsored concentration that provides intensive advanced study and training in neuropsychology.

Neuropsychology: Offered by Eastern Virginia Medical School, this advanced training for a limited number of students combines coursework, practica and dissertation to increase knowledge and understanding of brain behavior relationships as they relate to cognitive psychology theories, neuroanatomy, neuropathology, human development, assessment and intervention with brain-impaired patients. It is a year-long specialization featuring neuropsychological testing and assessment, treatment planning, rehabilitation, and research with children and adults with neuro-psychological impairment or dysfunction. Clinical neuropsychology is available to a limited number of students.



EDUCATIONAL SEQUENCE

YEAR 1

Fall

Intellectual Assessment
Developmental Psychology
Psychopathology
Clinical Practicum

Spring

Personality Assessment
Multicultural & Lifestyle Issues
Ethical Clinical Practice
Clinical Practicum

Summer

Cognitive Behavioral Therapy
Neuropsychology
Clinical Practicum

YEAR 2

Fall

Analysis of Variance
Empirically-supported Therapies
Human Cognition
Clinical Practicum

Spring

Regression/Correlational Design
Social **OR** Community Psychology
Therapy elective
Clinical Practicum

Summer

Child Psychopathology
Consultation/Supervision
Clinical Practicum

YEAR 3

Fall

Research Project
Advanced Clinical Practicum
Elective

Spring

Dissertation
Advanced Clinical Practicum

Summer

Dissertation

YEAR 4

Fall

Dissertation
Clinical Practicum
Optional elective

Spring

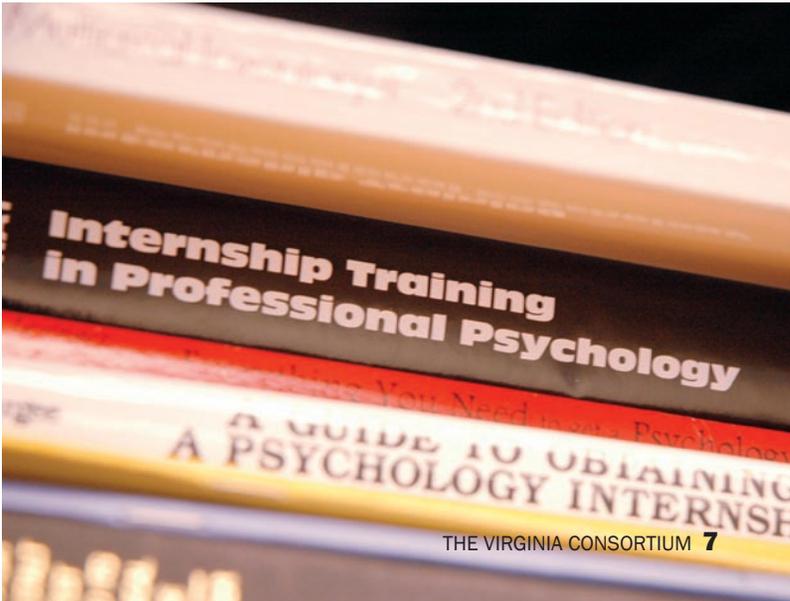
Dissertation
Clinical Practicum

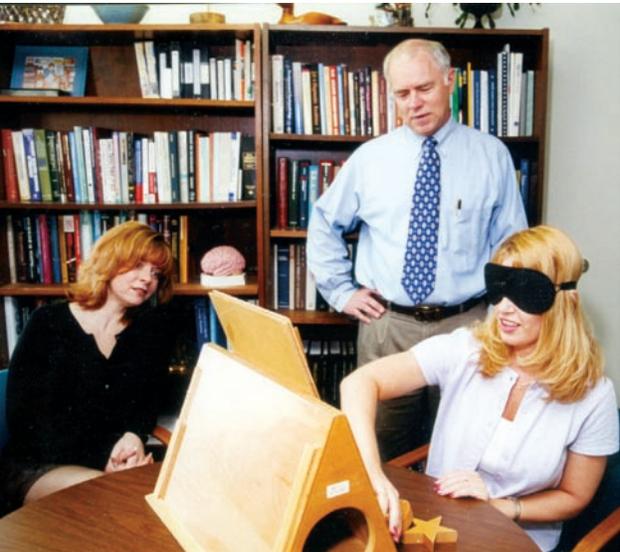
Summer

Dissertation **OR** Psych 999

YEAR 5

CLINICAL INTERNSHIP





Students are supported by graduate assistantships. Most positions involve research; some involve the provision of clinical services or teaching. All reduce tuition and pay the student a stipend.



Dissertation: In the third year of the curriculum, the student's education in research methodology culminates in a clinical dissertation which is an empirical study coordinated with the student's chosen area of advanced study. By means of previous coursework in research methodology and the conduct of the dissertation research, the student develops the skills to critically appraise research literature and evaluate psychological services.

INTERNSHIP

The **Virginia Consortium** does not provide an internship; the student obtains an internship by competitive application to internship agencies. Although the **Virginia Consortium** prepares a student for internship training, the Program cannot guarantee a student's success in the competition for internship.

Students are encouraged to apply to APA-approved generalist model internships that adhere to the guidelines of the Association of Psychology Postdoctoral and Internship Centers (APPIC). These programs provide an intensive, full-year experience in the delivery of clinical services under close supervision. They provide a variety of clinical populations, using multiple assessment and intervention modalities, while allowing the intern to identify areas of specialized interest.

GRADUATE STUDENT SUPPORT SYSTEMS

Advising: Directors serve as program advisors for students throughout their residence in the program, overseeing their academic and clinical progress. For the advanced training year, students often select mentors whose interests are consonant with their own. The mentor guides the student in defining an area of focus and may also chair the student's dissertation.

Financial Aid: First and second year students are supported by graduate assistantships, funded at \$7,000 and \$7,500, respectively. The work commitment is 8 hours per week for three semesters. Three teaching fellowships [two first-year positions available to students with masters' degrees, and one second-year position funded, at \$8,000] are available. Third-year positions require 20 hours of work per week; the typical third-year stipend is \$8,000.

Students are also eligible for federally insured student loans. For specific information about loans, contact the Office of Student Financial Aid (Graduate Division), Old Dominion University.

The Program has been approved for Veterans Administration benefits. Students who are veterans should contact Andrea Dance, Veterans Advisor, at Old Dominion University (adance@odu.edu).

Institutional Privileges: Graduate students enrolled in the Program are considered to be enrolled full-time at all three supporting institutions and have access to the same privileges as any other full-time student enrolled in the institutions. Among these privileges are access to the computing centers, libraries, bookstores, on-campus parking, student discounts to athletic events, health insurance, and student health and psychological services.



STUDENT EVALUATION PROCESSES

Student Evaluations: A formal evaluation is conducted each June. Directors review the progress of first, second, and third year students in both academic and professional areas. Data from course instructors, practicum supervisors, and research supervisors are solicited for part of that assessment procedure. The data are condensed into a written summary of each student's progress. Students meet with advisors to review and discuss the data and summary.

Practicum Evaluation: At the beginning of each practicum placement every semester, the student and practicum supervisor specify the goals of the practicum placement in contract form. After reviewing these goals, the Practicum Family Coordinator approves the contract. The student, practicum supervisor, and the Practicum Coordinator convene at mid-semester to assess progress. At the end of the practicum, the student completes a written evaluation of the training experience and the practicum supervisor completes a written evaluation of the student's performance using the practicum contract as a guide.

Comprehensive Examination: After the Spring semester of the second year, each student is evaluated by means of written and oral comprehensive examinations which confirm ethical, research, and clinical competence and readiness for internship.

Each student is provided with written feedback on individual areas of relative strengths and weaknesses as evidenced by performance on the examination. This information can be used to formulate goals for clinical activities during the advanced training year and to identify academic areas requiring further review.

DEGREE REQUIREMENTS

For the general requirements of the Doctor of Psychology degree, see the catalogs of the sponsoring institutions. To be awarded the degree of Doctor of Psychology, the student must have met the following specific requirements:

- 1 The successful completion of four years (Fall, Spring and Summer semesters) of full-time study beyond the baccalaureate or the equivalent is required.
- 2 In addition, the successful completion of an internship that is a full-time experience for one calendar year with at least two hours per week of formally scheduled individual supervision, is required.
- 3 At least 8 semesters and 72 semester hours shall be in residence in the Program, with the student being registered in the Program during the semester in which the degree requirements are completed.
- 4 Each doctoral student must pass the comprehensive written and oral qualifying examination before being admitted to candidacy.
- 5 Each student must propose, conduct, and successfully defend a clinical dissertation with a strong evaluative component in the student's area of interest. The defense is not limited to the topic of dissertation *per se*. The candidate is expected to show a mastery of the area within which the dissertation was conducted.
- 6 Students are required to have a GPA of 3.00 or better to be awarded the Psy.D. degree. Those who complete the course requirements for the degree but have a deficiency in GPA may be given an opportunity to increase their GPA by repeating up to 9 credits of prior coursework in which relative deficiencies were exhibited.
- 7 All requirements for the doctoral degree must be completed within seven calendar years from the time the student begins the doctoral program.



EXEMPTION FROM REQUIRED COURSES

On the basis of demonstrated proficiency, a student may be granted a reduction in required courses. Proficiency must be established to the satisfaction of the course instructor and the Directors, and is demonstrated by written and/or oral examination designed to assess exit-level competency.

Required courses within the **Virginia Consortium** curriculum that were previously completed in another program at one of the consortial institutions will be documented on the student's transcript; the student will not be required to duplicate the course(s).

ADMISSION REQUIREMENTS

Academic qualifications of applicants are evaluated to assure that students are capable of meeting the educational requirements of the Program. Applications are evaluated with regard to undergraduate and graduate grade point average, letters of recommendation, relevant clinical and research experience and GRE scores. Of equal importance are personal characteristics conducive to the development of professional competence in dealing effectively with a variety of under-served populations. An attempt is made to admit students who are a "good match" with the Program, its resources and its mission.

To be considered for admission to the Program, an applicant must:

- hold a baccalaureate degree from an accredited institution of higher education;
- have an acceptable academic background in psychology;
- submit official transcripts indicating all coursework completed, grades achieved, degrees received;
- submit recent (five years) official Graduate Record Examination (GRE) test scores [General Aptitude - verbal, quantitative, analytical];
- submit a brief statement of professional goals and academic objectives (see application for specific detail);
- arrange for three letters of recommendation to be sent.
- A personal interview is required. (See **Application Procedures**.)

Admission to the Program is limited to 6-10 students per year. The mean age of students enrolled at the present time is 27 years, with a range of 22 to 49 years. The percentage of students with masters' degrees is 26%. Minorities represent 30% of the current enrollment, women represent 72%. Since its inception, the VCP has enjoyed a relatively low attrition rate, currently 8%.



	APPLICANT POOL			ADMITTED CLASS		
	Number of Applicants	Number Accepted	Number Admitted	Number Admitted Male/Female/Minority	Mean GPA	Mean GRE Scores: Verb/Quan/Ana/Adv
2010	169	7	6	2/4/0	3.66	570/587/4.58
2009	214	10	6	2/4/2	3.63	572/672/4.75
2008	249	14	10	2/8/5	3.49	537/631/4.8/645
2007	207	17	10	1/9/2	3.73	603/639/5.2/687
2006	163	16	10	3/7/2	3.82	558/623/5.2/676

COSTS

Students should consider carefully the tuition and other costs before applying to the **Virginia Consortium**.

There are no separate annual fees. However, there are, in the advanced training year, specific fees related to the reproduction and copyrighting of the dissertation, and a graduation fee in the fourth year. These fees are subject to change.

2010-11 PSYD Student Budget

Current Estimated Annual Expenses:

	1ST YEAR		2ND YEAR		3RD YEAR	
	In-State	Out-State	In-State	Out-State	In-State	Out-State
Tuition	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
*Less tuition reduction	-9,000	-7,000	-9,000	-7,000	-9,000	-7,000
Actual Tuition	\$6,000	\$8,000	\$6,000	\$8,000	\$6,000	\$8,000
Medical insurance	1,120	1,120	1,120	1,120	1,120	1,120
Books/materials	1,440	1,440	1,440	1,440	900	900
Room	10,800	10,800	10,800	10,800	10,800	10,800
Board	8,840	8,840	8,840	8,840	8,840	8,840
Travel/transportation	1,800	1,800	1,800	1,800	1,800	1,800
Miscellaneous**	2,600	2,600	2,600	2,600	2,600	2,600
	\$32,600	\$34,600	\$32,600	\$34,600	\$32,060	\$34,060
* Less assistantship stipend	-varied	-varied	-7,500	-7,500	-8,000	-8,000
Single student expense			\$25,100	\$27,100	\$24,060	\$26,060

* Students are funded with graduate assistantships that reduce tuition (see Less tuition reduction, above) and pay a stipend (see Less assistantship stipend, above).

** Normal personal and recreational uses; advanced training year includes additional costs associated with dissertation research and processing, and travel expenses for interviewing for internships.



APPLICATION PROCEDURES ~ New deadline, new fee

The application deadline is December 1. Selected applicants are invited to interview. A personal interview is required.



Application to the Program must be made on **Virginia Consortium's** materials. Each school can provide forms for its own programs, but the **Virginia Consortium's** deadlines, application fee, and evaluation procedures are independent and separate.

HOW TO OBTAIN AN APPLICATION: Application materials are available on-line at www.sci.odu.edu/vcpcp from August 1 to December 1.

APPLICATION DEADLINES: Complete applications and all supporting credentials, accompanied by a **\$65 application fee** payable to Old Dominion University must be received by December 1. There is no fee waiver policy.

All credentials –official transcripts, official GRE test scores, statement of goals, and letters of recommendation– must be received by December 1. Applicants are advised to take the GRE examination no later than October, as scores from later exams may not arrive by the deadline. Sealed letters of recommendation should be submitted with the application. (See application instructions for more detail.)

Incomplete applications will not be reviewed. It is not the Program's responsibility to notify applicants of missing materials.

Direct all supporting credentials to:

Virginia Consortium Program Office
ODU/NSU Higher Education Center
1881 University Drive/Suite 239
Virginia Beach, VA 23453

A personal interview is also required. All applicants will be notified by April 1st of action taken on applications.

HOW TO APPLY FOR FINANCIAL AID: The application for assistantships is provided online with other application forms.

The **Virginia Consortium** supports the resolution adopted by the Council of Graduate Departments of Psychology* regarding admission: Applicants will be notified on or before April 1 and those to whom admission is offered will be given until April 15 to accept or decline. A written notice on behalf of the Program validates an offer of admission.

* "An acceptance given or left in force after April 15 commits the student not to solicit or accept another offer. Offers made after April 15 must include the proviso that the offer is void if acceptance of a previous offer from a department accepting this resolution is in force on that date. These rules are binding on all persons acting on behalf of the offering institution."



The application deadline is December 1.

STATE RESIDENCY

To be considered a Virginia resident for any given semester, the applicant must have been domiciled in the Commonwealth of Virginia for at least one year immediately preceding the beginning of that semester.

Domicile is a legal concept and is defined as the place (State) where a person resides with the unqualified intention of remaining indefinitely with no present intention of leaving. Domicile is generally evidenced by receipt of income, payment of real estate and/or personal property taxes, voter registration, automobile registration, and/or driver's license.

Residence in Virginia for the purpose of securing an education does not qualify an individual for classification as a Virginia student for tuition purposes.

REGISTRATION

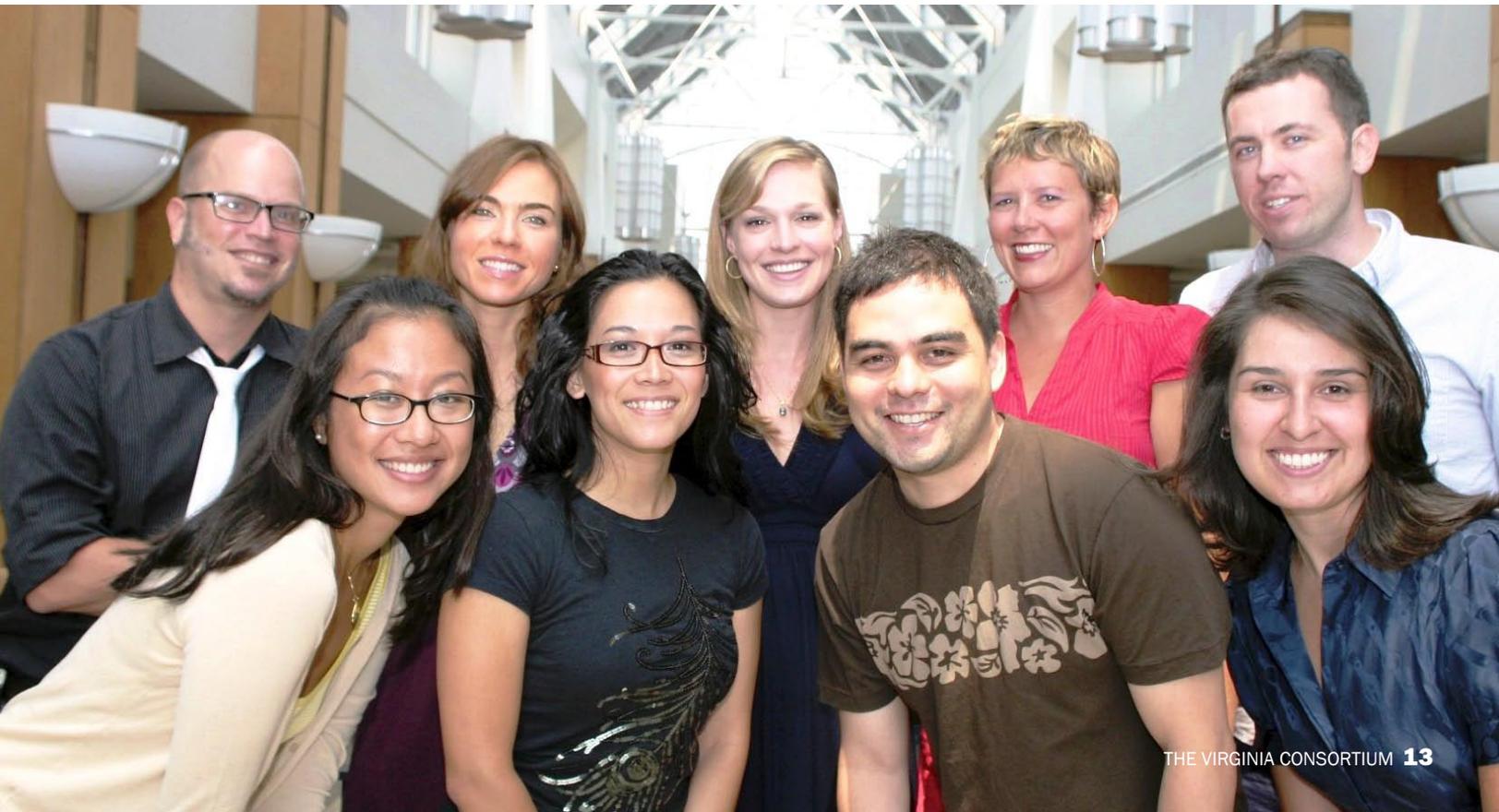
Psy.D. students are pre-registered for each of three semesters during the year: Fall, Spring, Summer. Students receive their registrations from the Program Office, and return completed forms there for processing.

Students in the Program are responsible for timely registration and must be continuously registered until graduated.

Payment of tuition is required at registration. Students receiving tuition reductions submit a tuition variance form to document their eligibility for the reduced rate.

ACADEMIC CODE

All students are expected to abide by the **Ethical Standards of the American Psychological Association** during training in the **Virginia Consortium**. Students are also expected to abide by the regulations of the supporting institutions.





POLICY ON SELF-DISCLOSURE

Both personal and professional factors contribute to one's ability to conduct effective psychotherapy and provide a range of clinical services. Clinical psychology students are therefore encouraged to be open to personal insights that might affect their clinical performance. Courses and clinical training experiences are intended to facilitate self-reflection and self-awareness. In addition, personal psychotherapy may be a highly beneficial experience toward accomplishing this aim for those who choose it.

Students and applicants should be informed that the **Virginia Consortium Program** complies with the American Psychological Association (APA 2002) ethics code 7.04 (Student Disclosure of Personal Information). Accordingly, students may be invited and expected to disclose personal information, if such information is deemed relevant to their performance in coursework, training-related activities and/or to their professional development. Students may be required to disclose personal information, if such information is deemed necessary for evaluation, or for obtaining assistance, if personal problems could reasonably be judged to interfere with the performance of training related activities in a competent manner.

The sharing of personal information can be a part of fostering professional growth in students. However, providing personal information may also be necessary for assuring professional standards of practice and client welfare. Students or applicants who have questions regarding this policy are encouraged to contact the Chair of the **Virginia Consortium**.

STUDENT RECORDS

The Old Dominion University Office of the Registrar functions as the official registrar of the Program. All grades are reported to ODU where full academic records are maintained. All requests for official transcripts or other materials of an academic nature must be made to the ODU Student Records Office.

Students are responsible for advising all three registrar's offices and the Program's Office when changes in address, phone or name occur.

STUDENT HOUSING

For assistance in locating housing in Norfolk, contact the Housing Office at Norfolk State University, (757) 823-8407 or the Housing Officer at Old Dominion University, (757) 683-4283. Housing information is also readily available on each university's web site.



DESCRIPTIONS Required Core Courses

632: NSU-Intellectual Assessment (3) provides training in theories of intelligence and psychometric properties, administration, scoring and interpretation of major individually administered intelligence tests for children, adolescents, and adults - with emphasis on the Wechsler scales and exposure to other instruments (CAS, RIAS, DAS, UNIT, KAIT, CTONI, WJ-III). Students are introduced to infant, preschool, and psychoeducational assessment and are expected to write interpretive reports on all practice applications. Relation of assessment data to clinical disorders and special education eligibility decisions, ethical issues in test use, and general history of intellectual assessment and interpretation will be discussed.

635: NSU-Multicultural & Lifestyle Issues (3) will allow students to research and critically analyze data and will address conceptual and theoretical foundations for providing psychological service to cross-cultural populations. Social, cultural, psychological and life-style factors that influence or impede the mental health process will be developed, explored, and evaluated.

650: NSU-Social Psychology (3) surveys the contemporary methods and theories, including social perception, attitudes, interpersonal behavior, and relationships. It also considers the application of social psychological principles and theories in clinical as well as non-clinical settings.

651: ODU-Developmental Psychology (3) covers topics related to the physical, cognitive, social and emotional aspects of growth, from conception to death. It focuses on human growth and development, but other organisms are also considered.

661: ODU-Psychopathology (3) provides a conceptual basis for the study of abnormal behavior. Students conduct an in-depth review of the literature related to neuroses, personality disorders, and psychophysiological disorders.

700: NSU-Ethical Clinical Practice (3) introduces basic therapy skills to clinical psychology students and explores the ethical framework that guides the profession of psychology.

705: NSU-History & Systems (3) explores the history and systems of psychology related to contemporary applied psychology.

741: NSU-Program Evaluation (3) covers a broad range of principles, techniques and methodologies in an effort to obtain valid, reliable, and effective program outcomes. Students will learn the objectives of conducting program evaluations to answer questions such as "Which services are providing adequate results? Who is being helped? Where are improvements needed?"

801: ODU-Empirically-supported Therapies (3) is designed to foster the integration of clinical science and the practice of psychotherapy. Course objectives include learning to identify, evaluate, and implement empirically-supported interventions for various psychological disorders.

824: ODU-Analysis of Variance (4) lecture 3 hrs; lab 2 hrs. Review of basic descriptive and inferential statistical procedures with a heavy emphasis on fundamental and advanced analysis of variance techniques. Topics include contrasts, factorial designs, within-subject and mixed designs, and analysis of covariance. Course materials are covered in the context of classical experimental and quasi-experimental design.

825: ODU-Regression/Correlational Design (4) lecture 3 hrs; lab 2 hrs. Covers correlation with heavy emphasis on regression analysis in the context of the general linear model. Topics include partial correlations, categorical and continuous interactions, non-linear regression, and multivariate statistics. Course materials are covered in the context of correlational designs and survey research.

831: ODU-Human Cognition (3) investigates the ways in which people process and retain information, make decisions, and solve problems. Current models of structures and processes of human memory and cognition are discussed with particular emphasis on neurocognitive evidence of the brain mechanisms involved in cognition.

860: ODU-Practicum in Clinical Psychology (3) assigns students to practice settings where they are given an opportunity to learn the skills of a clinical psychologist under close supervision. Various mental health settings throughout southeastern Virginia are used for this experience.

890: ODU-Internship in Clinical Psychology (4), taken each of three semesters in the fourth year, is a full-time internship experience for one calendar year, or a half-time experience for two calendar years. Formally scheduled individual supervision by a qualified psychologist is required for at least two hours per week. The completion of regular assignments is also required.

The Council of Directors will approve the nature of the training and the facilities in which the training is provided. Evaluations of the internship performance will be made by the Internship Director and sent to the Council Chair, who will assign a pass/fail grade for each semester.

895: NSU-Clinical Practicum (3) assigns a student to a practice setting where he or she is given an opportunity to learn the skills of a clinical psychologist under close supervision. Various mental health settings throughout southeastern Virginia are used for this experience.

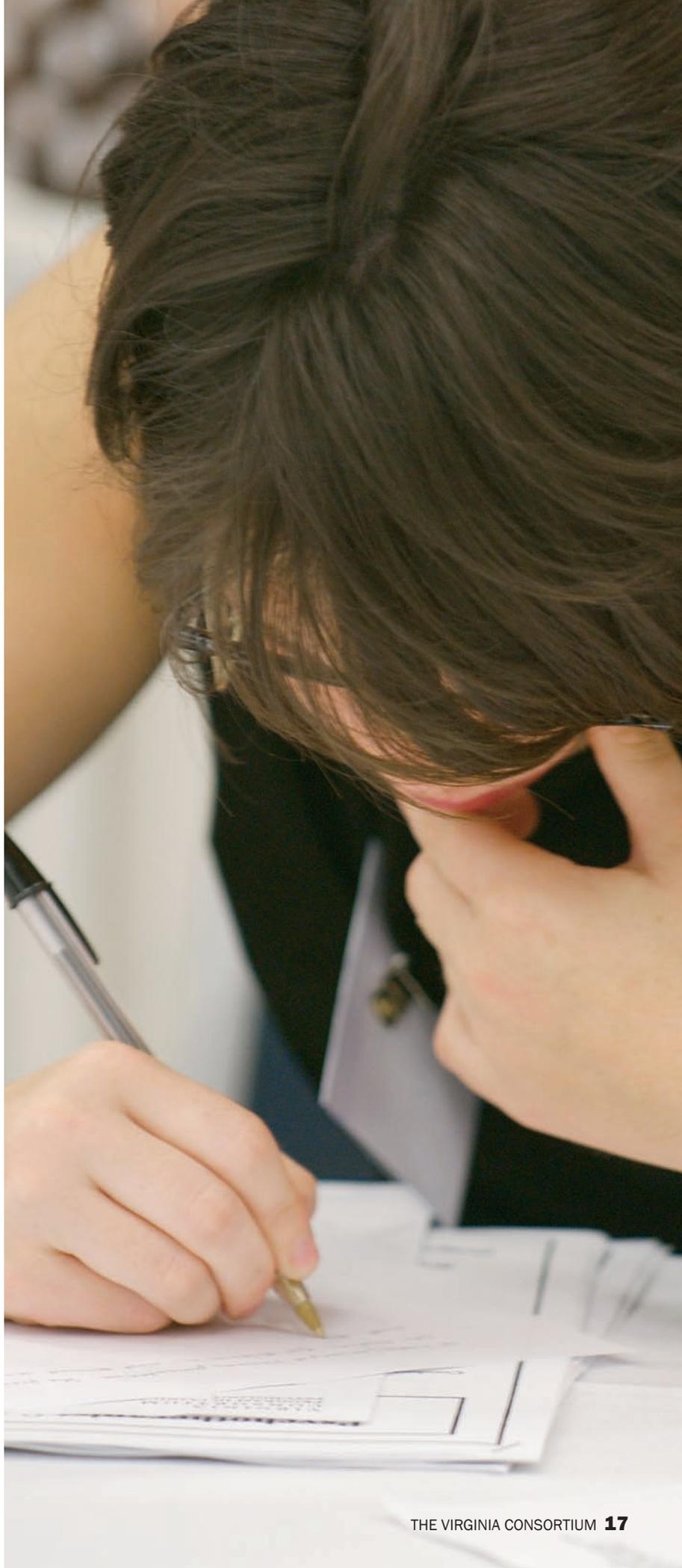
925: EVMS-Child Psychopathology (3) provides a developmental approach to the etiology, and identification of emotional, cognitive, and behavioral problems of childhood. Beginning with a review of normal development, psychopathology from each major division of childhood (infancy, early, middle, late childhood; adolescence) is addressed. Students are provided with descriptive and pathological approaches to diagnosis, and an introduction to the provision of treatment approaches for the child within the family context.

936: EVMS-Personality Assessment (3) provides an introduction to standards for construction of tests, personality assessment methodology, issues of prediction from test data, and report writing. The development, content, and interpretation of the Minnesota Multiphasic Personality Inventory 2 will be covered in detail.

940: EVMS-Cognitive Behavioral Therapy (3) covers theory and techniques of cognitive and behavioral approaches. A number of approaches (e.g., relaxation, operant, cognitive, multimodal) to a variety of clinical problems are considered. Applications for the assessment and treatment of adults, children, couples and families are discussed. Students gain practical experience in these techniques and in case conceptualization skills.

961: EVMS-Clinical Neuropsychology (3) provides an introduction to evaluation of brain-injured or otherwise neurologically impaired patients through review of behavioral neuroanatomy, neurobehavioral disorders, ancillary neurodiagnostic procedures, and neuropsychological interviewing and testing. Related topics (e.g., pediatric neuropsychology, forensics, ethics) are also covered. Instruction culminates in the application of this knowledge in generating diagnostic and treatment formulations for actual case examples. Learning is supplemented by in-class presentations and journal article reviews by students.

971: EVMS-Consultation/Supervision (3) provides a theoretical and practical introduction to management and to modern professional issues affecting the current and future practice of clinical psychology. Students will develop a functional understanding of how the principles of management and organizational behavior influence mental health service delivery, gain insights into managing and influencing organizations, and fulfilling professional roles in consultation and clinical supervision. This course includes a review of standards of ethical practice in the context of managerial and supervisory tasks.



DESCRIPTIONS Dissertation & Related Elective Courses

790: W&M-Directed Readings (1-3) is an elective available to qualified students; to be scheduled independently in consultation with supervising instructor.

791: NSU-Independent Study (3) is an elective available to qualified students; to be scheduled independently in consultation with supervising instructor.

794: W&M-Advanced Clinical Practicum (3-6) is part of a concentration. The student is supervised in the development of advanced skills in clinical psychology in a practice setting.

800: W&M-Clinical Dissertation (1-6) is coordinated with practica and electives during the third year to develop an area of concentration. The dissertation presents the results of applied research.

861: ODU-Advanced Clinical Practicum (3-6) is part of a concentration. The student is supervised in the development of advanced skills in clinical psychology in a practice setting.

894: ODU-Clinical Dissertation (1-6) is coordinated with practica and electives during the third year to develop an area of focus. The dissertation presents the results of applied research.

896: NSU-Advanced Clinical Practicum (3-6) is part of a concentration. The student is supervised in the development of advanced skills in clinical psychology in a practice setting.

897: ODU-Individual Study/Readings (1-4) is an elective available to qualified students; to be scheduled independently in consultation with supervising instructor.

899: NSU-Clinical Dissertation (1-6) is coordinated with practica and electives during the third year to develop an area of focus. The dissertation presents the results of applied research.

900: EVMS-Directed Study (1-4) is an elective available to qualified students; to be scheduled independently in consultation with supervising instructor.

985: EVMS-Advanced Clinical Neuropsychology-Adult (3) will build upon foundation material obtained in 960 to refine and expand knowledge of adult clinical neuropsychology and to supplement learning of clinical skills in concurrent advanced practica in clinical neuropsychology.

986: EVMS-Advanced Clinical Neuropsychology-Child (3) reviews specific neurodevelopment issues as they relate to theory, assessment and intervention with brain-impaired children. A variety of distinct neurological disorders, their neuropsychological correlates, appropriate assessment tools, and implications for remedial needs are discussed.

990: EVMS-Clinical Dissertation (1-6) is coordinated with practica and electives during the third year to develop an area of focus. The dissertation presents the results of applied research.

993: EVMS-Advanced Clinical Practicum (3-6) is part of a concentration. The student is supervised in the development of advanced skills in clinical psychology in a practice setting.

RECENT DISSERTATIONS

Carrie D. Smith

Test Anxiety and Other Factors as Predictors of Outcome for an Undergraduate University's Examination of Writing Competency
Chair: Desideria Hacker, Ph.D., NSU

Claudia R. Viggiano

An Experimental Analysis of Couple Aggression Using a Response Choice Paradigm
Chair: Connie Pilkington, Ph.D., W&M

Stacie A. Wilson

How Do People React to Someone Who Has Recently Tested for HIV? An Experimental Study of the Effects of Sexual Orientation and HIV Status
Chair: Valerian Derlega, Ph.D., ODU

Kevin K. Tsang

WISC-IV and IVA+Plus Pattern Analysis: Assessment of Attention-Deficit/Hyperactivity Disorder
Chair: John David Ball, Ph.D., EVMS

Erin K. Engle

The Body-Image Behaviors Inventory-3: Development and Validation of the Body-Image Compulsive Actions and Body-Image Avoidance Scales
Chair: Thomas Cash, Ph.D., ODU

Kathryn N. Shaw

Interparental Violence and Child Abuse among Alcoholic Households: Relationships to Adult Self-Esteem and Dating Violence
Chair: Michelle Kelley, Ph.D., ODU

Elise Simonds Bisbee

Massachusetts Youth Screening Instrument-2 (MAYSI-2) Long-Term Outcomes and Scale Stability
Chair: Robert P. Archer, Ph.D., EVMS

Luis C. Richter

The Antecedents to Infant Quality of Attachment
Chair: Kathrin Hartmann, Ph.D., EVMS

Courtney Hanley Podesta

Differences Between Traditional and Non-traditional African-American Students Attending an Historically Black or a Predominantly White University
Chair: Desideria Hacker, Ph.D., NSU

Farrahdya Tassy

Relationship Predictors of Unwanted Pursuit
Chair: Barbara Winstead, Ph.D., ODU

Nicole A. Dock

Relationships Between Black Female College Students' Relationships with Their Fathers and Adult Romantic Attachment
Chair: Michelle Kelley, Ph.D., ODU

Melanie Santos

A Multidimensional Body Image Comparison of Aesthetic Surgery Candidates and Body Dysmorphic Disorder Patients
Chair: Thomas Cash, Ph.D., ODU

FACULTY

Robert P. Archer, (Ph.D., University of South Florida, 1977; ABPP; licensed-clinical); Professor, EVMS; forensic psychology; adolescent psychotherapy; MMPI-2, and MMPI-A assessment.

John David Ball, (Ph.D., University of Virginia, 1978; ABPP-CL; licensed-clinical); Professor, EVMS; neuropsychology, assessment and psychotherapy (especially with children and adolescents), professional issues.

Darlene Gould Colson, (Ph.D., University of North Carolina-Chapel Hill, 1985; licensed-clinical); Chair and Assoc. Professor, NSU; attribution, depression, minority and women's issues.

Joy A. Cooley, (Psy.D., Virginia Consortium, 1993); Professor, NSU; human and companion-animal bond.

Barbara Cubic, (Ph.D., Louisiana State University, 1992; licensed-clinical); Assoc. Professor, EVMS; cognitive behavioral therapy; eating disorders; anxiety disorders; depression; women's issues and integrated care.

Ernestine Duncan, (Ph.D., Georgia State University, 2000); Adjunct Asst. Professor, NSU; multicultural lifestyles.

Perry M. Duncan, (Ph.D., University of Washington, 1969); Assoc. Professor, ODU; physiological psychology, behavioral pharmacology, drug abuse and dependence.

Desideria Hacker, (Ph.D., University of Georgia, 1988; licensed-clinical); Asst. Professor and VCP Director, NSU; gender and race issues.

Richard W. Handel, (Ph.D., Kent State University, 2000; licensed-clinical); Asst. Professor, EVMS; objective personality assessment (MMPI-2 and MMPI-A);

statistical and research methodology; cognitive-behavioral therapy.

Kathrin Hartmann, (Ph.D., Pacific Graduate School of Psychology, 1994; licensed-clinical); Assoc. Professor, EVMS; assessment and psychotherapy with children and adults; clinical child psychology, multicultural psychology, parent-child interactions, evaluations of preschoolers.

Karen Y. Holmes, (Ph.D., Wayne State University, 2001); Asst. Professor, NSU, distributive and retributive justice; racism and health.

Louis H. Janda, (Ph.D., Arizona State University, 1972; licensed-clinical); Assoc. Professor and VCP Director, ODU; telephonic applications for psychological assessment.

Joy P. Kannarkat, (Ph.D., Howard University, 1975; licensed-clinical); Professor, NSU; clinical child psychology, parenting, family therapy.

Michelle Kelley, (Ph.D., University of Houston, 1988); Professor, ODU; parenting in at-risk families; effects of substance abuse and parent treatment for substance abuse in children.

Cathy Lau-Barraco, (Ph.D., University of Central Florida, 2006); Asst. Professor, ODU; cognitive, social and environmental influences of alcohol and drug use; emerging adults; brief interventions.

Robin J. Lewis, (Ph.D., University of Kansas, 1984; licensed-clinical); Professor, ODU; depression; interface of social and clinical psychology; coping with stress; gay and lesbian issues.

Serina A. Neumann, (Ph.D., University of Maryland-Baltimore County, 2001); Asst. Professor, EVMS; cardiovascular

behavioral medicine; psychophysiological responses to stress; behavior genetics of depression and cardiovascular disease.

Michael P. Nichols, (Ph.D., University of Rochester, 1973; licensed-clinical); Professor, W&M; family therapy; couples, and psychodynamics.

Constance J. Pilkington, (Ph.D., University of Georgia, 1988); Chair and Assoc. Professor, W&M; theories of personal and social relationships; perceptions of risk in intimacy; romantic attitudes and relationships.

Delanyard L. Robinson, (Ph.D., Rutgers University, 1981); Professor, NSU; assessment and modification of interpersonal behavior, counseling ministry, behavioral medicine, multimodal behavior therapy.

Janis V. Sanchez-Hucles, (Ph.D., University of North Carolina-Chapel Hill, 1980; licensed-clinical); Professor, ODU; trauma, feminism, competency issues; implementing effective interventions for ethnic minorities, women, families, and couples.

Glenn D. Shean, (Ph.D., University of Arizona, 1966; licensed-clinical); Professor, W&M; psychosocial and interpersonal-dynamic aspects of psychopathology, including schizophrenia, depression, and anxiety disorders.

Michael L. Stutts, (Ph.D., University of Louisville, 1984; licensed-clinical); Professor and VCP Director, EVMS; VCP Chair; clinical neuropsychology, rehabilitation psychology; HIV/AIDS.

W. Larry Ventis, (Ph.D., University of Tennessee, 1970; licensed-clinical); Professor, W&M; Acting VCP Director, W&M; observational research with

families, therapeutic uses of humor, moral development and psychology of religion.

J. Catesby Ware, (Ph.D., Tufts University, 1976); Assoc. Professor, EVMS; Director, Sleep Disorders Center, Sentara Norfolk General Hospital; clinical polysomnography, sleep and sleep disorders, sleep pharmacology, effects of fatigue and sleep loss on performance.

Nadia Wasylyshyn, (Ph.D., Purdue University, 1983); Assoc. Professor, EVMS; Director, Pediatric Psychology, Children's Specialty Group; pediatric psychology, adjustment to chronic illness, medical compliance, high risk infants, eating disorders, pain management.

Neill Watson, (Ph.D., Harvard University, 1976; licensed-clinical); Research Professor, W&M; psychotherapy process and outcome, self-discrepancy, personal constructs.

Karen Boyd White, (Psy.D., Virginia Consortium, 1994; reality therapy certified) Asst. Professor, NSU; male-female relationships; reality therapy; family therapy; cultural diversity.

Barbara A. Winstead, (Ph.D., Harvard University, 1980); Chair and Professor, ODU; psychology of women, personal relationships, social support, work-family balance.

Janice Zeman, (Ph.D., Vanderbilt University, 1991; licensed-clinical); Assoc. Professor and VCP Director, W&M; emotion regulation in children and adolescents, parental emotion socialization practices, developmental psychopathology, pediatric psychology. (on leave)

ADJUNCT FACULTY & PRACTICUM SITE SUPERVISORS

Kathy S. Babel, (Psy.D., Virginia Consortium, 2003); licensed-clinical); Asst. Professor, W&M; Practicum Supervisor.

James Williamson Brown, (M.S.W., UNC-Chapel Hill, 1983; LCSW); Practicum Supervisor.

Felicia Brown-Anderson, (Psy.D., James Madison University, 2003); Adj. Instructor, W&M; Practicum Supervisor.

Donna M. Cairns, (Psy.D., Antioch, 2001); Adj. Asst. Professor, W&M; Practicum Supervisor; borderline personality disorder, female antisocial personality disorder.

Vanessa Caldwell-Jenkins, (M.S., 1994, Coppin State University); Senior Staff Counselor, NSU Counseling Center; mental health concerns of African-American college students; domestic violence; women's health; fatherhood; parenting; juvenile females; batterers intervention.

Vicki Beck Caminer, (Psy.D., Virginia Consortium, 1987; licensed-clinical); Adj. Asst. Professor, W&M; Military Sexual Trauma (MST) Team Coordina-

tor, VAMC; Practicum Supervisor; self psychology-intersubjectivity; developmental disorders; severe psychopathology; dissociative disorders; PTSD; clinical hypnosis; women veterans issues, including adult and childhood sexual trauma.

Lisa Conway-Sugden, (Psy.D., Florida Institute of Technology, 2001); Practicum Supervisor; treatment factors in sexual abuse; selective mutism; ADHD' learning disabilities.

Betty Ann Davis, (MS.Ed., Old Dominion University, 2008); Practicum Supervisor; women's issues; PTSD; men's issues; relationship violence; stress management.

William J. Duane, (Ph.D., Washington University, 1973; licensed-clinical); Asst. Professor, EVMS; Adj. Asst. Professor, W&M; Practicum Supervisor.

Diana Dunten, (Ph.D., University of Tennessee-Knoxville, 1977); Adj. Asst. Professor, W&M; Practicum Supervisor.

Deborah Edwards, (Psy.D., Widener University, 2000); Practicum Supervi-

sor; child development, intellectual assessment.

Frederick Frieden, (Ph.D., Virginia Commonwealth University, 1981); Adj. Assoc. Professor, W&M; psychotherapy, interpersonal theory, communications based approaches to psychotherapy and process research; marital/sexual therapy/intimacy paradigms.

Gail Ann Furman, (Ph.D., Washington University-St. Louis, 1983; licensed-clinical); Adj. Asst. Professor, W&M; Practicum Supervisor; brain-behavior relationships, Adlerian psychotherapy, ecopsychology.

Susan Garvey, (Psy.D., Virginia Consortium, 1987; licensed-clinical); Adj. Professor, ODU; Practicum Supervisor; family violence; domestic violence and child abuse; chronic disease, including HIV/AIDS; forensic psychology.

Lindsay C. Gibson, (Psy.D., Virginia Consortium, 1983; licensed-clinical); adult psychotherapy; personal development; life transition issues; creative and gifted specialty therapy.

Jessica Gifford, (Psy.D., Virginia Consortium, 2003; licensed-clinical); Adj. Asst. Professor, W&M; Practicum Supervisor.

Jennifer Whitney Gildea, (Ph.D., University of Virginia, 2001); Adj. Asst. Professor, EVMS; violence among adolescent girls/women; risk for PTSD.

James S. Goalder, (Ph.D., Virginia Commonwealth University, 1990); Adj. Asst. Professor, W&M; Practicum Supervisor; alcohol, drug dependence and personality; relationship between adult, adolescent, childhood trauma and personality; medical adherence; tobacco dependence programming; psychosocial adaptation to conditions of chronic pain, threat assessment and workplace violence; organizational consulting.

Curtis Greaves, (Ph.D., Virginia Polytechnic & State University, 1996); Asst. Prof., NSU; Director, NSU Counseling Center; Practicum Supervisor.

Cynthia Hand, (Psy.D., Virginia Consortium, 2005); Practicum Supervisor.

Clifford Hatt, (Ed.D., University of Northern Colorado, 1981; ABPP, licensed-clinical); Adj. Professor, NSU; Adj. Assoc. Professor, W&M; Practicum Supervisor; learning disability identification and subtypes; assessment: cognitive, psychoeducational, personality and behavioral; child, adolescent, and family therapy; consultation and supervision; ethical issues; special education; attention deficit disorders.

Donna Haygood-Jackson, (Ed.D., College of William & Mary, 1988); Adj. Assoc. Professor, W&M; Licensed Professional Counselor; National Certified Counselor; Practicum Supervisor; stress related disorders; sexual assault issues.

Lori M. Hobson, (MS.Ed., Hunter College, 1982); Practicum Supervisor; substance abuse.

Angela Holley, (M.S., Virginia State University, 1990); Practicum Supervisor; women's issues.

Leonard G. Holmes, (Ph.D., Florida State University, 1981; licensed-clinical); Adj. Asst. Professor, W&M; Asst. Professor, EVMS; Practicum Supervisor; biofeedback, relaxation, hypnosis, family systems, trauma and dissociation; psychology and the Internet.

Carolyn H. Johnson, (Psy.D., Virginia Consortium, 1989); Practicum Supervisor; psychological evaluation.

Jeffrey S. Katz, (Ph.D., CSPP-San Diego, 1986); Practicum Supervisor; ADHD, learning disabilities, disaster mental health, cognitive-behavioral therapy.

Allison P. Knight, (Ph.D., University of Virginia, 2001); Practicum Supervisor; psychological assessment; parent-child attachment relationships; family therapy; parental resolution of children's diagnoses; community interventions for promoting healthy child and adolescent development.

Sarah Y. Krakauer, (Psy.D., Virginia Consortium, 1991; licensed-clinical); Adj. Assoc. Professor, W&M; dissociative disorders; personality disorders; depression; anxiety; internal family systems therapy; solution-focused therapy; gay/lesbian individual and couples therapy; survivors of abuse and neglect.

Chun-Fang Frank Kuo, (Ph.D., University of Missouri-Kansas City, 2005); Asst. Professor, ODU; religious influence in counseling/therapy process; procrastination in college students.

Ellen Kveton, (Psy.D., Virginia Consortium, 1989); Practicum Supervisor.

Joseph Lawless, (M.Ed., University of Virginia, 2001); Practicum Supervisor; GLBTQ college students; mindfulness-based stress reduction.

Kathleen D. Lynch, (Psy.D., Virginia Consortium, 2003; licensed-clinical); Adj. Asst. Professor, W&M; Practicum Supervisor.

Becca Nimmer Marcus, (M.S.W., University of Illinois, 1982); LCSW; Adj. Instructor, W&M; Practicum Supervisor.

John A. Mason, (Psy.D., Illinois School of Professional Psychology, 1991; licensed-clinical); Asst. Professor, EVMS; Adj. Asst. Professor, W&M; Practicum Supervisor; diagnosis, assessment, and treatment of children, adolescents, and their caregivers.

Harold Maxwell, Jr., (Psy.D., Virginia Consortium, 1990; licensed-clinical); Adj. Assoc. Professor, ODU; Practicum Supervisor; minorities in therapy; religion and psychology; substance abuse.

Deborah J. Mazzarella, (Psy.D., Wright State, 1994); Adj. Asst. Professor, W&M; Practicum Supervisor.

Marinell Miller, (Ph.D., University of Missouri-Columbia, 1991; licensed-FL); Adj. Asst. Professor, W&M; Practicum Supervisor.

Lisa M. Newman, (Psy.D., Virginia Consortium, 2003); Practicum Supervisor; psychotherapy with adults and adolescents; assessment; eating disorders, alexithymia, depression, anxiety, GLBT issues, women's issues.

Denise Norred, (Ed.S., Radford University, 1985); Practicum Supervisor; intellectual assessment; social skills training; ADHD.

Patricia L. Nunn, (M.A., Marshall University, 1996; LPC); Adj. Instructor, W&M; Practicum Supervisor; women's issues; PTSD; domestic violence.

Joseph F. O'Brien, (M.S., Loyola University-Maryland, 1979; LPC, LSATP); Practicum Supervisor.

Pamela Oksman, (Ph.D., University of Maryland-College Park, 1983); Adj. Instructor, W&M; Practicum Supervisor.

Susanna Owens, (Ph.D., Virginia Commonwealth University, 1999); Adj. Asst. Professor, W&M; stress and coping; identity and self-concept development; health psychology.

Janice A. Pattis, (Ed.S., College of William & Mary, 1983); Adj. Assoc. Professor, W&M; Practicum Supervisor; college student mental health; issues related to family of origin; women's issues; brief therapy.

Courtney Hanley Podesta, (Psy.D., Virginia Consortium, 2009); Practicum Supervisor.

Carol T. Pritchard, (Psy.D., Virginia Consortium, 1986); Adj. Assoc. Professor, W&M; Practicum Supervisor.

Lynelle Ragland, (Ph.D., 2002, University of North Carolina); Staff Psychologist, W&M Counseling Center; couples issues; multicultural competency.

Alan Rountree, (Psy.D., Virginia Consortium, 1988; licensed-clinical); Adj. Asst. Professor, EVMS; Practicum Supervisor; assessment and treatment of children; play therapy; infant-parent attachment; treatment of child victims of physical and sexual abuse; evaluation and treatment of physically abusive, neglectful parents.

Dana Sari, (Ph.D., Drexel University, 2001); Adj. Asst. Professor, EVMS; Adj. Asst. Professor, W&M; Practicum Supervisor; pediatric and adult neuropsychology.

Melanie Scherer, (M.Ed., Kent State University, 2006); Practicum Supervisor; motivational interviewing; substance abuse issues.

Joanne Shovlin, (Psy.D., Virginia Consortium, 1994; licensed-clinical); Adj. Asst. Professor, W&M; Practicum Supervisor; bereavement; PTSD; care-giving and geriatric rehabilitation issues.

Carina Sudarsky-Gleiser, (Ph.D., Ohio State University, 1995); Adj. Assoc. Professor, W&M; Practicum Supervisor; use of metaphoric communication in counseling;

multicultural and diversity issues; group therapy; women's issues; self-esteem; eating disorders; body image.

Thomas A. Sugden, (Psy.D., Florida Institute of Technology, 2002); Practicum Supervisor; Rorschach, MMPI-2, empirically validated techniques; forensics.

Frederic B. Tate, (Rh.D., So. Illinois University, 1985); Adj. Asst. Professor, W&M; Practicum Supervisor; HIV/AIDS prevention; safe-sex education; gay/lesbian issues.

Lenora Thompson, (Ed.D., University of Massachusetts-Amherst, 1978); Assoc. Professor and Director, ODU Counseling Services; Practicum Supervisor; lesbian/homosexual concerns; ethnotherapy; women's issues; college student development; academic motivation.

Edward Tiller, (Ph.D., University of Tennessee, 1970); Practicum Supervisor; evaluating treatment effectiveness of CBT, EMDR, TFT; professional ethics.

Cathy Tirrell, (Psy.D., Virginia Consortium, 2004); Practicum Supervisor.

Cheryl Trahan, (M.A., Trinity University, 1977); Adj. Instructor, W&M; Practicum Supervisor; intellectual assessment of the severely-profoundly handicapped population.

Alice Twining, (Ed.D., Boston University, 1983); Practicum Supervisor.

Brian K. Wald, (Psy.D., Virginia Consortium, 1988; licensed-clinical); Practicum Supervisor; child and adolescent treatment.

Randy Walton, (Ph.D., University of Virginia, 1988); Adj. Assoc. Professor, W&M; Practicum Supervisor.

Steven F. Waranch, (Psy.D., Virginia Consortium, 1982; licensed-clinical); Practicum Supervisor; psychotherapy, psychological testing.

Mark Wehrin, (Psy.D., Virginia Consortium, 1992; licensed-clinical); Practicum Supervisor.

Michelle Wright, (Psy.D., Virginia Consortium, 2005; licensed-clinical); Adj. Instructor, W&M; Practicum Supervisor.



THE VIRGINIA CONSORTIUM INSTITUTIONAL ADMINISTRATION

PRESIDENTS

John Broderick, ODU
Harry T. Lester, EVMS
Kim Luckes, NSU

PROVOSTS

Gerald J. Pepe, M.D., EVMS
Y. T. Shah, Ph.D., NSU
Carol Simpson, Ph.D., ODU

GRADUATE OFFICERS

C. Donald Combs, Ph.D., EVMS
Nuria Cuevas, Ph.D., NSU
Christopher Osgood, Ph.D., ODU

DEPARTMENT CHAIRS

Darlene G. Colson, Ph.D., NSU
Stephen Deusch, Ph.D., EVMS, Chair
Constance Pilkington, Ph.D., W&M
Barbara Winstead, Ph.D., ODU

DIRECTORS

Desideria S. Hacker, Ph.D., NSU
Louis H. Janda, Ph.D., ODU
Michael L. Stutts, Ph.D., EVMS; Chair
W. Larry Ventis, Ph.D., W&M

STANDING COMMITTEES

RECRUITMENT & ADMISSIONS COMMITTEE (RAC)

Kathrin Hartmann, Ph.D., EVMS
Janis Sanchez-Hucles, Ph.D., ODU
Karen White, Psy.D., NSU

COMPREHENSIVE EXAMINATION COMMITTEE (CEC)

Cathy Lau Barraco, Ph.D., ODU
Joy Kannarkat, Ph.D., NSU; Chair
Serina Neumann, Ph.D., EVMS
Glenn Shean, Ph.D., W&M

PROGRAM REVIEW COMMITTEE (PRC)

Frederick P. Frieden, Ph.D., W&M
Richard Handel, Ph.D., EVMS; Chair
Karen Holmes, Ph.D., NSU
Barbara Winstead, Ph.D., ODU

PRACTICUM SITES/SUPERVISORS

Atlantic Psychiatric Services

Brian Wald, Psy.D.
Steven F. Waranch, Psy.D.

Carol Pritchard and Associates

Carol T. Pritchard, Psy.D.

Clinical Associates of Tidewater

Kathleen Dring, Psy.D.
Carolyn Johnson, Psy.D.
Jeffrey Katz, Ph.D.

Colonial Behavioral Health

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